

Reading Literacy Model Based Tri Hita Karana for Student's Thinking Skills

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ABSTRAK

Keterampilan berpikir kritis sebagai keterampilan yang mendasar dalam pembelajaran abad ke-21. Keterampilan ini salah satunya dipengaruhi oleh literasi membaca siswa. Namun, aktivitas literasi membaca di sekolah dasar belum maksimal. Tujuan penelitian ini adalah untuk menganalisis kebutuhan guru dalam pembelajaran di SD dan menghasilkan prototype model Literasi Membaca Tri Hita Karana. Jenis penelitian ini adalah penelitian dan pengembangan (RnD). Desain model penelitian dan pengembangan yang digunakan diadaptasi dari teori Borg and Gall. Subjek yang terlibat adalah 55 orang guru dalam studi pendahuluan, 6 orang dan 2 orang praktisi untuk uji kelayakan produk. Metode pengumpulan data untuk studi pendahuluan dan uji kelayakan menggunakan kuesioner. Data dianalisis dengan teknik analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa pertama, guru memerlukan pengembangan model yang dapat memaksimalkan aktivitas literasi siswa. Kedua, Hasil perhitungan rata-rata penilaian validator berada pada angka 4,3 yang berarti ada pada kategori sangat valid, dengan jumlah rata-rata aspek isi sebesar 4,3, aspek tata letak dan desain sebesar 4,2, dan tata bahasa sebesar 4,4. Hasil ini menunjukkan bahwa Model Literasi THK dinilai telah memenuhi kriteria validitas. Simpulan para ahli terkait pengembangan model ini adalah model dapat digunakan dengan beberapa revisi.

ABSTRACT

Critical thinking skills are fundamental skills in 21st-century learning. One of these skills is influenced by students' reading literacy. However, reading literacy activities in elementary schools have yet to be maximized. This study aimed to analyze teachers' needs in elementary school learning and produce a prototype of the Tri Hita Karana Reading Literacy model. This type of research is research and development (RnD). The research and development model design used was adapted from Borg and Gall's theory. The subjects involved were 55 teachers in the preliminary study, 6 people, and 2 practitioners for the product feasibility test. Methods of data collection for preliminary study are using a questionnaire. Data were analyzed using quantitative descriptive analysis techniques. The research results show that teachers must develop a model to maximize students' literacy activities. Second, the average calculation of the validator's assessment results is 4.3, which means it is in the very good category, with an average number of content aspects of 4.3, layout and design aspects of 4.2, and grammar of 4.4. These results indicate that the THK Literacy Model is considered to have met the validity criteria. The conclusion of the experts regarding the development of this model is that the model can be used with several revisions.

1. INTRODUCTION

The application of 21st century learning is an important issue in the implementation of education in Indonesia. Considered the important of this learning integrates literacy skills, knowledge skills, skills and attitudes, as well as mastery of technology. The challenges of 21st century learning require young people to have learning skills and a global perspective, such as thinking creatively, innovating, having information literacy, communication skills, collaboration skills, etc (Griffin et al., 2012; Saavedra, A. R., & Opfer, 2012; Smith, J., & Hu, 2013). These 21st century skills play an important role for students to be more responsive to the times. To have good skills, students must have a deep knowledge base and understanding in becoming

lifelong learners. Critical thinking skills are fundamental skills in 21st century learning. In every subject and at every level of education, the learning process and instructions need to integrate content knowledge learning, with activities that demand critical thinking and problem solving skills (Amran et al., 2019; Kivunja, 2014). Critical thinking really needs to be developed because with critical thinking skills, one can solve problems and be able to consider the possibilities that will occur according to the reasoning they have, before taking action (Florea & Hurjui, 2015; Peter, 2012).

