



Tri Hita Karana Based Yoga Model Instrument for Independent Student Exchange Students

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Abstrak

Implementasi konsep Tri Hita Karana dalam pendidikan nilai karakter dan spiritualitas di perguruan tinggi memberikan dampak signifikan terhadap kesejahteraan holistik mahasiswa, akan tetapi pengembangan instrumen penilaian dalam implementasi konsep tersebut masih kurang. Penelitian ini memiliki tujuan untuk mengembangkan instrumen model yoga Berbasis Tri Hita Karana bagi pelajar pertukaran Merdeka. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan metode ADDIE. Subjek penelitian ini yaitu 2 ahli isi pembelajaran, 2 ahli bahasa dan 2 ahli desain pembelajaran. Subjek uji coba yaitu mahasiswa pertukaran pelajar mandiri yang berjumlah 30 orang (uji coba perorangan 3 mahasiswa, dan uji coba kelompok kecil 27 mahasiswa). Metode pengumpulan data yang digunakan meliputi observasi, wawancara, dan kuesioner. Instrumen yang digunakan dalam penelitian ini berupa lembar kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian yaitu hasil penilaian yang diberikan oleh ahli isi pembelajaran mendapatkan nilai rata-rata sebesar 94.5% sehingga mendapatkan kualifikasi sangat baik. Hasil penilaian yang diberikan oleh ahli bahasa yaitu 93% (kualifikasi sangat baik). Hasil penilaian yang diberikan oleh ahli desain pembelajaran yaitu 96.5% (kualifikasi sangat baik). Hasil uji kepraktisan yang diberikan oleh dosen mendapatkan nilai rata-rata sebesar 96% (sangat praktis). Hasil penilaian uji coba perorangan yaitu 92% dan uji coba kelompok kecil 95% sehingga mendapatkan kualifikasi sangat praktis. Hasil uji-t menunjukkan terdapat perbedaan nilai rata-rata kesejahteraan holistik pada mahasiswa setelah penggunaan Instrumen Model Yoga Berbasis Tri Hita Karana. Disimpulkan bahwa Instrumen Model Yoga Berbasis Tri Hita Karana layak dan efektif digunakan untuk meningkatkan kesejahteraan holistik pada mahasiswa pertukaran pelajar mandiri.

Kata Kunci: Instrumen Model Yoga, Tri Hita Karana, Pertukaran Mahasiswa.

Abstract

Implementing the Tri Hita Karana concept in character and spiritual values education in higher education significantly impacts students' holistic well-being. However, developing assessment instruments for implementing this concept is still lacking. This research aims to develop a Tri Hita Karana-based yoga model instrument for Merdeka exchange students. This type of research is development research using the ADDIE method. The subjects of this research were 2 learning content experts, 2 language experts, and 2 learning design experts. The trial subjects were 30 independent exchange students (3 in individual trials and 27 in small group trials). Data collection methods used include observation, interviews, and questionnaires. The instrument used in this research was a questionnaire sheet. The techniques used to analyze data are qualitative descriptive analysis and quantitative and inferential statistics. The research results, namely the assessments given by learning content experts, obtained an average score of 94.5%, resulting in very good qualifications. The assessment results given by language experts were 93% (very good qualifications). The assessment results given by learning design experts were 96.5% (very good qualifications). The results of the practicality test given by the lecturer received an average score of 96% (very practical). The results of the individual trial assessment were 92% and small group trials 95%, so getting a very practical qualification. The t-test results show a difference in the average value of holistic well-being among students after using the Tri Hita Karana Based Yoga Model Instrument. It was concluded that the Tri Hita Karana Based Yoga Model Instrument is feasible and effective to use to improve the holistic well-being of independent exchange students.

Keywords: Yoga Model Instrument, Tri Hita Karana, Student Exchange.

