Improving the Creative Character of Elementary School Students Through Tri Hita Karana Habituation

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Abstrak

Kurangnya karakter kreatif yang ditimbulkan siswa dalam kegiatan sehari-hari. Hal ini terlihat dalam proses pembelajaran siswa merasa acuh ketika guru memberikan stimulus berupa benda yang menarik dan siswa belum memiliki insisatif sendiri untuk bertanya, serta dalam membuat sebuah karya siswa cenderung meniru temannya. Penelitian ini bertujuan untuk menganalisis penerapan pembiasaan Tri Hita Karana untuk meningkatkan karakter kreatif siswa. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini direncanakan dalam beberapa siklus dengan tiap siklus dilaksanakan tiga pertemuan. Subjek penelitian ini adalah siswa kelas V SD. Metode pengumpulan data yang digunakan yakni metode non-tes dengan jenis observasi. Pada penelitian ini data karakter kreatif siswa dikumpulkan dengan lembar observasi. Metode analisis data yang digunakan ialah menggunakan teknik analisis deskriptif. Data hasil penelitian menunjukkan bahwa nilai rata-rata hasil karakter siswa pada siklus I yaitu sebesar 63 (kategori baik) dan nilai rata-rata hasil karakter siswa pada siklus II yaitu sebesar 85 (kategori sangat baik). Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan pembiasaan Tri Hita Karana dalam pembelajaran dapat meningkatkan karakter kreatif siswa. Implikasi penelitian ini yakni hasil penelitian ini dapat digunakan sebagai referensi dalam meningkatkan karakter siswa.

Kata kunci: Karakter Siswa, Kreatif, Tri Hita Karana.

Abstract

Lack of creative character generated by students in daily activities. In the learning process, students feel indifferent when the teacher provides a stimulus in the form of interesting objects, and students do not have the initiative to ask questions. In doing work, students tend to imitate their friends. This study aims to analyze the application of Tri Hita Karana habituation to improve students' creative character. This research is a classroom action research (CAR). This research is planned in several cycles, with three meetings. The subjects of this study were fifth-grade elementary school students. The data collection method used is the non-test method with the type of observation. The students' creative character data in this study were collected using observation sheets. The data analysis method used is the descriptive analysis technique. The research data shows that the average value of student character results in the first cycle is 63 (good category), and the average value of student character results in the second cycle is 85 (very good category). Based on the results of these studies, it can be concluded that applying Tri Hita Karana habituation in learning can improve students' creative character. This research implies that the results of this study can be used as a reference for improving students' character.

Keywords: Students Character, Creative, Tri Hita Karana.

1. INTRODUCTION

Character is a trait or personality that distinguishes each individual. The character that each person has is, of course, different. The character will be felt necessary when humans realize that character development is a need and a continuous process that never ends as long as they live (Fitria & Juwita, 2018; Saputro & Murdiono, 2020). Thus, the need for character education starts at the school level. Character education in schools can be defined as an effort to change and develop student behavior by referring to normative and holistic rules so that students become better, can live in society, and are not affected by negative things later (Gunawan et al., 2020; Suriadi et al., 2021). Character education in schools is formulated in the implementation of the 2013 curriculum. One of the characteristics emphasized in the curriculum is the creative character (Prasanti & Fitrianti, 2018; Rahayu et al., 2022).

Creative character is an attitude that can create and develop new ideas that individuals own to produce a work (Ismet, 2017; Wahyuni & Mustadi, 2016). The ability to create and use creative ideas can be interpreted as a creative character, where the creative potential of this child can grow if the child is faced with a problem and challenges that are building the child's potential (Dwiputri & Anggraeni, 2021; Wahab & Saud, 2021). One of the important attitudes children in the twenty-first century must have the ability to be creative to keep up with the times (Amalia et al., 2021; Ismet, 2017). Creative thinking can make someone care about something around them, making their life more enjoyable (Moma, 2017; Rosnaeni, 2021). Students' creative personalities can manifest themselves by developing or creating new ideas or ideas that positively impact their surroundings (Amalia et al., 2021; Munawaroh & Prasetyo, 2019). Students' creative personalities can manifest themselves in the form of developing or creating new ideas or ideas that have a positive impact on their surroundings.