In relation to the 21st century skills above, the education system in Indonesia needs to consider a number of aspects which are the domains of 21st century learning. According to the documents specified in 21st Century Skills, one of the most important domains in 21st century learning is literacy. Reading literacy is described as the ability to understand and use the written language required by individuals and society (Sismulyasih, 2018). Readers can build meaning from various texts. Literacy reading is more complex and goes beyond mere literacy, but includes understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, to develop one's knowledge and potential and to participate in society. Reading activity is closely related to critical thinking skills. This implies that the stages of developing critical thinking, starting with building the active assimilation of information ending with adaptation to new stages of development and decision making. Reading literacy greatly influences students' critical thinking skills. Students who have high literacy skills will also have high abilities in receiving, processing, and responding to information received, so that students can make the right decisions when facing problems they experience everyday. Students' critical thinking skills are born from a reading culture that has stimulated students' thinking power to be better and improve (Ismail & Elihami, 2019; Muhammad et al., 2019; Zuriana, 2017).

Based on these studies, it can be concluded that students' critical thinking skills are influenced by students' reading literacy. With regard to student reading literacy, unfortunately the reading literacy level of Indonesian students is still far from what was expected. The survey progress in International Reading Literacy Study (PIRLS) conducted in 2011 showed that the literacy skills of Indonesian students were still at the bottom when compared to other countries (Sismulyasih, 2018). This international study states that the average reading literacy achievement score of Indonesian students is 405, which is significantly below the international average of 500. The next study on students' reading literacy is PISA. PISA (Program for International Student Assessment). In this study the focus was on the category of students' reading ability, especially in Indonesia. In Indonesia, 30% of students achieve at least level 2 proficiency in reading (Chamisah, 2017; Nugrahanto & Zuchdi, 2019). At a minimum, Indonesian students can identify the main ideas in medium-length texts, search for information based on explicit criteria, although sometimes complex, and can reflect on the purpose and form of the text when explicitly directed to do so. Based on the results of the PISA calculation, Indonesia obtained a score of 371 while the average score of students' reading in the world was 493 (Pratiwi et al., 2019; Syaifuddin, 2022).

Based on the condition of the literacy ability of Indonesian students, the Government of Indonesia established a new policy which allegedly could be an alternative for the advancement of national education, namely by issuing a Minister of Education and Culture Regulation or abbreviated as Permendikbud Number 23 of 2015 concerning the Growth of Character. This policy is implemented with the National Literacy Movement (GLN), one of whose programs is the School Literacy Program (GLS). GLS is a program that is expected to foster a culture of reading, writing, listening, speaking to school members, both principals, students, and teachers which results in the ability to understand information analytically, critically, and reflectively (Numertayasa et al., 2020; Tiro, 2018). GLS also aims to create a school environment to become a lifelong learning environment by cultivating good reading, listening, writing and speaking activities. Reading materials that must be prepared are picture books, both fiction and non-fiction simple textbooks. In connection with this problem, the role of teachers is very important in providing textbooks at the habituation level in GLS or the School Literacy Movement (Rahman et al., 2020; Tahmidaten & Krismanto, 2020). These skills are indispensable in creating creative, productive learning in dealing with the development of 21st century learning. GLS has 3 stages, namely the habituation stage, the development stage and the learning stage.

Based on the explanation about the GLS stages above, there are several challenges in the implementation of the GLS, namely the lack of references in the school library. Many of the existing books are damaged and old publications, so the school is still trying to increase the number of references in the school library. Classrooms, school gardens, canteens, and UKS are not places that are clean and rich in text. The next challenge is the low reading behavior compared to accessing other media. This was reinforced by the results of interviews with several teachers in the Province of Bali who stated that the implementation of GLS in schools had not been maximized due to constraints on facilities or the availability of reading materials. In addition, literacy activities in schools are only limited to activities at the habituation stage, namely reading 15 minutes before learning begins, then development and learning have not been

implemented optimally so that students' critical thinking skills are not honed (Shoimah, 2018; Trisiantari et al., 2020). Furthermore, based on the GLS stages, it can be seen that this literacy activity has covered all four language skills, but the steps to build students' critical thinking skills and creativity have not yet appeared.

