

IMPLEMENTATION OF *TRI HITA KARANA* VALUES FOR FORMING STUDENT'S CLEAN AND HEALTHY LIVING BEHAVIOR

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Abstract. The purpose of writing this class action research is to determine whether group counseling services can improve the Implementation of *Tri Hita Karana* values to form clean and healthy living behavior in Grade VII Students E, at SMP Negeri 9 Denpasar. The object of this research is Class VII students E, at SMP Negeri 9 Denpasar with eight students who were given group guidance services consisting of 5 male and 3 female students. In analyzing the data of this study, the researcher used a percentage descriptive analysis technique to describe the implementation level of *Tri Hita Karana* values to Form Clean and Healthy Living Behavior of Students before (pre-test) and after (post-test) given treatment in the form of Group Guidance Services. The results obtained from this study show group guidance services can improve the implementation of the values of *Tri Hita Karana* to form student Clean and Healthy Living Behavior as evidenced by

the results of the initial conditions/before service by 55% with the highest percentage value being 65%, in cycle I, it increased to 69 % with the highest percentage value was 77%, and in cycle II, it increased again with an average of 83% with the highest percentage value being 90%. After analyzing these results using percentage descriptive analysis, it was concluded that group guidance services could improve the implementation of the *Tri Hita Karana* to form students' Clean and Healthy living Behavior.

INTRODUCTION

Throughout the world, there must be a standard in determining the good and bad of a person, including in Indonesia. In Indonesia, the people have a basic guideline for the state, namely Pancasila. Pancasila contains the 5 principles of the state that are interrelated with one another. One of them is in the world of education. Learning is one crucial aspect of advancing a nation. Through good learning, new things are obtained so that they can be used to produce quality human energy sources. If every nation has quality human resources, it will undoubtedly be able to develop its nation to be more advanced (Sudiarta & Widana, 2020). Therefore, every nation should have good and quality education.

Learning is not only about transferring knowledge but also about transferring personality values (Susilo et al., 2022). Character can be interpreted as the embodiment of values from one's actions, thoughts, words, and even attitudes towards God Almighty, fellow human

beings, the environment, and nation, based on law, religious norms, culture, and customs. Character is closely related to continuously practiced habits, so success in character-building begins with understanding, liking, and applying good character (Widana et al., 2020). Everyone has a different personality because each character characterizes the personal qualities of each person. People with character can realize the values and beliefs that society aspires to and make these individuals leaders in their lives. Through continuous habituation, the results are reflected in concrete actions in society. It shows that education can affect both cognitive and emotional aspects. Implementing education in real life cannot be separated from its relationship with the surrounding environment to form students' character (Sukarta, 2020). The presence of this education is certainly a basic need that positively affects the provision of knowledge, skills, and attitudes for an individual to increase the potential within him. A real example at school is that students must have good behavior, have a noble character, be friendly, be responsible, live clean, and behave politely (greet, smile, polite, courteous).

Character education comes from two words, education, and character. The notion of education is to form education as a guide or education that is realized by an educator on students' physical and spiritual development to form the primary personality (Syamsul Kurniawan, 2013). Furthermore, the notion of character, this character can be interpreted as the core that forms a person's personality, formed both by heredity and environmental influences around him, which distinguishes him from others and is manifested in his attitudes and behavior in everyday life (Darmada et al., 2020). From the explanation above, it can be concluded that character education is the inculcation of student's personal values, including knowledge, awareness, willingness, and values to carry out and apply them in everyday life at home, school, and as members of the community.

Along with the time, the character values of students gradually begin to collapse. Nowadays, students are often found throwing garbage out of place, and there are some students smoking. This phenomenon requires that character education be instilled from an early age. Teaching and supporting the success of character education can be done with the teacher as a role model (Widana et al., 2023). The teacher must provide a good example to students in language and behavior. It is being able to set a good example by prioritizing morals that ultimately determine the learner's character integrating character values with school-programmed activities in order to continue to instill and grow student character values and implement Clean and Healthy living Behavior so that it becomes a culture in schools that is emphasized in practice. Clean and Healthy living Behavior is voluntary behavior or action to strive for cleanliness and health and pass it on to others. This behavior includes maintaining personal hygiene and health in a way that affects the health of others and the environment.