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1. INTRODUCTION

The application of Tri Hita Karana in various aspects of life, especially in the context of education, is a holistic approach that integrates spiritual, social, and ecological values to achieve overall balance and harmony. The Tri Hita Karana concept, which is rooted in local

Balinese wisdom, consists of three main elements, namely Parhyangan (harmonious relationship with God), Pawongan (harmonious relationship with fellow humans), and Pabelasan (harmonious relationship with the natural environment) (Afnan et al., 2022; Parayusa et al., 2024; Suryantari et al., 2021). The application of Parhyangan in education includes integrating spiritual and religious values into the curriculum so that students not only gain academic knowledge but also gain a deep understanding of the importance of maintaining a good relationship with God as the source of all life (Jaya et al., 2020; Kusumayani et al., 2019; Niriavidya & Werang, 2023). This can be realized through congregational prayers, celebrating religious holidays, and learning about ethical and moral values rooted in religious teachings (Anggana et al., 2022; Diah Yuniti et al., 2022).

Implementing Pawongan in education emphasizes building harmonious relationships among fellow humans (Jaya et al., 2020; Nirmayani & Suastra, 2023; Sedana Suci et al., 2018). This includes developing attitudes of mutual respect, cooperation, tolerance, and empathy among students, educators, and the entire school community. Social activities, group discussions, and collaborative projects can increase students' awareness of the importance of togetherness and solidarity in everyday life. Through this approach, students are taught to not only focus on personal academic achievements but also contribute to the welfare of the wider community, thereby creating an inclusive and supportive learning environment (Roth et al., 2015; Suryantari et al., 2019). The application of Pabelasan in the education sector focuses on instilling environmental awareness and ecological responsibility among students (Dewi et al., 2020; Nirmayani & Suastra, 2023). This includes educating students about the importance of protecting and preserving the natural environment through various practical activities such as recycling programs, reforestation, waste management, and outdoor activities. Environmental education based on the Palemahan principle aims to foster a sense of love and concern for nature so that students can understand and appreciate the role of the environment in supporting life. One way to apply the Tri Hita Karana concept can be by using yoga-style instruments (Dewi, 2018; Yunita & Suryadinatha, 2020).

However, the current obstacle is the need for more appropriate instruments for learning activities. Previous research findings state that some teachers experience difficulties in developing appropriate instruments to assess students (Asyhari, 2019; Ayuka et al., 2021; Purwaningrat et al., 2021). Other research also reveals that the lack of instruments that can measure students' abilities or skills has an impact on the achievement of learning objectives that cannot be measured optimally (Dermawan et al., 2021; Khaerunnisa & Pamungkas, 2018; Ramadhan et al., 2019). However, another thing currently happening at Ganesha University of Education is the need for instruments to assess exchange students holistically. The results of interviews conducted with lecturers at the Ganesha University of Education revealed a lack of assessment instruction, which needed more about students' physical, mental, and spiritual well-being in the learning exchange program. This means that the achievements of Tri Hita Karana-based learning activities have yet to be fully known. Exchange students often face the challenges of cultural adaptation, academic pressure, and homesickness. Hence, this assessment instrument is an effective tool to measure and address the negative impacts of these challenges. Using structured instruments, various aspects of the student experience, such as stress levels, anxiety, and sleep quality, can be systematically monitored and evaluated. Data obtained from instruments can help understand students' individual needs and conditions and provide a basis for developing more effective and evidence-based intervention programs (Kuswati et al., 2022; Rusila et al., 2023).

Based on these problems, the solution is to develop an assessment instrument that can holistically assess exchange students. One instrument that can be developed is a yoga model instrument based on Tri Hita Karana for Undiksha independent study students. The Yoga Model Instrument is a tool designed to measure and evaluate the effectiveness of yoga

practice in various contexts, including physical, mental, and spiritual health. In developing this instrument, a comprehensive methodological approach was used to ensure the validity and reliability of the measurements (Haryati et al., 2021; Jang & Protacio, 2020; Muadin & Prihatni, 2017). This instrument consists of a series of structured items to collect quantitative and qualitative data regarding an individual's experience of yoga practice. The items cover a variety of dimensions, such as frequency and duration of practice, type of yoga practiced, and the individual's perception of yoga's impact on physical, emotional, and spiritual well-being. Apart from that, this instrument also measures changes in psychological aspects such as stress, anxiety, and depression, as well as improvements in sleep quality, concentration, and general sense of well-being (Muliarta, 2023; Muliarta, 2021).

