

Tri Hita Karana-Based Thematic Teaching Materials on the Topic of Clean, Healthy, and Beautiful Environment

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ABSTRAK

Minimnya bahan ajar tematik yang disediakan oleh sekolah dan pemerintah mendorong guru untuk fokus pada pembelajaran yang tidak mengacu pada kearifan lokal dan materi yang digunakan tidak kontekstual. Menanggapi fenomena tersebut, penelitian ini bertujuan mengembangkan bahan ajar tematik berbasis Tri Hita Karana untuk siswa kelas 1 Sekolah Dasar. Jenis penelitian ini yaitu pengembangan dengan menggunakan model ADDIE. Metode yang digunakan untuk mengumpulkan data adalah observasi dan kuesioner. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Subjek penelitian yaitu ahli materi pembelajaran, dan ahli media pembelajaran. Subjek uji coba yaitu siswa yang berjumlah 10 orang. Teknik yang digunakan untuk menganalisis data adalah analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu hasil uji validitas dinyatakan valid dengan Koefisien Validitas isi 1. Bahan ajar tematik juga memenuhi kriteria kepraktisan dengan skor 4,9 dengan kategori sangat praktis. Berdasarkan uji coba ditemukan bahwa bahan ajar sangat efektif dengan rata-rata nilai siswa 88 dengan ketuntasan 90%. Disimpulkan bahwa bahan ajar berupa Bahan Ajar Tematik berbasis Tri Hita Karana untuk lingkungan yang bersih, sehat, dan asri layak dan efektif

digunakan dalam pembelajaran.

ABSTRACT

The lack of thematic teaching materials provided by schools and the government encourages teachers to focus on learning that does not refer to local wisdom, and the materials used are not contextual. Responding to this phenomenon, this study aims to develop Tri Hita Karana-based thematic teaching materials for grade 1 elementary school students. This type of research is developed using the ADDIE model. The methods used to collect data are observation and questionnaires. The instrument used to collect data is a questionnaire. The research subjects were learning material experts and learning media experts. The test subjects were students totaling 10 people. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The results of the study, namely the results of the validity test, were declared valid with a Content Validity Coefficient of 1. Thematic teaching materials also met the practicality criteria with a score of 4.9 in the very practical category. Based on the trial, it was found that the teaching materials were very effective, with an average student score of 88 with 90% completeness. It was concluded that teaching materials in the form of Tri Hita Karana-based Thematic Teaching Materials for a clean, healthy, and beautiful environment are appropriate and effective for use in learning.

1. INTRODUCTION

Education has an enormous power to charge the nation civilization because it contributes a significant and central role towards the students' potential development which is conducted consciously. It should be led on the improvement of the nation's competitiveness to be involved and participated on the global competition (Joshi et al., 2020; Mufida et al., 2021; Sarbini et al., 2021). In order to consummate this purpose, the Education should be beyond on just delivering lectures to establish the students with excellent concepts mastery and comprehensions, but it should be emphasized on the enhancement of the students' character education based local wisdom (Budiwibowo, 2016; Sarbini et al., 2021). It can be seen from the implementation of Tri Hita Karana (Pradnyawathi et al., 2019; Yunita & Trisiantari, 2019).

Through the implementation of education, it is expected to establish the students's character transformation because education manifests as a main ride that facilitate the students' characters enhancement and development (Hulukati & Rahmi, 2020; Yoga & Astra, 2020).

The implementation of Thematic Education facilitates and provides the students with lots of exposures regarding the positive characters enhancement and development as well as the ability to deal with the future challenges and problems (Fugard & Potts, 2015; Pratama et al., 2020; Samri et al., 2020). The existence of thematic instruction implemented in Elementary school does not merely emphasize on encouraging the studnets to be able to know something, but it actively emphasizes the students to learn how to do, learn how to be, and learn how to live together so that creates a relevant and meaningful learning instruction (Firdaus & Badriyah, 2018; Syafrijal & Desyandri, 2019). Thematic education provides the students with authentic, holistic and contextual learning, which closely related to the students' life experiences and environment so that contributes some impacts towards the functional learning that influences the students' problem solving ability (La'ia & Harefa, 2021; Rohimatusa'diyah et al., 2020; Trianggono, 2017).