In building students' critical thinking skills, a holistic educational approach is needed. The holistic educational approach is characterized by a continuous effort to develop individuals with balanced intellectual, spiritual, emotional and physical capacities. The teacher's efforts to train students' critical thinking skills are not only based on Bloom's taxonomy, but incorporate religious, cultural, and creative values in learning (Walipah et al., 2020). Based on these empirical studies, it is necessary to conduct research and development on literacy models in high school elementary schools. The development can be done through the concept of Tri Hita Karana. Tri Hita Karana comes from the word "Tri" which means three, "Hita" which means happiness and "Karana" which means cause. Thus Tri Hita Karana means "Three causes of happiness". The cosmological concept of Tri Hita Karana is a very strong philosophy of life for Hindus. The philosophy of Tri Hita Karana has a concept that can preserve cultural and environmental diversity in the midst of globalization and homogenization. Basically the essence of Tri Hita Karana teachings emphasizes three human relationships in life in this world (Parmajaya, 2018; Winaya, 2021).

In the Parhyangan section, high-class literacy activities are developed with reading materials related to the relationship between humans and God so that it raises students' critical thinking about the existence of God. In the Pawongan section, literacy activities in class are held in collaboration between one student and another, between students and teachers, and between students and their parents. Thus literacy activities can train communication and collaboration skills to support students' critical thinking skills and creativity. In the Paahan section, literacy activities in the high class are developed by utilizing the surrounding environment. Palemahan is a harmonious relationship between humans and nature/environment. Human existence is inseparable from nature. That's why humans must know all the power and strength of nature, For example, the circulation of seasons and natural phenomena. Based on the description of the research background above, the aims of this study is to analyze teachers' needs in elementary school learning and produce a prototype of the Tri Hita Karana Reading Literacy model.

2. METHOD

This type of research is research and development (RnD). The research and development model design used was adapted from Borg and Gall's theory with 10 (ten) general steps, namely research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation (Borg, W. R. & Gall, 2003). Borg and Gall floating model is show in Figure 1.

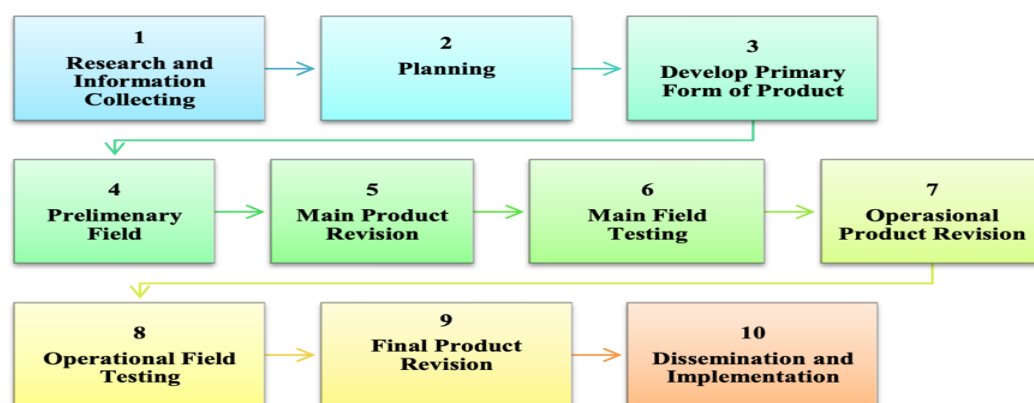


Figure 1. Borg and Gall Floating Model

However, due to the limitations of researchers, the development stage only reached the feasibility test or validity test stage. The participants in this research and development were 55 elementary school teachers in the preliminary study. In the feasibility test using 6 experts, 2 teachers (practitioners). The instruments in this study were used to collect data on the feasibility and effectiveness of the developed model. The instruments used in this study can be presented as in Table 1.

Table 1. Description of Instruments in Model Development

No.	Stages	Rated aspect	Instrument	Observed data	Respondents
1	Research and information collecting	Needs Analysis	Questionnaire	1. The learning model applied by the teacher 2. Literacy learning in elementary school 3. 21st Century Learning students	Teacher
2	Preliminary field testing	Product Validity	Questionnaire	1. Model Guidebook 2. Learning Support Tools (Teaching Materials, RPP, LKPD)	Experts and Practitioners

This development research uses data analysis techniques, namely quantitative descriptive analysis techniques. Analysis technique quantitative descriptive used to analyze the data obtained through a questionnaire score form. This method is used to analyze data analysis of model validity and learning device. To measure the feasibility of the product used product validity test. The questionnaire instrument was used to collect data about the validity of the Tri Hita Karana-based reading literacy model and its learning tools. Questionnaires were given to experts and teachers (Jamrah et al., 2020). The guidelines used to provide meaning and decision making on product validity are presented in Table 2.