Previous research findings reveal that data obtained from instruments helps in understanding students' individual needs and conditions and provides a basis for developing more effective and evidence-based intervention programs (Kuswati et al., 2022; Rusila et al., 2023). Other research findings also confirm that integrating yoga into daily routines allows students to learn effective stress management techniques, improve concentration, and develop positive attitudes toward academic and social challenges (Kuswati et al., 2022; Rusila et al., 2023). Applying yoga instruments in the Independent Student Exchange program can create a more supportive and inclusive learning environment where students' physical and mental well-being is a top priority (Perbowosari et al., 2021; Wulandari et al., 2020). This is in line with the exchange program's primary objective, which focuses on improving students' academic competence and social skills, character building, and holistic well-being. Applying yoga instruments within the Independent Student Exchange program framework is essential in evaluating and improving the physical, mental, and spiritual well-being of the students involved in the program.

The novelty of this research lies in the in-depth integration between the Tri Hita Karana concept and the use of Yoga Model Instruments in an educational context, especially in the Independent Student Exchange program. This research uses an innovative approach that combines local Balinese wisdom with modern evaluation methods to measure students' holistic well-being. By applying Tri Hita Karana, this research does not only focus on academic aspects but also the spiritual, social, and ecological welfare of students. Apart from that, this research also fills the gap in the literature regarding the concrete application of Tri Hita Karana principles in evaluating educational programs and providing evidence-based data to support the development of more effective and adaptive programs. This research aims to develop and implement a Yoga Model Instrument based on the Tri Hita Karana concept in an educational context, especially in the Independent Student Exchange program,, to evaluate and improve students' welfare holistically.

2. METHODS

This research adopts a development methodology approach. This research refers to the ADDIE Model as its main reference framework in the development process. The ADDIE model, which stands for Analyze, Design, Develop, Implement, and Evaluate, describes the five stages of developing a learning program (Pujiastuti et al., 2020; Sukareni et al., 2021). The choice of the ADDIE Model as a methodological basis was based on its advantages, which include a systematic approach, ease of understanding, and solid theoretical roots in learning design. Using the ADDIE Model, this research aims to ensure that the learning material development process is structured and effective. These stages include needs analysis, learning design, material development, implementation, and evaluation of results. Thus, this approach provides a comprehensive framework for effectively designing, developing, and evaluating learning materials. This research uses the ADDIE model to develop a Yoga Model

Instrument based on Tri Hita Karana in the Ganesha Education University Independent Student Exchange program. At the analysis stage, information was collected regarding student problems through five analyses: curriculum, student character, learning needs, learning facilities, and learning materials. The planning stage includes preparing instruments, designing activities, selecting competencies, and planning tools. Next, the development stage turns the design into a final product ready to be implemented, including formative evaluation for improvements. The implementation stage applies instruments in the yoga program and monitors its implementation. The evaluation stage assesses the instrument's effectiveness through analysis of quality, validity, reliability, and respondent responses to improve and perfect the instrument for future use.

