

Integrating *tri hita karana* values in teaching reading: students' and teachers' opinions

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Abstract. This paper aims at explaining: students' and teachers' opinion on reading materials integrating *Tri Hita Karana* values and students' reading comprehension before and after the implementation of that reading materials. The data of the study were collected through questionnaire, scoring rubric, pre-test, and post-test. The data were analyzed qualitatively and quantitatively. The result of the study shows that the students and teachers have positive opinion toward the reading materials that integrate *Tri Hita Karana* values. It can be seen from the result of the questionnaire that shows both the students and the teachers gave more positive comments than negative comments. The result of the scoring rubric that aims at measuring the quality of the reading materials shows that both the students and the English teachers gave a high score that indicates the reading materials have a high quality. Furthermore, the implementation of reading materials that integrate *Tri Hita Karana* values also improved students' reading comprehension. It is proven by the result of pre-test and post-test that were delivered before and after the implementation of the reading materials that integrate *Tri Hita Karana* values. During the pre-test, the students' mean score was 65,18 and it improved into 74.29 on the post test.

Keywords: *tri hita karana*, reading materials, character values

1 Introduction

Juvenile delinquency is still a big issue in Indonesia. The common juvenile delinquency in Indonesia includes students brawl, unwed pregnancy, drug abuse, motorcycle gang, and theft [1]. In 2013, there were 1.200 cases of unwed pregnancy, while for students brawl and motorcycle gang, according is increasing in 2016 [2]. Realizing those problems, Indonesian government considers it is very important to build students' character through character education. Therefore, the new curriculum that is applied in Indonesia, which is known as Curriculum 2013, gives a special attention to character education. The new curriculum requires all teachers in Indonesia to insert character values in their teaching and learning process. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization [3]. That condition makes it important to have other materials as supplementary materials to support the Indonesian government's program. This study aims at developing character-based reading materials for teaching English, which is limited to develop reading materials that insert one of the Balinese local

wisdom concepts, which is known as *Tri Hita Karana (THK)*. This study was conducted at *Sekolah Menengah Kejuruan Negeri 3 Singaraja*. Reading materials are chosen to be developed in this study because reading is an important skill in mastering English as a foreign language. Reading can improve students' vocabulary mastery [4] and reading also could improve students' speaking ability [5]. Furthermore, reading brings positive effect on foreign language mastery [6]. Besides, in terms of character building point of view, reading also can be a way to deliver character education [7]. Therefore, it can be said that reading a text that contain character values is effective to build students' character.

While the values of *Tri Hita Karana* concepts are taken to be inserted in the materials because those concepts are common concepts which are already understood by the students. Integrating something that is already known by the students, e.i. students' prior knowledge, in the instruction will help the students to understand the lesson, especially reading comprehension. Students' prior knowledge has positive correlation toward students' reading comprehension [8]. Prior knowledge helps the learners to understand the reading text better [9]. If the reading materials contain character values and the students easy to comprehend the content of those reading materials, it means that they will also understand the character values in that text easily. *Sekolah Menengah Kejuruan Negeri (SMKN) 3 Singaraja* was selected as the setting of the study because since 2014 has been implementing *Tri Hita Karana* concepts. By developing *Tri Hita Karana*-based reading materials, it is expected that this study could support the Indonesian government to conduct character-based education in order to build students' character and at the same time helping the students to improve their reading comprehension. Moreover, the result of the study also can be used to support the school program to implement *Tri Hita Karana* concepts at *SMKN 3 Singaraja*.

2 Methods

This study was conducted at *SMKN 3 Singaraja* in the academic year of 2016-2017. The subjects of this study were the teacher and the students of the tenth grade of *SMKN 3 Singaraja*. Numbers of students involved in this study were 28 students. It consisted of 7 females and 21 males. The object of the study was *Tri Hita Karana*-Based Reading materials. This study followed the steps in conducting Research and Development model [10]. This model is known as ADDIE model that consists of five steps, namely: Analyze, Design, Develop, Implement, and Evaluate.