Table 2. Classification of the Validity of the THK Reading Literacy Model

Interval Validity Score	Categories
>4.2	Very Valid/Practical
3.40 – 4.10	Valid/Practical
2.60 – 3.39	Valid Enough/Practical enough
1.81 – 2.59	Not Valid/Not Practical
< 1.80	Very Nov Valid/Very Not Practical

3. RESULT AND DISCUSSION

Result

Preliminary studies were conducted to get an overview of the real conditions in schools. This study was carried out by distributing a questionnaire containing 20 closed statements and 10 open statements to respondents from the teacher element. Questionnaire distributed via google form. The number of respondents in this preliminary study were 55 elementary school teachers in Buleleng district. The results of the preliminary study included collecting data on the learning tools used by teachers, reading literacy activities carried out in schools, integrating the philosophy of Tri Hita Karana in schools, students' critical and creative thinking skills. The preliminary study data is show in Figure 2.

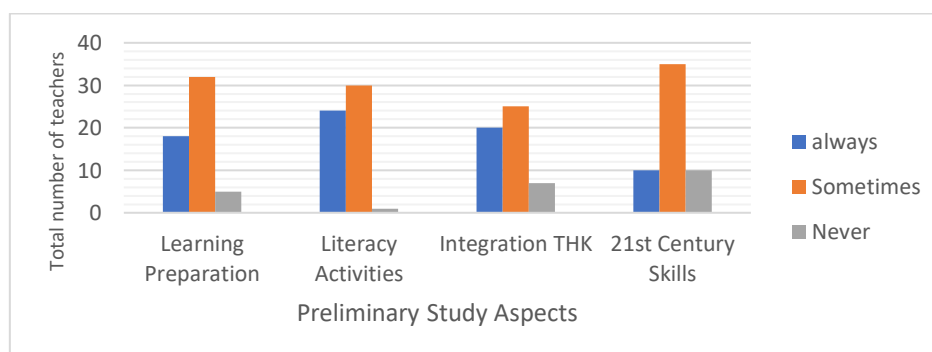


Figure 2. Preliminary Study Data

Base on Figure 2, data related to lesson preparation including lesson plans, learning resources other than teacher books and student books, learning media, and LKPD. Based on the results of the questionnaire analysis, most teachers only occasionally prepared these tools. For data on reading literacy activities in schools, it is still limited to the habituation stage, namely reading 15 minutes before learning begins. For the development and learning is still sometimes done. Only 10% of teachers invite students to discuss with their friends what they have read. Only 31% of teachers facilitate students to write creatively

based on what they have read. Integrating Tri Hita Karana in learning based on the answers of the respondents, the teacher has not fully implemented it. The application of THK in learning is: on the Parhyangan element, namely praying before and after learning; In the Palemahan element, maintaining the cleanliness of the school environment; and On the elements of Pawongan religious tolerance. Data related to 21st century learning skills, based on respondents' answers, only 17% of teachers train critical thinking skills and 20% of teachers train creative thinking skills. The conclusion from the respondents' answers is that most teachers stated that it was necessary to develop a reading literacy model based on Tri Hita Karana. Only 17% of teachers train critical thinking skills and 20% of teachers train creative thinking skills. The conclusion from the respondents' answers is that most teachers stated that it was necessary to develop a reading literacy model based on Tri Hita Karana. Only 17% of teachers train critical thinking skills and 20% of teachers train creative thinking skills. The conclusion from the respondents' answers is that most teachers stated that it was necessary to develop a reading literacy model based on Tri Hita Karana. Conclusion of the preliminary study is show in Figure 3.