However, in reality, the creative character of students is still low. In the learning process, students feel indifferent when the teacher provides a stimulus in the form of an interesting object, and students do not have the initiative to ask questions. In doing work, students tend to imitate their friends (Setyawan & Mustadi, 2015; Wahyuni & Mustadi, 2016). It is evidenced by the results of observations and interviews conducted with fifth-grade teachers at SD No. 1 Penungan shows that the creative character of students is still relatively low. It can be seen from students who tend to be passive in learning that many students throw garbage out of place. Organic and non-organic waste is still disposed of in places that do not match its place. Many students still cannot use used goods for more useful and useful goods. Many students do not want to decorate or arrange their classrooms to make them look more attractive and colorful, and some students cannot create a comfortable classroom atmosphere. It is certainly not in line with the expectations of the creative character of children. By applying creative characters to students from an early age, children are required to find new ideas or things, get used to doing work that can please the heart, and train students' cooperation (Pratiwi et al., 2018; Wulandari & Hidayah, 2020). If this is left alone, of course, these problems can impact the personality of students later.

The solution that can be done is by habituating the teachings of local wisdom in implementing learning activities in schools. One of them can be by doing Tri Hita Karana habituation in activities at school. Tri Hita Karana is one of the local wisdom philosophies found in Bali. Tri Hita Karana consists of the words "Tri" which means three, "Hita" which means happiness and "Karana" which means cause. So, it can be interpreted as three causes for creating happiness. Tri hita karana is one of the local wisdoms that suggests a harmonious and balanced relationship or life between bhakti/believing in God Almighty, devoting oneself to fellow human beings (social), and loving the natural environment based on the yadnya concept (Pradnyawhati & Agustika, 2019; Yunita & Tristiantari, 2019). The Tri Hita Karana teaching concept introduces the values of the reality of living together in terms of inculcating religious values, cultivating social values, respecting gender, instilling the value of justice, developing a democratic attitude, instilling an attitude of honesty, showing an attitude of honesty, improvement of attitude and fighting power, development of an attitude of responsibility, and respect for the natural environment to deal with life in this era (Parmajaya, 2018; Suarmini, 2019). So that with the application of tri hita karana habituation in learning, it can grow student characters, especially students' creative characters, so that students can come up with creative ideas in maintaining harmonious relationships with God, fellow humans, and their environment. The existence of a creative character within oneself can generate creativity in creating or modifying unused items into more useful items. This creative character is very useful if everyone owns it. It is because creatives can create new items or modify them so that used items no longer used are turned into more useful items and can be sold at a high value. It is supported by the findings of previous research, which stated

that the values contained in the concept of tri hita karana if integrated into learning in various fields of study, can provide meaningful experiences for students, so that character education is most likely to be more effective (Narayani et al., 2019; Parmajaya, 2020). Other research findings also reveal that the character values contained in the Tri Hita Karana concept as a universal philosophy are very relevant to be applied in various forms of activities and learning activities to strengthen students' character (Putu Gede Asnawa Dikta, 2022; Yasa et al., 2022). Several previous research findings state that the values contained in Tri Hita Karana can be applied in learning activities to strengthen students' character. Based on the explanation, this research aims to improve creative character through the habituation of Tri Hita Karana. Creative characters in this study are guided by the concept of Palemahan in Tri Hita Karana, namely character values that reflect creative behavior by using used goods to be converted into more useful goods with high usability. So with this, it can reduce the waste that makes the surrounding environment dirty.

2. METHODS

This research is classroom action research (CAR). This classroom action research was conducted at SD No. 1 Fighting, especially in fifth grade. This research is planned in several cycles, with three meetings. This action research stage adapts the classroom action research model, which consists of planning, implementing, observing, and reflecting. The subjects in this study were all fifth-grade students of SD No. 1 Penungan, totaling 14 people, consisting of 9 male students and five female students. The object of this research is the students' creative skills. The data collected in this study is data on the creative character of students. The data collection method used in this study is a non-test method with the type of observation. The implementation of the observation was carried out with an instrument in the form of an observation sheet. The instrument grid for the observation sheet is presented in Table 1.