The implementation of the clean and healthy living behavior program is divided into five arrangements, such as clean and healthy living behavior in school, home, workplace, public places, and health facilities (Hotima, S. H., 2020). The introduction of clean and healthy living behavior in schools can be started with simple things like washing hands with soap. Promoting proper hand washing habits (washing with soap and water) after defecating, before eating, and before preparing food can help improve health. There are 8 indicators for assessing Clean and Healthy living Behavior or the effectiveness of students in implementing Clean and Healthy living Behavior in school, such as washing hands with running water and soap, healthy snacks in the school canteen (eating fruits and vegetables), maintaining cleanliness and health of latrines and maintaining toilet cleanliness, regular and measurable exercise routinely exterminate mosquito larvae at school, do not smoke at school, weigh

every 6 months to control student growth and dispose of trash in its place (Proverawati & Rahmawati, 2016).

The benefits of Clean and Healthy living Behavior are in educational institutions and living a healthy livingstyle in a learning environment that encourages students to be aware of Clean and Healthy living Behavior in their environment, creating a clean and healthy school environment that facilitates the teaching and learning process, maintaining the health of students and other school officials (Sudiarta, 2022). Furthermore, education on personal values and spirituality in schools must be conveyed through the *Tri Hita Karana* teaching concept. The teachings of *Tri Hita Karana* are to build an attitude of life that is balanced and in harmony with God, creating a happy life with the natural environment (Wiana, 2007). The concept of *Tri Hita Karana* can be divided into three values: (1) morality towards God Almighty (*parhyangan*), (2) morality towards humans (*pawongan*), and (3) morality towards the environment (*palemahan*). In dealing with fundamentalist life, the concept of *Tri Hita Karana's* teachings is based on real life realistic values, in relation to religious values, instilling social values, respecting gender, instilling the values of justice, democratic attitude, showing an honest attitude, improve attitude and fighting power, develop a responsible attitude and respect for the around natural environment.

In the educational process, the application of the *Tri Hita Karana* concept can affect learning outcomes because one of the *Tri Hita Karana* concepts is maintaining harmony with friends and following religious instructions. Teachers can achieve better learning outcomes by pursuing cognitive, psychomotor, and affective aspects and providing a view of life to students. Students become more obedient to school rules, increase respect for teachers or older people, develop devotion to God Almighty and care for the environment around them.

Clean and Healthy Living Behavior is mutually sustainable with the *Tri Hita Karana* concept, a philosophy from Bali that teaches balance in the relationship between humans and God, humans and each other, and humans and the natural environment (Sudarmi, 2022). In the concept of *Tri Hita Karana*, environmental cleanliness and clean and healthy living behavior are very important. Maintaining a clean and healthy environment will affect human health and the harmonious relationship between humans and the environment. An example of implementing Clean and Healthy Living Behavior in the *Tri Hita Karana* concept in Bali is maintaining environmental cleanliness, such as not littering, processing waste correctly, maintaining clean water and air, and taking disease prevention measures through clean and healthy living behaviors such as washing hands before and after eating, bathing, and after defecation. By implementing Clean and Healthy Living Behavior in the *Tri Hita Karana* concept, a clean, healthy, and harmonious environment will be created to positively impact human health, welfare, and the natural environment.

Based on the results of observations at SMP Negeri 9 Denpasar, it was found that students at SMP Negeri 9 Denpasar still did not understand how to implement the *Tri Hita Karana* values to form a clean and healthy lifestyle. Therefore, this research is titled "Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior." In this study, group guidance service is used to help overcome the same problems faced by students. Group guidance services help students understand and overcome various problems such as stress, discipline, learning motivation, anxiety, depression, lack of confidence, and relationship problems.