This research focuses on efforts to develop media products by involving the active participation of students as research assistants. Their role includes supporting the needs analysis process, developing research tools, and managing the data collection and analysis. The subjects of this research were two learning content experts, 2 language experts, and 2 learning design experts. The trial subjects were 30 independent exchange students from Ganesha Education University (3 students in individual trials and 27 in small group trials). The subjects of this research were determined using the Purposive Random Sampling technique. That is, the parties involved in the research were determined from the start and were directly related to the design of the Tri Hita Karana-based yoga model instrument. Data collection methods used include observation, interviews, and questionnaires. Observation and interview methods are used to collect data regarding problems in the field. The questionnaire method was used to collect data regarding the results of assessments given by experts and students regarding the model instruments used and to collect data regarding the effectiveness of the Tri Hita Karana-based yoga model instruments. The instrument used in this research was a questionnaire sheet. The techniques used to analyze data are qualitative descriptive analysis and quantitative and inferential statistics. Qualitative descriptive analysis was used to manage data in the form of input provided by experts regarding the Tri Hita Karana-based yoga model instrument. Quantitative descriptive analysis is used to manage data in the form of expert scores regarding the Tri Hita Karana-based yoga model instrument. Inferential statistical analysis was used to test the effectiveness of the Tri Hita Karana-based yoga model instrument. Before testing the hypothesis, a normality and homogeneity test of the data was carried out. Test normality and homogeneity using SPSS. Test the hypothesis using the t-test formula with the help of SPSS.

3. RESULTS AND DISCUSSION

Result

This research aims to develop and implement a Yoga Model Instrument based on the Tri Hita Karana concept using the ADDIE model. The instrument development process, which includes the needs analysis, design, development, implementation, and evaluation stages, has produced a valid and reliable evaluation tool for measuring the effectiveness of yoga practice in improving students' physical, mental, and spiritual aspects. This research explores the effectiveness and creativity of the Yoga Model Instrument based on the Tri Hita Karana concept in improving the holistic well-being of students at the Independent Student Exchange Program at Ganesha Education University. The research results are as follows. First, analyze. The analysis results found that most respondents (65%) reported practicing yoga three to four times a week, with an average practice duration of 30 to 45 minutes per session. This shows a significant commitment to yoga practice in their routine. Types of Yoga Practiced: Each respondent practiced an average of two to three different types of yoga, indicating a tendency for variation in their practice. This indicates that the programs offered

cover a variety of yoga types to meet individual needs and preferences. Second, design. At this stage, we designed a Yoga Model Instrument based on the Tri Hita Karana concept. Third, development. At this stage, the development of a Yoga Model Instrument based on the Tri Hita Karana concept was carried out based on designs that had been developed previously. After the instrument is developed, experts test its validity. The results of the validity test of the Yoga Model Instrument based on the Tri Hita Karana concept are presented in [Table 1](#).

Table 1. Validity Test Results of the Yoga Model Instrument based on the Tri Hita Karana Concept

No	Validator	Skor (95%)	Average	Qualification
1	Learning Content Expert I	95%	94.5%	Very good
	Learning Content Expert II	94%		
2	Linguist I	92%	93%	Very good
	Linguist II	94%		
3	Learning Design Expert I	98%	96.5%	Very good
	Learning Design Expert II	95%		

The assessment results given by the learning content expert obtained an average score of 94.5%, so the Yoga Model Instrument based on the Tri Hita Karana concept received very good qualifications. The assessment results given by language experts received an average score of 93%, so the Yoga Model Instrument based on the Tri Hita Karana concept received very good qualifications. The assessment results given by learning design experts received an average score of 96.5%, so the Yoga Model Instrument based on the Tri Hita Karana concept received very good qualifications. It can be concluded that the Yoga Model Instrument based on the Tri Hita Karana concept has received very good qualifications, so it is suitable for use in learning. Next, a practical test was carried out on lecturers and students. The practical test results are presented in [Table 2](#).

Table 2. Practicality Test Results

No	Practicality Test	Skor (95%)	Qualification
1	Lecturer	96%	Very Practical
2	Individual Trial	92%	Very Practical
3	Small Group Trials	95%	Very Practical

The results of the practicality test given by the lecturer received an average score of 96%, so the Yoga Model Instrument based on the Tri Hita Karana concept received a very practical qualification. The results of the individual trial assessment obtained an average score of 92% so the Yoga Model Instrument based on the Tri Hita Karana concept received a very practical qualification. The small group trial assessment results obtained an average score of 95%, so the Yoga Model Instrument based on the Tri Hita Karana concept received a very practical qualification. It can be concluded that the Yoga Model Instrument based on the Tri Hita Karana concept has received practical qualifications, so it is suitable for use in learning. Next, a practical test was carried out on lecturers and students. Next, a test of the effectiveness of the Yoga Model Instrument based on the Tri Hita Karana concept was carried out. The results of the data normality test are presented in [Table 3](#).