In order to collect the data the researcher used some instruments, namely: Observation Sheet, interview guide, expert judgement sheet, questionnaire, and reading comprehension test. The results of the observation and interview were analysed qualitatively through interactive data analysis model. This interactive data analysis model consists of three steps, namely: data reduction, data display, and conclusion drawing/verification [11]. While the result of the test and questionnaire were analyzed using descriptive statistic.

3 Results and Discussion

3.1 Teachers' Opinion on Values of *Tri Hita Karana* Concepts which are Appropriate to be Inserted in the Reading Materials

Based on the result of the study, the *Tri Hita Karana* values that should be inserted in the materials, namely: (a) from Parahyangan point of view, i.e. good relationship between human and God: be cautious of God, be faithful of God, be grateful of God, and praying diligently; (b) from *Pawongan* point of view, i.e. good relationship between human: like to

work together, Help others who need an assistance, tolerant to others, treat others equally, polite and courteous to others, appreciating others' opinion; (c) from *Palemahan* point of view, i.e. good relationship between human and nature: preserve the forest and its animal, maintaining the cleanliness of the environment, manage garbage properly and wisely, , and maintain water channel. *Tri Hita Karana* is the core values that the Balinese people should maintain [12]. Therefore, since this study aimed at developing English materials which are going to be used in Bali the moral values of *Tri Hita Karana* is really appropriate to be inserted.

If it is seen from the character education point of view as stated in the Guideline of Character Education, those values are similar to the values that should be taught for the senior high school students. Those character values are religious, friendly, communicative, social concern, democratic, independent, hard work, and discipline [3]. *Tri Hita Karana* is one of local cultures of Balinese people. The local culture that was inserted in the English language teaching is only for building students nationalism, so that they will not focus on western culture only during the teaching and learning process of English [13]. Integrating universal and local values is important in conducting character-based education [14]. Therefore, knowing the local culture and the western culture are both important in studying English. By knowing both cultures, it will raise the cross cultural understanding and it is very important to avoid any conflicts when a foreign language is used to communicate.

3.2 Teachers' and Students' Opinions toward Tri Hita Karana-based Reading Materials

Teachers' opinions toward the *Tri Hita Karana*-based reading materials were collected through a questionnaire. The questionnaire was developed based on the theory of good learning material by Tomlinson [15]. Four aspects were taken into account in the questionnaire, namely : feature, content, language used, and assessment. That questionnaire was distributed to the six English teachers and twenty eight students at *SMK N 3 Singaraja*.

The result of the questionnaire show that, from the feature aspect, all of the teachers and students (100%) agree that *THK*-based reading materials: are presented using interesting images and illustrations on each text ; and are presented using a clear and interesting typeface to read. Based on those two indicators, it can be said that the English teachers and students at *SMKN 3 Singaraja* have a positive opinion toward the new materials from the feature aspect point of view. From the content aspect, all of the teachers and students (100%) agree that the materials: make students feel good about learning; are able to stimulate the students' imagination to make it easier to understand the content of the reading; are presented in relation to local wisdom in the student area; stimulate students to be more confident in learning; encourage students to think critically; encourage students to be creative; presented in accordance with the competency standards, basic competencies, and achievement indicators; contain values that govern human relationships with God, values that govern human relationships with humans, values that govern human relationships with the environment; are presented according to the student's daily life; provide benefits for everyday life to students; contain the character values; and are presented using original/authentic sources contained in the student's real life. Therefore, considering the indicators of the content aspect it can be concluded that the teachers and students have positive opinions toward the materials from content aspect.

Seeing from the language used aspect, the all of the teachers and students (100%) agree that the sentences presented in *THK*-based reading materials: use correct and correct grammar; correspond to the students' level of understanding; and are simple and easy to understand. In other words, it can be said that the English teachers and students have positive opinions on the new materials from the language used aspect. Considering the

assessment aspect, the all teachers and students (100%) agree that the assessments: stimulate students to learn independently and/or in groups; are made from simple to more complex; are presented to facilitate student learning strategies; encourages students to develop learning strategies; and provide an opportunity for students to disclose their opinions or assessments of the material provided. Thus, it can be said that the teachers and students have positive opinion toward the assement aspect.