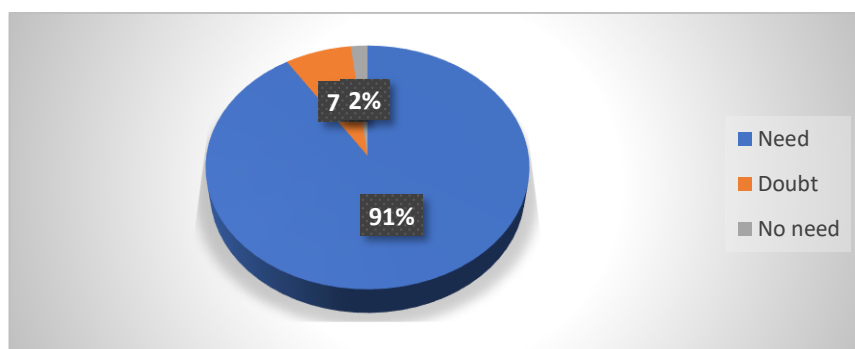


Figure 3. Conclusion of the Preliminary Study

Prior to model development, a research plan was prepared which included: formulating skills and expertise related to the problem, KI-KD analysis in grade IV learning, determining the goals to be achieved at each stage, design, or research steps. At this stage, the selection of material to be studied is also carried out. At this stage, the development of the initial form of the product prototype is carried out. The initial prototype developed was a THK reading literacy model manual and learning tools (teaching materials, lesson plans, student practice sheets, and evaluation tools). The design of the THK Reading Literacy Model was developed based on the needs analysis that has been carried out. The THK Literacy Model Systematic consists of five parts. The five sections include: 1) Chapter I. Introduction (Rationale for Model Development, Objectives of the Model Guide, Targets of the Model Guide); 2) Chapter II. Model Conception (Philosophy that underlies the model, Theory of Student Language Development, Reading Literacy, Reading Literacy Movement, Tri Hita Karana Philosophy, Model Conceptual Framework); Chapter III. Components of the Reading Literacy Model (Model Syntax, Social System, Principles of Reaction, Instructional Impact and Accompanying Impact, Support System), 3) Chapter IV. (Learning Implementation Plans, Teaching Materials, Student Worksheets, and Evaluation Tools; 4) Chapter V Closing (Conclusions and Suggestions). Syntax for developing the thk reading literacy model is show in Figure 4.

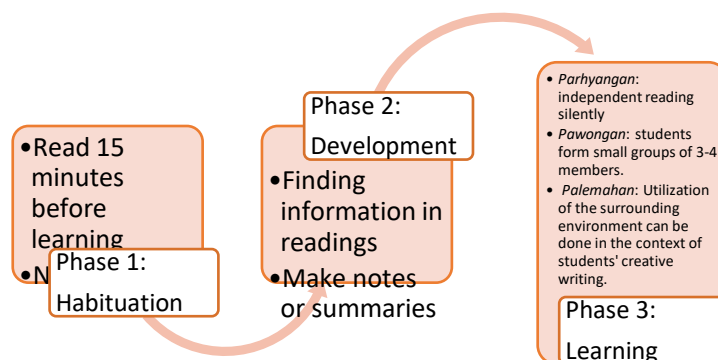


Figure 4. Syntax for Developing the THK Reading Literacy Model

Support systems in this model include Learning Implementation Plans (RPP), Student Practice Sheets (LPPD), teaching materials, and research instruments. The lesson plan developed is the lesson plan for grade 4 odd semester on the theme Various Jobs, the sub-theme Types of Work. The teaching materials

include Indonesian language content on Characteristics of Characters in Stories and Science content on Planned Activities for Preserving Natural Resources. LKPD contains activities to predict storylines, analyze characters in stories, and determine wise attitudes in conserving natural resources. Evaluation tools in the form of multiple choice tests and descriptions. The validation results of material experts, learning technology experts, linguists, and practitioners were compared with each. Model Validity Classification result is show in [Figure 3](#).