Table 3. Data Normality Test Results

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
holistic	pre-test	0.125	30	0.200	0.959	30	0.299
well-being of students	post-test	0.125	30	0.200	0.959	30	0.299

The results of the data normality test showed that the pretest and post-test values were 0.200 so that $0.200 > 0.05$, it can be concluded that the data is normal. Next, a homogeneity test was carried out. The homogeneity test results show that all can get a significance value of 1.00, so that $1.00 > 0.05$, it can be concluded that the data is homogeneous. The existing data has shown to be normal and homogeneous so that a t-test can be carried out. The homogeneity test results are presented in [Table 4](#).

Table 4. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
holistic	Based on Mean	0.000	1	58	1.000
well-being of students	Based on Median	0.000	1	58	1.000
	Based on Median and with adjusted df	0.000	1	58.000	1.000
	Based on trimmed mean	0.000	1	58	1.000

The t-test results show that the significance value of the data is 0.000, so that $0.00 < 0.05$ so there is a difference in the average value of holistic well-being in students after using the Tri Hita Karana Based Yoga Model Instrument. It was concluded that the Tri Hita Karana Based Yoga Model Instrument is feasible and effective to use to improve holistic well-being in independent exchange students. The t-test results are presented in [Table 5](#).

Table 5. T-test Results

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-5.767	2.373	0.433	-6.653	-4.880	-13.308	29	0.000

Discussions

The results of data analysis show that the Yoga Model Instrument based on the Tri Hita Karana concept is suitable for assessing the holistic well-being of exchange students. Several factors cause this. First, applying this instrument to exchange program students shows significant positive changes in various aspects of well-being. The welfare aspects include reducing stress and anxiety and improving sleep quality, concentration, and general well-being ([Hyoscyamina & Karim, 2023](#); [Prasetyo, 2018](#); [Risa et al., 2021](#)). Yoga practice integrated with Tri Hita Karana values has created a more supportive and inclusive learning environment for students ([Diah Yuniti et al., 2022](#); [Mudana et al., 2018](#)). Data collected from the use of these instruments provide a solid basis for the development of more appropriate and evidence-based intervention programs. Regular evaluation of the yoga program

integrated with Tri Hita Karana allows for holistic identification of student needs. This allows the development of relevant and effective programs to meet needs (Haryati et al., 2021; Maulida et al., 2020; Rosana et al., 2017). Previous findings also reveal the importance of integrating spiritual, social, and ecological values through the holistic Tri Hita Karana approach (Kertih & Widiana, 2022; Prastya et al., 2022; Suputra & Sujana, 2021). Thus, this research significantly contributes to the literature regarding the concrete application of the Tri Hita Karana principle in evaluating educational programs. In addition, the instrument development and validation methods can also be used as a model for further research in this field.

Second, using creative strategies on the Tri Hita Karana Yoga Model Instrument enriches the experience. Implementing the creative strategy of the Tri Hita Karana Yoga Model instrument in the Ganesha Education University Independent Student Exchange program is a revolutionary step in transforming educational approaches at the tertiary level. In an era where education is increasingly faced with demands to prepare students not only academically but also holistically, this step indicates the institution's deep commitment to character formation (Astuti et al., 2019; Dewantara & Dibia, 2021; Sopacua et al., 2020). The Tri Hita Karana philosophy, which is the basis of this musical instrument, brings us to a deep understanding of the harmonious relationship between humans, God, and the natural environment (Kertih & Widiana, 2022; Prastya et al., 2022; Suputra & Sujana, 2021). Combining these concepts opens the door for students to explore the spiritual, emotional, and social dimensions of the educational experience (Afnan et al., 2022; Devi & Rerang, 2023; Suryantari et al., 2019). Using creative strategies on the Tri Hita Karana Yoga Model Instrument enriches students' educational experience by offering a holistic approach beyond conventional academic boundaries (Muliarta, 2021; Rusila et al., 2023). This reflects the recognition that students' holistic well-being cannot be separated from their educational experience and that quality education includes spiritual, emotional, and social growth. By deepening their understanding of local cultural values and yoga practices, Ganesha Education University Independent Student Exchange students can better understand themselves and their relationship with the world around them.