From the findings above, it can be concluded that the English teachers and students at SMKN 3 Singaraja have positive opinions toward the THK-based materials. In order to confirm the result of the questionnaire, the researcher conducted pre-test and post-test. The result of those tests were used to see whether or not the materials are practically good. From the result of the pre-test and post-test before and after the implementation of THK-based reading materials it was found that the implementation of THK-based reading materials could improve students' reading comprehension.

If we see from the result of descriptive statistic of the pre-test, it can be seen that the lowest score that was obtained by the students was 45, while the highest score was 85. The mean score was 65.18 with standard deviation was 12.58. From the result of the analysis, it can be said that from the mean score, in general, most of the students still got low score and only few students got high score. That was supported by the standard deviation that was 12.58, which means the data or the students score were vary, however in those variations low scores were dominating.

Table 1. The descriptive statistic of result of pre-test.

	N	Minimum	Maximum	Mean	Std. Deviation
pre_test	28	45.00	85.00	65.1786	12.58174
Valid N (listwise)	28				

Based on the result of post-test, it was found that the lowest score was 60 and the highest score was 90. While the mean score was 74.29 and the standard deviation was 9.09. Therefore, it can be interpreted that students' reading comprehension after the implementation of THK-based reading materials is better than before the implementation of THK-based reading materials. The mean score shows that the students got higher score than the mean score during the pre-test. It means that, in general, the students' reading comprehension was getting better.

Table 2. The descriptive statistic of the post-test.

	N	Minimum	Maximum	Mean	Std. Deviation
post_test	28	60.00	90.00	74.2857	9.09968
Valid N (listwise)	28				

If the results of pre-test and post-test were compared, it shows that most of the students' score were improved during the post-test. Only three students did not get higher score after the implementation of THK-based reading materials. From that data it can be said that most of the students could improve their reading comprehension through THK-based reading materials.

From the results of pre-test and post-test above, it can be said that the result of the test support the opinions that the teachers and students have stated. There are some reasons why the implementation of THK-based reading materials could improve students' reading comprehension. The first reason is that the materials provide prior knowledge to the students before they read the text. It makes the students become aware of what they are going to read and enable them to see the context and link the context to the information in

the text. Building students' prior knowledge has significant positive correlation toward students' reading comprehension [8]. Prior-knowledge helps the learners to understand the reading text better [16] and can improve students' reading comprehension [9]. From the study that they were conducted they found that prior knowledge help the students to retell the information that they got in reading English text.

The second reason why THK-based reading materials could improve students' reading comprehension because they provide exercises that build students' vocabulary mastery, especially for new vocabulary that is available in the text, so that they are ready to read the text. Some studies have proven that vocabulary has important role in reading comprehension. Reading comprehension and vocabulary mastery are interconnected [17]. When students have a good vocabulary mastery they will have a good reading comprehension and vice versa. In addition, the vocabulary mastery of learners will influence their understanding on a text [18].

The third reason is that THK-based reading materials are designed to be implemented through scientific approach, e.i. a type of student centered approach. By involving students more during the teaching and learning process the students become active learners who are responsible for their own learning. The implementation of student centered approach could improve students' reading comprehension [19]. Student centered approach improves learners autonomy in learning and this learning autonomy makes students' reading comprehension better [20].

4 CONCLUSION

From the results of the study, some important points can be concluded. First, the English teachers at *SMK N 3 Singaraja* are aware that it is important to promote character values, especially the values that come from the local wisdom of the students. Second, both the English teachers and the students at *SMK N 3 Singaraja* have positive opinions toward the implementation of THK-based reading materials. Third, the implementation of THK-based reading materials support the students' and teachers' positive opinions toward THK-based reading materials, since the implementation of THK-based reading materials could improve students' reading comprehension.

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