Table 1. Grid of Research Instruments

No	Dimensions	Indicator
1	Create	1.1 Creating ideas for sorting organic and non-organic waste
		1.2 Have an idea for cleaning the sewers in the school
		1.3 Creating a comfortable classroom atmosphere
		1.4 Have the idea of turning used goods that are not used into useful goods
		1.5 Have an idea about utilizing organic waste in fertilizer
		1.6 Have an idea to turn a natural item into something usable
2	Modify	2.1 Decorating the classroom to make it look more attractive
		2.2 Organizing the classroom to be more neat and comfortable
		2.3 Adding herbs to the school garden
		2.4 Modify the garden to be more beautiful and tidy
		2.5 Turning used items that are no longer used into useful items
		2.6 Turning natural items into something usable
		2.7 Rearrange the gutters so that the water is not clogged when it floods

The data from observing students' creative characters are then analyzed using descriptive statistical methods. The measurement of the success of this research is based on the criteria of creative character. The success rate in this study is if the average value produced by students has become a habit in applying Tri Hita Karana habituation to improve

creative character, which is at least in the very good category, with classical completeness of 81%-100%. The reference used in determining it can be seen in Table 2.

Table 2. Criteria for Percentage of Creative Characters

No	Percentage (%)	Category
1	0 – 20	Need guidance
2	21 – 40	Not enough
3	41 – 60	Enough
4	61 – 80	Good
5	81 – 100	Very good

3. RESULTS AND DISCUSSION

Results

The implementation of this research was carried out in the fifth grade of SD No. 1 Penarungan. Before carrying out the research, pre-cycle activities were carried out to see the state of the class before applying learning with the Tri Hita Karana habituation. This pre-cycle activity is carried out by conducting interviews and direct observation of learning activities. Pre-cycle data obtained before the implementation of classroom action research shows that the creative character of fifth graders in learning activities at SD No. 1 Penarungan is still lacking. It can be seen from the students who cannot create a comfortable classroom environment, many students still throw garbage out of place, and many do not want to organize their classrooms attractively. These results reflect that the creative character of students is still lacking and needs to be improved. So, to overcome these problems, learning improvements are carried out by habituating Tri Hita Karana in learning activities. Improved learning is divided into activities in 2 cycles, each consisting of 3 meetings.

First, the activities of the first cycle were carried out in 3 meetings. At the time of conducting the first cycle, the creative character of the fifth-grade students at SD No. 1 Penarungan is classically classified as good with a percentage of 63.73%. So it can be said that in the first cycle, it has not reached the habit category in this class action research because the classical completeness, which is the reference in this study, is 81% -100%. The creative character of fifth-grade students at SD No. 1 Penarungan in the first cycle was classified as good in the percentage of 63.73% because it was in the 61-80% interval. It means that the creative character of students has not reached a very good interval. For this reason, it is necessary to take the next cycle of actions to improve the creative character of the fifth-grade students of SD No. 1 Penarungan, namely by providing a video of Tri Hita Karana's habituation in three meetings in the second cycle. The results of observations and findings during the giving of actions in the first cycle were that several obstacles caused this first cycle not to reach the habit category. Some students did not go to school at the time of the meeting and gave the video. When giving habituation videos, some students did not focus on observing and understanding the contents of the video. There is no interaction between researchers and students because students are still shy and not confident in asking questions. When giving the video, some students always asked permission to go to the toilet so that these students could not watch the complete video. Thus, at the first cycle stage, it has not reached the completeness desired by the researcher, so it is necessary to take action in the next cycle, namely the second cycle.