However, the implementation of thematic instruction is still restricted by the lack of learning sources provided. Previous research findings also state that many students still lack learning resources (Artati et al., 2016; Simanihuruk & Simanungkalit, 2019). Other findings also state that the lack of learning resources or media will impact students' lack of motivation to learn (Hartini et al., 2017; Sukardi et al., 2020). Based on the preliminary observation conducted in SD Negeri 7 Kubutambahan, the teachers were still fixated on the use of monoton text books provided by the government. The learning sources used by the teacher in SD Negeri Kubutambahan was identified lack of contextual learning, local wisdom base learning, uncomplete concept of Tri Hita Karana, and the absence of thematic teaching sources that refer to local wisdom. This result of preminelary observation showed a contrast condition towards the actual situation. The majority of the students' parents were accomadated with smartphone base android which encourage them to establish an effective and enjoyable learning environment.

Based on this phenomenon, the implementation of teaching and learning must be facilitated with interesting sources and materials that can support student learning experiences. In addition, learning resources can also direct students to embrace true character as their life skills to prepare them to face the world (Astuti & Supriyono, 2020; Daryanti et al., 2019; Sirnayatin, 2017). Sincerity and purity, regardless of caste or social status. Teaching resources are systematic written and oral learning materials that help teachers create a pleasant and comfortable learning atmosphere (Coyne et al., 2018; Grønlien et al., 2021; Rochman et al., 2017). By applying exciting and engaging teaching resources, students are stimulated to be actively involved and illustrate the relevance of various concepts and subject matter. According to this case occurred in SD Negeri 7 Kubutambahan, it is urgently required a thematic teaching sources that assits the teacher to enhance and develop the students' positive character during the teacing and learning instruction.

The conduct of this education focuses on creating a fun and enjoyable learning atmosphere through the provision of various learning activities to enhance the students creativity, attitude, and comprehension (Coyne et al., 2018; Ferri et al., 2020; Kandakatla et al., 2020). The teacher as the mentor and facilitator should be creative in integrating various learning sources and engging learning media (Hartini et al., 2017; Sukardi et al., 2020; Ula & Fadila, 2018). This instruction approach is precisely implemented to the elementary school education because the elementary students sit on the phase called golden period in which their potentials are quickly depeolved (Mustofa & Syafi'ah, 2018; Nur Jannah, 2020). In this stage, the teacher and parents hold a massive responsibility to provide the students with positive example on how to be a wise and commendable human beings. Therefore , it is essentials to expose the students with the opportunities to freely relish and explore their world by playing, which facilitates them to learn and develop an essential skill they will continue to use throughout their lifetime.

Previous research findings also state that teaching materials are needed by students in learning (Putra & Agustiana, 2021; Taqiyyah et al., 2017). Other findings also state that suitable teaching materials will make it easier for students to learn, which impacts high student learning outcomes (Hidayah & Priscylio, 2019; Purnomo & Wilujeng, 2016). It was concluded that teaching materials are essential in learning activities. There needs to be a study on Tri Hita Karana-Based Thematic Teaching Materials with the Topic of a Clean, Healthy, and Beautiful Environment. In response to this phenomenon, this study aims to produce teaching materials in the form of Tri Hita Karana-based Thematic Teaching Materials for a clean, healthy, and beautiful environment. Teachers can use the results of this study at SD Negeri 7 Kubutambahan as teaching resources and form teaching materials based on Tri Hita Karana.

2. METHOD

This current study was designed as Research and Development (RnD) study, which aimed at producing a teaching source in form of Thematic Book base Tri Hita Karana concept, namely a clean environment, healthy environment, and lovely environment. To create the product of this current research, development model of ADDIE was used. The development model of ADDIE is a model that designed systematically and interactively through the conduct of five major procedures or stages (Molenda, 2003). There are five major procedures or stages that presented in this model namely analysis, design, development, implementation, and evaluation (Molenda, 2003).

According to the model employed in this present research, the development stages are divided into five major stage. Every stage or phase involves its own particular steps to be conducted. The first stage of development model is Analysis, in which this stage of model aimed at observing the learning facility condition, teacher, as well as the students. In this satge the identification of students need analysis, teaching book analysis, curriculum analysis, critical thinking concept analysis, the implementation of electronic based learning analysis, and material analysis. Second, Design.

In this stage, the overview and the outline of the thematic teaching material was produced. The entire design in this stage was based on the identification or analysis conducted in the first stage to prevent incompatibility between the needs and the product. The thhematic teaching material was designed using scientific approach while the assesment system used was essay test due to its compability in measuring students' high thinking order. The result of this design then evaluated by the experts to obtain some revisions for improvement. The third stage which was depelovment was examined as the early step of development stage, which included expert assesment stage. This assesment was examined by contents expert and media expert to identify the media feasibility through the use of content and media expert evaluation questionnaire. The assesment of learning content was examined to identify the language communicativeness used and the compatibility between the learning content and Curriculum 2013. Besides, media assesment was examined to identify the consistent relationship showed by each developed component with the applied learning characteristic.