Third, the Tri Hita Karana Yoga Model Instrument allows students to explore the spiritual and emotional dimensions within themselves. In a fast-paced and stressful world, yoga provides a space for students to calm their minds, improve balance in life, and manage stress more effectively (Lestari et al., 2017; Nayak et al., 2015; Winarni et al., 2020). This is important for individual well-being and for creating a conducive learning environment where students can develop holistically and reach their maximum potential (Hanifah et al., 2020; Mukaromah, 2020; Pemba et al., 2022). By applying the Tri Hita Karana Yoga Model Instrument, educational institutions can systematically monitor and evaluate the impact of yoga practice on student well-being. By providing a detailed, data-driven evaluation framework, institutions can identify areas requiring further intervention and design more effective programs to support students' well-being and personal development. This helps create an inclusive learning environment (Firyomanto et al., 2016; Nur et al., 2021; Wirayasa et al., 2021). The creative strategy of the Tri Hita Karana Yoga Model Instrument is not only an innovation in the context of higher education but also a strong statement of Ganesha Education University's commitment to bridging the gap between academic learning and holistic student development in an increasingly complex environment. Globalization era. By strengthening a holistic approach to education, this step gives students the tools they need to succeed in an increasingly complex world and helps shape a generation aware of values, balance, and sustainability (Hayati et al., 2020; Noor & Sugito, 2019). This research provided valuable insight into the effectiveness of the Tri Hita Karana Yoga Model Creative Strategy Instrument in improving students' holistic well-being. However, there are several limitations.

This research is limited to the population of students involved in the Independent Student Exchange program at Ganesha University of Education, possibly limiting the findings' generalizability to a broader student population. This research has several advantages. First, the holistic approach in developing student well-being instruments and evaluation reflects a commitment to student-centered education and their overall well-being. This aligns with the changing paradigm in higher education, which recognizes the importance of a holistic approach to preparing students to face a complex and diverse future. Using the Tri Hita Karana concept as a framework for yoga practice brings a rich cultural and spiritual dimension to an educational approach, which can accommodate the needs and preferences of students from diverse cultural backgrounds. This reflects sensitivity to local context and diversity in the development of educational programs. The implications of this research are very relevant to the current higher education context. These findings can provide a foundation for developing more effective and sustainable student wellbeing programs integrating holistic practices such as yoga with local and cultural values. In addition, this research also highlights the importance of ongoing evaluation of these programs to ensure their effectiveness in achieving desired educational goals. In the long term, this research can support a broader shift toward a more holistic, student-centered approach to higher education. By strengthening an understanding of students' holistic wellbeing, educational institutions can better prepare students to face the challenges and opportunities in an increasingly complex and dynamic society.

4. CONCLUSION

The research results show that developing the Tri Hita Karana Yoga Model Instrument at the Ganesha University of Education significantly improves the holistic well-being of students, especially in the Independent Student Exchange program. Integrating yoga practice with the Tri Hita Karana concept provides real positive impacts, including increasing emotional well-being, reducing stress levels, and improving social relationships. Experts validate the instrument and add confidence to the results obtained. At the same time, limitations such as the focus on a specific population provide a basis for developing broader student well-being programs. This research contributes new knowledge about the application of local culture-based yoga practices in improving the well-being of students in higher education.

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