Both activities of the second cycle were also carried out in 3 meetings. The second cycle was implemented so that this research could reach the habit category and overcome the constraints that existed in the first cycle. As for some of the efforts made to avoid the obstacles in the first cycle, students need to increase their courage in asking questions or

answers to create a pleasant classroom learning atmosphere. Students are also expected to be more serious and focus on watching the Tri Hita Karana habituation video given. Before implementing the action in the second cycle, the students again emphasized the indicators of the cooperation character, which would be applied as Tri Hita Karana habituation. Provide reinforcement and explanations about things that have not been understood by students related to habituation videos. Improve student discipline when giving Tri Hita Karana habituation videos so students can watch videos completely and clearly. From the results of the action research in cycle 2, there was an increase in the creative character of the students. The results showed the value in the first cycle: the classical average value was 63.73%, while in the second cycle, the classical average value was 85.14%. Judging from the criteria for the success of creating characters that have been determined as guidelines in this Tri Hita Karana habituation class action research, students have become habitual with the percentage of the average value of classical results of 85.14% in the "Very Good" category. Therefore, the next research phase was stopped only in the second cycle.

During the observation or observation, there were several findings during the implementation of the second action cycle. In general, when the implementation of the action provided a habituation video, all students were focused on following it. Students can already utilize used goods to be used as decoration in class. During the implementation of the second cycle, all school students watched the complete habituation video. Some students decorate gardens at school using pots made from unused plastic bottles. This research has two dimensions, namely, creating and modifying. The results showed that there was an increase in dimensions in the implementation of the first cycle and the second cycle. The existence of Tri Hita Karana habituation research to improve the creative character of fifth-grade students of SD No. 1 Penarungan. The increase in the dimensions of the implementation of the first and second cycles can be seen in Table 3.

Table 3. Increasing Dimensional Value in the First and Second Cycles

Dimensions	First cycle (%)	Second cycle (%)	Increase (%)
Create	61,9	83,3	21,4
Modify	65,3	86,7	21,4

Table 3 shows that from the analysis of the implementation of the first cycle of action and the implementation of the second cycle, the average value of student character results in the first cycle is 63, which is in the good category. The average value of student character results in the second cycle is 85, which is in the very good category. It shows that the constraints in the first cycle have been resolved properly in the second cycle. Improving the creative character of students in SD No. 1 Penarungan in the first cycle and the second cycle can be seen in Table 4.

Table 4. Data recapitulation of CAR results in the First and Second Cycles

Researched Aspect	Action	Percentage Criteria (%)	Percentage	Category
Elementary Student Creative Character	First Cycle	61 – 80	63,73%	Good
	Second Cycle	81 - 100	85,14%	Very good

The results of this study prove that through Tri Hita Karana's habit, students' creative character can increase and become a habit if they are given repeated treatment and action. Thus, this study improved the creative character of fifth-grade elementary school students. 1 Penarungan. Based on this, the research was stopped in the second cycle. So that the

implementation of this research consists of only two cycles, namely the first cycle and the second cycle

Discussion

Tri Hita Karana habituation in learning activities at SD No. 1 Penarungan applied to 14 fifth-grade students has gone well according to the expected planning, namely to improve students' creative character. The increased creative character is due to the implementation of learning combined with the Tri Hita Karana habituation. The results show that conducting research by providing Tri Hita Karana habituation videos can improve the creative character of elementary students. More specifically, Tri Hita Karana's creative character is very closely related to the concept of Palemahan. Palemahan is a human relationship with the natural surroundings. Based on the research results, it can be seen that the creative character in the implementation of Palemahan can be found when students sort waste according to its type. For example, organic waste is separated from non-organic waste, making it easier for students to choose waste for recycling. In addition, the results of creative character research associated with Palemahan can also utilize unused waste into items that are more useful and have a higher usability value, for example, making pots from plastic waste materials, and can also modify classrooms to make them more interesting with used goods that have been converted into goods that support the learning process. So by utilizing used goods that have become waste into more useful items, students can indirectly maintain a clean environment. Of course, this is following the principle of creative character, namely creative thinking students can be created by being trained and accustomed to exploring so that they can produce new ideas that are original and have scientific insight (Handayani Anik, 2021; Wahyuni & Mustadi, 2016). The environment has an important role in a person's creative thinking ability. With a person's creativity, he can optimally develop his abilities and talents (Monalisa & Sukarni, 2019; Ristiani et al., 2021).