The fourth stage examined was implementation stage. This stage was examined to obtain the content feasibility in term of the product's efficiency and effectiveness. The effectiveness of developed teaching materials in this current study was obtained from the score obtained by the students after treated by the developed product. The comprehension score obtained by the 10 students as the research respondent that came from 2 different school in Kubutambahan district, which were 5 students from SDN 1 Kubutambahan and 5 students from SDN 7 Kubutambahan. The methods used to collect data are observation and questionnaires. The instrument used to collect data is a questionnaire. The instrument grid is presented in Table 1. The techniques used to analyze the data are descriptive qualitative and quantitative analysis. Qualitative descriptive analysis was used to analyze input from experts. Quantitative descriptive analysis was used to analyze the scores given by experts.

Table 1. Learning Content Validity Test

No.	Assesment Aspect
1	The design of learning media is able to improve the learning instruction
2	Navigation easiness
3	Guessable appereance
4	The quality of the feature aid appereance
5	Accessibility
6	Control and presentation format design to accommodate the learning instruction
7	The ability to use in various learning instruction and with the different learners.
8	Based on the international standar specification

3. RESULT AND DISCUSSION

Result

This current study produce Tri Hita Karana-based thematic teaching material on theme 6 material for a clean, healthy, and lovely environment for first grade elementary school students. This developed product was produced to assits the teacher in SDN 7 Kubutambahan during the learning and teaching instruction as the main learning media for the first grade elementary students. This current study aimed at identifying the characteristic of the thematic teaching media based Tri Hita Karana, identifying the product's practicality, product's validity, and the product's effectiveness to be implemented for the first grade elementary students.

In this developed product, five major componenents were categorized as the products's characteristics namely component, display, material, learning acivities, and assesment system. The

components covered on the developed product including teaching material identity, learning guideline, basic competency, indicators, learning objectives, learning contents, and test. The components of the developed book can be observed in this following [Figure 1](#).

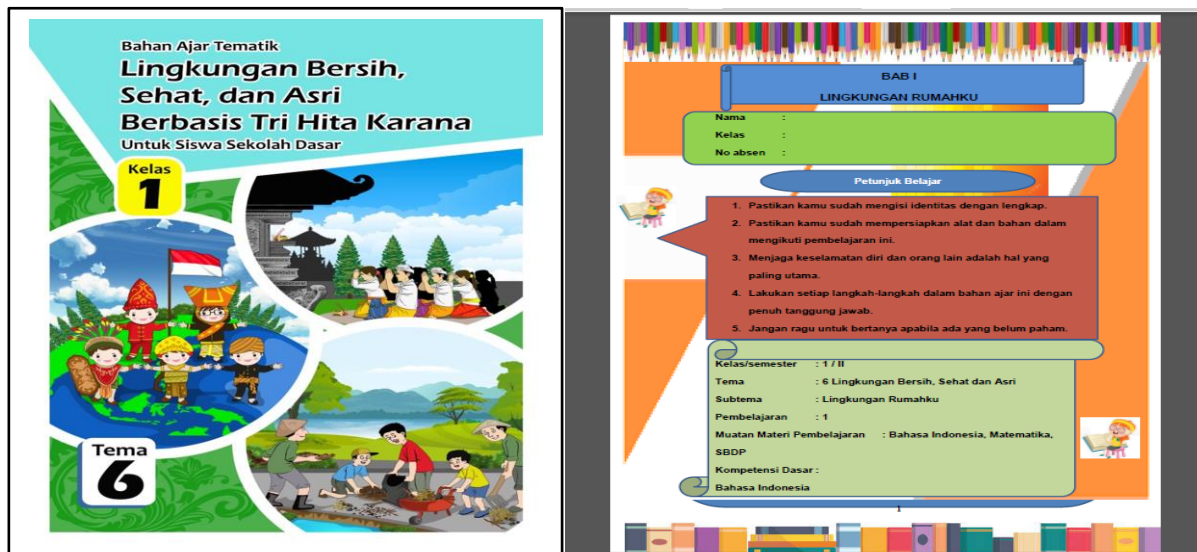


Figure 1. Cover and Learning Guidelines of Thematic Teaching Material

The display of the product was designed and developed based on the first grade elementary students' characteristic, in which the book display was in a colorful design and interesting for the students. On the book cover, the use of bright colors such as blue, green and yellow stimulated the students engagement in learning. Besides, it also covered some interesting pictures in the form of animation so that engage the student to be involved in the classroom process. In the term of learning material, it was in line with the curriculum 2013 revision edition. Due to the use of thematic learning, there were seven integrated material used in this book namely guideline expression, subtraction, sound power, invitation expression, two-dimensional figure, national emblem of Indonesia Garuda Pancasila, and daily rules. The example of the learning material can be observed on this following [Figure 2](#).