Based on the background that has been made, the main problem is "Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior," which is studied further in this research, especially on how can Group Guidance Services improve the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior. This research aims to find out how group guidance services can improve the implementation of the *Tri Hita Karana* values to shape students' clean and healthy living behavior. In this study, the hypothesis that can be concluded is that the values of *Tri Hita Karana* emphasize the importance of maintaining a balance between these three aspects. As a student, maintaining this balance can be reflected in healthy living behaviors that help maintain personal health and also help maintain the balance of the surrounding ecosystem. In addition, the values of *Tri Hita Karana* also emphasize the importance of cooperation and togetherness in building a better life. As students, this can be reflected in clean and healthy living behavior that pays attention to togetherness and safety together in the school and community environment.

METHOD

Classroom Action Research that researchers carried out at SMP Negeri 9 Denpasar is located at Jl. Bypass Ngurah Rai No.177, Sanur, South Denpasar, Denpasar City, Bali, for the academic year 2023/2024. SMP Negeri 9 Denpasar has almost complete facilities with a complete library, science laboratory, computer laboratory, classrooms, fields, and others. The object of conducted research was Class VII students E, at SMP Negeri 9 Denpasar with 8 students who were given group guidance services consisting of 5 male students and 3 female students. This Classroom Action Research was carried out for 3 months, from January to March 2023. This research was on "Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior." This study was planned as many as 2 cycles - each cycle for 1 meeting. This study uses a Classroom Action Research design with cycles. In analyzing the data from this study, the researcher used a percentage descriptive analysis technique to find out the level of Implementation of *Tri Hita Karana* Values to Form Clean and Healthy Behavior Students before (test) and after (test) were given treatment in the form of Implementation of *Tri Hita Karana* Values for Forming Students' Healthy and Clean Living Behavior through Group Guidance Services. The formula used to calculate the descriptive percentage is:

$$N = R/SM \times 100\%$$

Information:

N = Value in percent

R = Achieved real score

SM = Ideal score

(Ngalim Purwanto, 2001)

The percentage value obtained is then compared with the percentage criteria to conclude.

The steps for making percentage criteria are as follows:

Maximum score percentage = $(5 : 5) \times 100 \% = 100\%$

Minimum score percentage = $(1 : 5) \times 100 \% = 20 \%$

Score percentage range = $100\% - 25\% = 80\%$

The number of criteria = 5 (very low, low, medium, high, very high)

Interval class length = range: the number of intervals = $80\% : 5 = 16\%$

Based on the above calculations, the criteria for evaluating the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Behavior are as follows:

Table 1. Assessment Criteria

Interval	Criteria
85% - 100%	Very high
69% - 84%	High
53% - 68%	Medium
37% - 52%	Low
20% - 36%	Very low

RESULTS AND DISCUSSION

This research was carried out using group guidance services with role-playing techniques. This research was conducted in class VII E at SMP Negeri 9 Denpasar with 8 students who were given group guidance services consisting of 5 male and 3 female students, the academic year 2023/2024. The research was carried out in cycle I and II, each held in one meeting. Before giving group guidance services, a test was carried out to determine the student's initial condition. The following results from observations from implementing the *Tri Hita Karana* Values scale for Forming Students' Clean and Healthy Living Behavior before being given Group Guidance Services using the role playing technique.

Table 2. Initial conditions

No.	Name	Sex	Score Percentage	Criteria
1.	B.R	L	60%	Medium
2.	J.A	L	50%	Low
3.	A.P	L	65%	Medium
4.	T.P	L	65%	Medium
5.	P.M	P	50%	Low
6.	P.P	P	55%	Medium
7.	D.P	P	45%	Low
8.	A.N	L	45%	Low
Average			55%	Medium

From the initial condition test results, an overall picture of the implementation level of *Tri Hita Karana* Values for Forming Clean Healthy Behavior of Students is in the moderate category with a percentage of 55%, which is said in the medium category.

In cycle 1, to improve the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior, use group guidance services with role-playing techniques. In cycle 1, students are asked to play a role appropriate to the problem: Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior. The following is the result of observations from the implementation of the *Tri Hita Karana* Values scale for Forming Students' Clean and Healthy Living Behavior before being given Group Guidance Services using the role-playing technique.