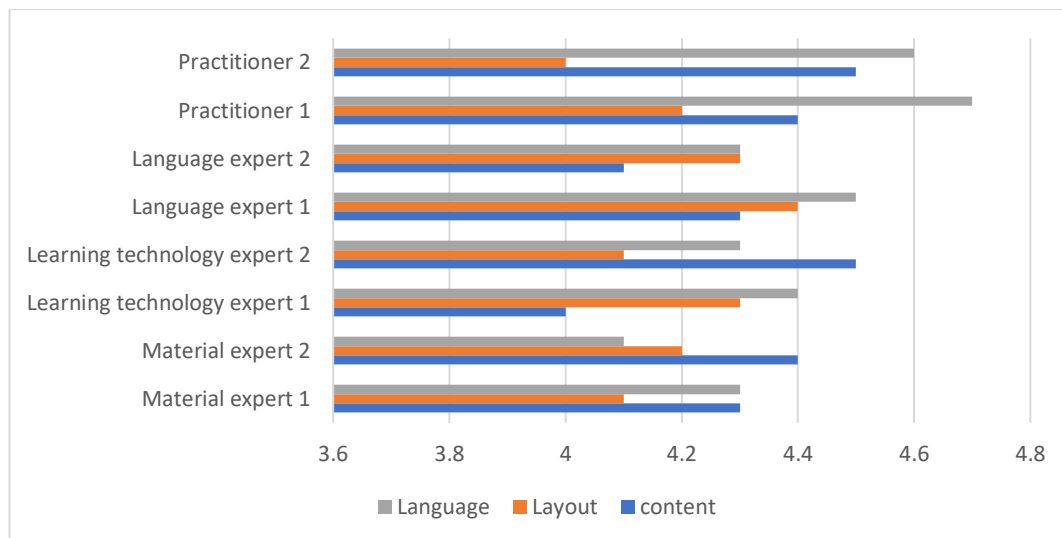


Figure 3. THK Reading Literacy Model Validation Results

Base on [Figure 3](#), the numerical data were then analyze, while the suggestions and comments provided were used as material for revising the contents of the toolkit. The average calculation result for the validator's assessment is at 4.3 which mean it is in the very valid category, with an average number of content aspects of 4.3, layout and design aspects of 4.2, and grammar of 4.4. These results indicate that the THK Literacy Model is considered to have met the validity criteria.

All validators agreed that the THK Literacy Model was used with minor revisions. Suggestions and comments obtained from experts are 1) In developing the model it needs to be considered also theological aspects and ecological aspects; 2) It is necessary to add a summary to the THK Reading Literacy model manual; 3) Objectives must contain elements of audience, behavior, condition, degree (ABCD) and contain operational verbs that train students' Higher Order Thinking Skills; In terms of the use of language, it is necessary to pay attention to the use of conjunctions at the beginning of the sentence so that it becomes a more coherent sentence.

Discussion

Based on the results of the preliminary study, respondents stated that it is important to maximize reading literacy activities in elementary schools. Not just 15 minutes before learning, but how to be able to process the information obtained through the writing. Literacy is important because students can develop their ability to read and understand written information and write correctly in various contexts, literacy is very important in the success of studying and acquiring various other life skills ([Knain & Ødegaard, 2019](#); [Bar-Kochva et al., 2021](#)). Efforts to improve the quality of quality human resources in the future, building quality individuals can be done early on with basic literacy activities. Literacy does not only refer to cognitive aspects but also several aspects such as social aspects, linguistic aspects, and psychological aspects ([Rodriguez-Segura, 2020](#); [Sohrabi et al., 2022](#)). Based on this, literacy can help students identify several problems and practice solving problems in their environment, which ultimately leads to skills and various creative innovations ([Fiangga et al., 2019](#); [Segundo Marcos et al., 2020](#)).

Because of the complexity of the literacy aspects that students are expected to master, it is necessary a holistic educational approach is needed. The holistic educational approach is characterized by a continuous effort to develop individuals with balanced intellectual, spiritual, emotional and physical capacities. The teacher's efforts to train students' critical thinking skills by incorporating religious values, culture, and creativity in learning ([Trisiantari, 2019](#); [Walipah et al., 2020](#)). Meaningful learning will be obtained if children learn according to their social environment, so that cultural elements cannot be separated in designing learning at school.