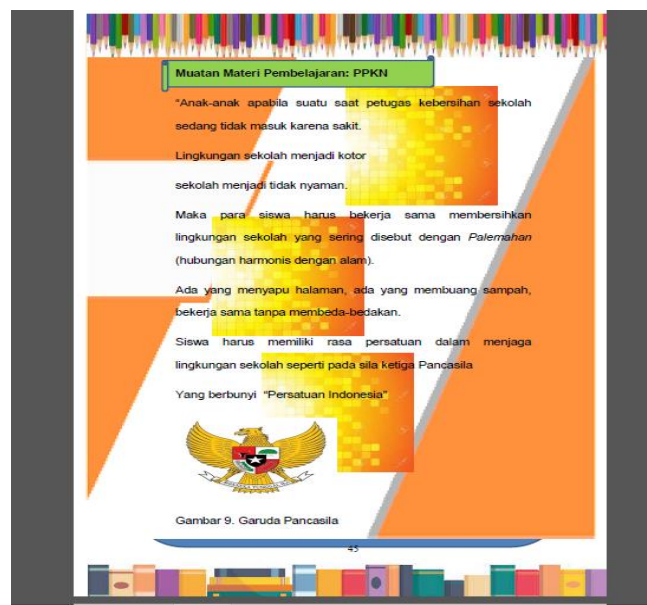


Figure 2. Learning Content

The learning activities were designed based on the scientific approach, which consisted of observing, questioning, information collecting, analysing, and conclusion drawing. By employing this scientific approach, it encouraged the students to be able to actively construct their own knowledge. Thus,

the studnets’s high thinking order can be facilitated. Therefore, the final stage of the learning process is assesment system in which it refers to the learning content and used the approach of Bloom taxonomy revision, which were Cognitive C1 and C3. The assesment system presented in this developed book was based on the use of essay test that in line with the level of students cognitive C1 and C3.

The instrument practicality test was examined to find out the validity of the instrument content by involving two experts,. The test revealed that the two experts showed the same result. The entire instrument items assessed by the two experts were relevant and valid. Therefore, the content validity score obtained from the Gregory Formula was 1. Then, the practicality of developed teaching media involved 3 teachers of first grade elementary school. The summary of the practicality test is presented in this following [Table 2](#).

Table 2. Practicality Test Summary

No.	Aspect	Score	Category
1	Easiness	4.9	Very Practical
2	Appropriateness	5	Very Practical
3	Attractiveness	4.9	Very Practical
Average Score		4.9	Very Practical

From the [Table 2](#), it can be observed the easiness aspect shows a score of 4.9, which is categorized as very practical categorization, the appropriateness aspect with a score of 5 , which categorized as very practical categorization, the attractiveness aspect with a score of 4.9 , which categorized as very practical categorization. Therefore, the average score obtained from the test was 4.9, which means that the developed Tri Hita Karana-based thematic teaching materials for the first grade elementary students was categorized into a very practical book.

To test the product validity, learning media validity test was conducted and examined. The validity test in this phase emphasized on the content validity and learning media validity. Content validity test was examined to identify the compatibility between the learning content and the applied curriculum 2013. Based data analysis reveals seven identified materials on the theme 6 materials for a Clean, Healthy, and Beautiful Environment. The entire identified material presented on the developed book showed a relevancy towards the applied Curriculum 2013 as it was stated by the teachers. Through the analysis using Gregory Formula, the score of content validity obtained was 1, which means that the content had a high content validity. Then, the learning media validity was examined by the two experts.

Based on data analysis reveals 8 aspects used to assesss the quality of learning media. The obtained data were analysed by using Gregory Formula. The calculation of Gregory Formula showed the score of content validity of 1, which means that the learning material had a very high content validity. Then, to identify the effectiveness of the developed product in this current study towards the students’ learning outcome in the level of Cognitive C1 and C3, this effectiveness test was conducted by trying the teaching materials out towards the 10 selected respondents, who came from the first grade students in SDN 1 and 7 Kubutambahan. The result of the effectiveness test is presented in [Table 3](#).