Table 3. Conditions of Cycle 1

No.	Name	Sex	Score Percentage		Criteria	Increase Percentage (%)	Information
			Before Action	Cycle 1 Actions			
1.	B.R	L	60%	70%	High	10%	Increase
2.	J.A	L	50%	65%	Medium	15%	Increase
3.	A.P	L	65%	75%	High	10%	Increase
4.	T.P	L	65%	77%	High	12%	Increase
5.	P.M	P	50%	70%	High	20%	Increase
6.	P.P	P	55%	70%	High	15%	Increase
7.	D.P	P	45%	60%	Medium	15%	Increase
8.	A.N	L	45%	65%	High	20%	Increase
Average			55%	69%	High	14%	Increase

In cycle 1, to improve the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior, group guidance service is used with role-playing techniques to obtain an average percentage of cycle 1 of 69%, with the highest percentage value being 77%. The study results showed that the results of class VII.E student services at SMP Negeri 9 Denpasar were in the high category. In other words, implementing *Tri Hita Karana* values to shape students' clean and healthy living behavior in terms of understanding how students maintain personal hygiene and the surrounding environment is in good condition.

In cycle 2, group guidance service is used with modeling techniques to improve the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior Students. In cycle 2, students are asked to find role models they like to be used as examples in their daily life, especially in implementing the *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior. The following is the result of observations from implementing the *Tri Hita Karana* Values scale for Forming Students' Clean and Healthy Behavior before being given Group Guidance Services using modeling techniques.

Table 4. Conditions of Cycle II

No.	Name	Sex	Score Percentage		Criteria	Increase Percentage (%)	Information
			Cycle I Actions	Cycle II Actions			
1.	B.R	L	70%	84%	High	14%	Increase
2.	J.A	L	65%	80%	High	15%	Increase
3.	A.P	L	75%	87%	Very high	12%	Increase
4.	T.P	L	77%	90%	Very high	13%	Increase
5.	P.M	P	70%	80%	High	10%	Increase
6.	P.P	P	70%	85%	Very high	15%	Increase
7.	D.P	P	60%	75%	High	15%	Increase
8.	A.N	L	65%	80%	High	15%	Increase
Average			69%	83%	High	14%	Increase

In cycle II to obtain the average percentage value for cycle II of 83%, with the highest percentage value being 90%. The study results showed that the results of class VII.E student

services at SMP Negeri 9 Denpasar were in the high category. In other words, it can be said that implementing *Tri Hita Karana* values shapes students' clean and healthy living behavior in terms of understanding how students maintain personal hygiene and whether the surrounding environment is in good condition. Based on the data of student learning outcomes related to the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior from cycle I and II showed an increase in student learning outcomes for Class VII E SMP Negeri 9 Denpasar for the academic year 2023/2024.

CONCLUSION

Based on the study results by applying group guidance services using role-playing techniques in cycle I and modeling techniques in cycle II, it can be concluded that group guidance services with both techniques can improve the implementation of *Tri Hita Karana* values to shape clean and healthy living behavior of students class VII E SMP Negeri 9 Denpasar for the academic year 2023/2024. It is shown from the average percentage in cycle I of 69%, with the highest percentage value being 77%. At the same time, the average percentage in cycle II was 83%, with the highest percentage value being 90%. Based on the results of this study, implementing group counseling services with these two techniques can improve the Implementation of *Tri Hita Karana* Values for Forming Students' Clean and Healthy Living Behavior.

From the conclusions above, the suggestions that researchers can give to teachers who have difficulties related to several students who have the same problem can apply group guidance services with role-playing techniques and modeling techniques as an alternative to improve the quality of the teaching and learning process in a class by conducting assessments/ periodic evaluation of each action; to schools, the success of this research allows teachers to conduct research and support research to support teacher creativity in solving learning problems; to other researchers, so that the output of this research can be developed as research that can help teachers solve learning cases.

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