Increasing the creative character of students through the application of the Tri Hita Karana value can lead to a change in the character of students who are initially very indifferent to the surrounding environment, do not want to throw garbage in its place, like to put garbage under the table, so that there is no desire to create an interesting classroom atmosphere. After being given the habituation of the Tri Hita Karana value in the implementation of repeated learning, students can submit their creative ideas to organize classes and gardens using used goods such as used drink bottles, and students have started to get used to throwing garbage in its place and not leaving trash in the bottom table. Tri Hita Karana-based learning makes students accustomed to taking care of the environment to create a more conducive classroom and school environment through discussions conducted in class (Cahyadi & Sukerni, 2020; Narayani et al., 2019). The implementation of the teachings of Tri Hita Karana must be carried out in a balanced and harmonious manner to foster student character, which can be done by instilling the values of tri hita karana through school cultural activities (Arimbawa et al., 2018; Sari & Wulandari, 2022). Thus, character values education in schools is very appropriate to be taught through the implementation of the Tri Hita Karana teachings because Tri Hita Karana teachings build a balanced and harmonious life attitude with God, with fellow humans, and with the natural environment.

Tri Hita Karana's habituation in learning is very important to apply. Tri Hita Karana is one of the Hindu philosophies consisting of Parahyangan (human relations with God), Pawongan (human relations with humans), and Palemahan (human relations with the environment) (Diantari & Agung, 2021; Mahendra & Kartika, 2021; Tiarini et al., 2019). This concept can be implemented in various school activities and learning activities to improve students' creative character. Through these learning activities, students are guided to foster harmonious relationships with God, others, and the environment so that balance and

harmony of life and peace are obtained in society, nation, and state (Dikta, 2020; Parmajaya, 2020). The Tri Hita Karana teachings can be applied in schools because they contain character values that are very relevant and realistic in building student character (Budiasih, 2017; Darmika et al., 2022). So, applying Tri Hita Karana's teachings in learning can grow and develop student character.

In this classroom action research, it was found that the habituation of Tri Hita Karana in learning activities can positively impact student character, especially the creative character of students. It is because practicing Tri Hita Karana makes students aware of the importance of maintaining good relations between gods, fellow human beings, and the environment. Encourage students to think creatively about how to be grateful for what they have obtained, and encourage students to create a comfortable learning environment as a form of gratitude to God and the environment. Habituation of the teachings of Tri Hita Karana can have a positive impact on student character because the implementation of learning activities is following the plans prepared by building the right attitude of life in maintaining harmony between belief and devotion to God, serving fellow human beings and loving the natural environment based on yadnya (Jaya, 2019; Narayani et al., 2019). The results of this study are reinforced by the findings of previous studies, which state that if all students can foster harmony with high discipline, strive for harmonious relationships with God, with fellow human beings, and with the natural environment following their respective obligations, then the character of students will become strong in the face the competition of life in today's modern era (Mahendra & Kartika, 2021; Tiarini et al., 2019). Other research findings also state that the character values contained in the concept of Tri Hita Karana as a universal philosophy are relevant to be applied in various activities and learning activities to strengthen students' character (Putu Gede Asnawa Dikta, 2022; Yasa et al., 2022). So, through the habituation process, students are expected to be able to apply the creative character that has been applied in the school environment well. It is hoped that this creative character will be applied not only in the school environment but also in the home environment and the environment around which students live because this creative character forms a character that is beneficial for students in the future. A highly creative attitude will positively impact oneself family, the community, the school environment, and the nation. This research implies that the results of this study can be used as a reference for creating learning with local wisdom to improve student character, one of which is student creative character.

4. CONCLUSION

Based on the results of research on the application of the Tri Hita Karana habituation in fifth-grade learning at SD No.1 Penarungan, it can be seen that the learning activities for fifth-grade SD No. 1 Penarungan by applying the habituation of Tri Hita Karana's teachings in learning have improved with an increase in students' creative character as seen from the results of observations and interviews conducted on teacher activities and student activities during the learning process. So, it can be concluded that applying learning through the habituation of Tri Hita Karana can improve the creative character of students in implementing learning in fifth-grade elementary school.

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