Respondents agreed that learning in elementary schools does not only focus on students' intellectuals, but also on integrating the values of divinity, humanity and love for the environment as important aspects that need to be developed for students. These aspects are contained in the Tri Hita Karana philosophy. The Tri Hita Karana philosophy can answer the blows of globalization and homogenization by preserving culture and the environment (Padet, I. W., & Krishna, 2018; Parmajaya, 2018). The concept of Tri Hita Karana arises not only out of common interests in society, but also as a fellowship in the same belief in God. Tri Hita Karana is the ideology of the Balinese people. The Balinese believe that Tri Hita Karana is true and good because it has been empirically tested and legitimized by Hinduism (Atmaja, 2020; Rasmini, 2018).

The THK Literacy learning model is based on a progressive philosophy that focuses on practical benefits. In the view of Progressivism, humans must always progress and act constructively, innovatively, reformatively, actively and dynamically. Because humans have instincts always want changes (Couch, 2018; Muller, 2015; Thorburn, 2017; Yalçin İncik, 2018). The knowledge gained from the learning process must be embedded in the social practices and experiences of the learner. This means that in learning, students are active in finding and processing information. The teacher's role is as a facilitator. In addition, according to the flow of progressive philosophy, education is a cultural process, because of that it grows and develops in the cultural flow of every society and often originates from religion and traditions adhered to by the community so that its presence has strong roots in the culture of society (Gay, 2013; Huda, 2013).

The development of this model is in line with the characteristics of elementary school students in terms of the cognitive development aspect of high grade elementary school students whose children are in the concrete operational phase. When children reach the level of concrete operations for some content area, they are able to reason with symbols that no longer resemble their real-world references. In this phase the child is able to think rationally, for example reasoning to solve a concrete problem. The teacher must expose students to learning situations that are age-appropriate and oriented to the experiences they will use in their next life (Huo et al., 2020; Wise & Hsiao, 2019). The student is the focal point, the curriculum and learning methods prepared by the teacher are based on the needs, interests and initiatives of the learner. Intelligence is a form of biological adaptation, namely a person's intellectual or cognitive behavior in interaction with his environment (Fitriani & Maemonah, 2022; Jolles & Jolles, 2021). Students' abilities will vary according to their cognitive level due to these various factors, such as environment, culture, sociodemographic status, etc (Almomani, F., Josman, N., Al-Momani, M. O., Malkawi, S. H., Nazzal, M., Almahdawi, K. A., & Almomani, 2014). However, the drawback of this phase is that when the child is faced with a problem that is abstract (verbally) in the absence of a real object, then he or she will experience difficulties or even be unable to solve it properly.

Based on the theory of language development, elementary school students in high grades are already able to communicate in written and spoken language and are able to express their feelings and emotions through words. Through the medium of language, social interactions between children and their parents, teachers and peers can fuel intellectual development. Language does not only affect students' thinking processes, but also their emotional and social development (Gallant et al., 2020; Razmi et al., 2014). Children from ages 5 to 12 perfect their ability to understand sentences while controlling nonverbal abilities. At this time the child's cognitive is greatly influenced by language skills but not too dependent on semantic knowledge (Gabriel et al., 2021; Gallant et al., 2020; Rosenqvist et al., 2014; Vetter et al., 2013).

This model is in accordance with the requirements of a learning model that includes model syntax, social system, principles of reaction instructional impact and accompanying impact, support system (Joyce et al., 2016; Yang et al., 2005). A model must contain a descriptive narrative in presenting procedures or systematics to achieve goals. The learning model is a specific approach to learning which includes learning objectives, learning steps, supporting environment, and classroom management. The THK Reading Literacy Model has only reached the stage of validity testing to obtain data on the feasibility of developing this model. To measure the effectiveness of this model, further studies are needed in the form of an effectiveness test. Product effectiveness testing can be carried out in the form of field trials, both limited and wide scale.

4. CONCLUSION

The results of this study indicate that learning requires a learning model that can maximize students' reading literacy activities. Based on the research results, the development of a reading literacy model based on Tri Hita Karana meets the eligibility criteria or can be declared valid for use in learning. The study on the development of the Tri Hita Karana-based Reading Literacy model is still limited to the feasibility test or product validity test. For this reason, it is necessary to carry out further studies that can

be used to measure the effectiveness of the developed model. Product effectiveness can be done starting from limited trials and large-scale trials.

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