Table 3. Effectiveness Test

No.	Sample	Score	Description
1	Sample 1	90	Complete
2	Sample 2	85	Complete
3	Sample 3	85	Complete
4	Sample 4	55	Incomplete
5	Sample 5	100	Complete
6	Sample 6	90	Complete
7	Sample 7	100	Complete
8	Sample 8	85	Complete
9	Sample 9	100	Complete
10	Sample 10	90	Complete
Average Score		88	
Completeness		90%	Effective Learning Media

[Table 4](#) reveals the average score showed by the 10 samples participated. The average score identified was 88. From the entire research sample, there was one sample who did not pass the test or having an incomplete score. Meanwhile, the remaining 9 samples have successfully complete the score. It

means that the students' classical completeness was 90%. This result concluded that based on the criteria determined before, the teaching material showed good effectiveness during its implementation.

Discussion

In the process of developing Tri Hita Karana-based thematic teaching materials, there were five major characteristics that were presented on the developed media namely components, display, material, learning activities, assessment system. The component that inserted into the teaching media should be in line and in accordance with the theoretical review. Learning media consist of title, learning guidelines, basic competency, indicator, learning objectives, learning material, and assessment (Arista & Kuswanto, 2018; Saripudin et al., 2018). The provision of tittle is used to give the identity about the material so that prevent the teacher from some difficulties. The importance of an engaging learning media to stimulate the students during the learning and teaching instruction (Hamid et al., 2017; Mustofa & Syafi'ah, 2018). The teaching materials should be designed by the combination of pictures, youtube scene, and words. By using the combination of youtube and a colourful font layout, it is able to provide the students with interesting and variative teaching material (Putra & Agustiana, 2021; Taqiyyah et al., 2017). The other important thing to be considered on the process of producing a teaching material is the teaching material presented in the book. The material should be in line and in accordance with the applied curriculum 2013 revision edition. To choose the appropriate material, the basic competency analysis should be conducted then transformed into learning indicators (Hidayah & Priscylio, 2019; Purnomo & Wilujeng, 2016).

The practicality test showed that the Tri Hita Karana-based thematic teaching materials was categorized very practical. It was observed from the easiness aspect, feasibility, and attractiveness aspect that showed the same practicality result, which is very practical. It means that the teacher did not encounter a serious difficulty and problem during the implementation of the developed product (Lubis et al., 2019; Saripudin et al., 2018). In term of the easiness aspect, the developed product was easy to be implemented by the teacher. It was because the developed book was completed with a simple and complete guidelines. The teacher just required to instruct the students to access the given websites or the link of learning media. Besides, the teaching teaching material was also completed by the assesment rubric. Then, in term of the product feasibility, the developed product facilitated the teacher to establish the innovatif learning process. therefore, the developed learning media was designed base on the students need and characteristics (Saripudin et al., 2018; Yusnia, 2019). The presented pictures were able to stimulate the students' curiosity due to its authentic and contextual pictures presented. Thus, it can be observed that the developed learning media was feasible to use because of its practicality. A practical media is able to build and create a new learning and teaching instruction atmosphere, increase the students learning motivation, and provide the students with a wider and easier comprehension (Karisma et al., 2020; Lubis et al., 2019).

The result of the validity test revealed the validity of the learning content and learning media. Learning content presented in the Tri Hita Karana-based thematic teaching material was categorized very valid and the learning media was also categorized very valid. This result showed that the developed product was in line with the students and teachers' needs. The achievement of this content validity was obtained from the ideal stages and procedures. Bacis competency analysis is required to be examined first. Besides, the material or the content presented was also in line with the relevant book and material proposed by BNSP (Purnomo & Wilujeng, 2016; Sriyanto et al., 2019; Susilowati, 2017). The formulation of the material should be done by relating the actual phenomenon in order to establish a contextual learning instruction. In term of the teaching material, the book should be presented with a readable font and some illustrations to clarify and strengthen the students comprehension (Purnomo & Wilujeng, 2016; Taqiyyah et al., 2017).

The effectiveness of learning sources was categorized very effective. This result indicated the establishment of the students ability through the implementation of teaching material. The ideal development of teaching material and students characteristic provide the students with some opportunities to enhance their own ability. The use of scientific approach on the book facilitates the students to think in a high order level because the students are provided by the process that required to be undergone by the students (Hanifah, 2015; Saryantono & Nurdiana, 2018). Previous research findings also state that good teaching materials can help students learn (Purnomo & Wilujeng, 2016; Warkintin & Mulyadi, 2019).

4. CONCLUSION

Based on the results of data analysis, it was found that Tri Hita Karana Thematic Teaching Materials with Clean, Healthy, and Beautiful Environment Topics received very good qualifications from experts, teachers, and students. The effectiveness test results also revealed that the developed teaching

materials were used effectively. It was concluded that Tri Hita Karana-Based Thematic Teaching Materials with Clean, Healthy, and Beautiful Environment Topics are appropriate for learning.

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