



The Implementation of Tri Hita Karana in Civics Education Learning Based on the Petik Laut Madura Culture for Fifth Grade Elementary School Students

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Abstrak. Integrasi Tri Hita Karana (THK), sebuah filosofi Bali yang menekankan keharmonisan antara manusia, Tuhan, sesama, dan lingkungan, ke dalam Pendidikan Kewarganegaraan (PKN) merupakan pendekatan inovatif dalam pengembangan karakter di sekolah dasar. Penelitian ini mengeksplorasi penerapan nilai-nilai THK melalui tradisi lokal Petik Laut Madura, dengan fokus pada dampaknya terhadap kerja sama, tanggung jawab sosial, dan kesadaran lingkungan siswa. Penelitian ini bertujuan untuk memahami bagaimana THK dan Petik Laut dapat meningkatkan pemahaman siswa tentang identitas budaya dan pembentukan karakter dengan cara yang relevan dan menarik. Metode deskriptif kualitatif digunakan, melibatkan 35 siswa kelas lima dari SDN Parsanga II. Teknik pengumpulan data meliputi observasi kelas, wawancara, dan analisis proyek siswa. Temuan penelitian mengungkapkan bahwa integrasi prinsip-prinsip THK dengan tradisi Petik Laut secara signifikan meningkatkan kolaborasi dan keterlibatan siswa dalam pembelajaran. Siswa menunjukkan peningkatan empati, tanggung jawab sosial, dan hubungan yang lebih kuat dengan nilai-nilai budaya dan lingkungan. Penelitian ini menyimpulkan bahwa pembelajaran berbasis THK, yang dikontekstualisasikan dalam tradisi lokal, efektif dalam memfasilitasi pengembangan karakter dan kesadaran budaya pada siswa. Studi ini menyoroti potensi kearifan lokal sebagai dasar untuk mengembangkan warga negara muda yang peduli kewarganegaraan, bertanggung jawab sosial, dan sadar lingkungan

Abstract. Integration of Tri Hita Karana (THK), a Balinese philosophy emphasizing harmony between humans, God, others, and the environment, into Civics Education (PKN) is an innovative approach to character development in elementary schools. This study explores the application of THK values through the local tradition of Petik Laut Madura, focusing on its impact on students' teamwork, social responsibility, and environmental awareness. The research aims to understand how THK and Petik Laut can enhance students' understanding of cultural identity and character building in a relevant and engaging manner. A qualitative descriptive method was employed, involving 35 fifth-grade students from SDN Parsanga II. Data collection techniques included classroom observations, interviews, and analysis of

students' projects. The findings revealed that integrating THK principles with the Petik Laut tradition significantly improved students' collaboration and engagement in learning. Students demonstrated increased empathy, social responsibility, and a stronger connection to cultural and environmental values. This research concludes that THK-based learning, contextualized within local traditions, is effective in fostering character development and cultural awareness in students. The study highlights the potential of local wisdom as a foundation for developing civic-minded, socially responsible, and environmentally conscious young citizens.

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Pendahuluan

Tri Hita Karana is a philosophy originating from Bali, Indonesia, emphasizing the importance of harmonious relationships between humans and God, humans and others, and humans and the environment. This concept reflects profound spiritual and social values that are not only relevant in religious contexts but also in the daily lives of society (Suryawan et al., 2022). Tri Hita Karana serves as a moral guide that helps individuals and communities achieve well-being and happiness (Aritonang & Andriany, 2024). We can strengthen students' cultural identity and character by integrating these values into education, which in turn, will shape a more responsible and ethical generation.

The significance of Tri Hita Karana's values in fostering social and cultural life cannot be overlooked. Indonesia's multicultural society, applying the principles of Tri Hita Karana can promote mutual understanding and tolerance among diverse groups. The incorporating local values in education enhances students' awareness of cultural diversity and humanitarian values (Alwi et al., 2024). Tri Hita Karana is not merely a philosophical concept but also an effective tool for character building and cultural development in society.

Civics Education (PKN) plays a critical role in instilling moral and cultural values in students. Through PKN, students are taught about their rights and responsibilities as citizens, the importance of community participation, and an understanding of democracy and social justice. PKN serves as a bridge connecting students with national values and local wisdom, enabling them to understand and appreciate their national identity (Asih, 2022). The relevance of Civic Education in introducing local wisdom as part of national identity is crucial. Education not only focuses on theory but also emphasizes practices and experiences relevant to students' daily lives. The integrating local wisdom into the Civics curriculum can increase student interest and engagement in learning (Anggraini, 2023). PKN can effectively foster patriotism and cultural identity among younger generations.

The Petik Laut Madura Tradition is a form of gratitude expressed by fishermen to God for abundant marine resources. In this tradition, the community performs rituals as a way of giving thanks and praying for safety and blessings in their livelihoods. Petik Laut is not merely a tradition but also a symbol of the harmonious relationship between humans and nature, aligning with the principles of Tri Hita Karana (Giri et al., 2021). Through this tradition, the Madurese community demonstrates respect and care for the

environment, which is integral to ecosystem sustainability. The social, cultural, and spiritual values embedded in the Petik Laut tradition are rich and diverse. This tradition teaches the importance of togetherness, mutual cooperation, and solidarity among community members. These values can serve as examples to teach students about the significance of collaboration and social responsibility. Research by reveals that students involved in community-based activities tend to exhibit higher levels of empathy and are more aware of social issues around them (Fitria, 2024).

The primary challenges in Indonesia's education system is the lack of exploration of local wisdom in formal education curricula. Many schools remain focused on general materials without linking them to local cultural contexts. This leads to students' limited understanding and appreciation of the cultural values around them. The integrating local wisdom into the curriculum can help students become more engaged and find meaning in their learning (Masyhadi, 2023). Another challenge is integrating local traditions, such as Petik Laut, into Civics Education. A more contextual and relevant approach is needed to attract students' interest. Teaching about Petik Laut can be conducted through field projects that involve students in community activities, allowing them to learn directly from experiences. The project-based learning methods can enhance students' motivation and engagement in learning (Ummah & Suryadi, 2019).

The integration of Tri Hita Karana values and local traditions like Petik Laut in education is vital for building students' character and social awareness (Kusdarini et al., 2020). This study aims to identify effective ways to connect universal philosophies with local contexts, making educational materials more relevant and engaging for students. This research seeks to contribute to the development of a more inclusive curriculum responsive to societal cultural needs. The incorporating the values of Tri Hita Karana and the Petik Laut tradition into Civics Education, we not only enrich educational content but also shape a generation that is more environmentally conscious and socially responsible. This aligns with the national education vision to create individuals who are characterized, cultured, and globally aware. This study is expected to provide new insights for educators and policymakers in designing a more relevant and effective curriculum.

Various studies have shown that the values of Tri Hita Karana (THK) have significant potential in building students' character through a local wisdom-based approach. The harmony between humans and God, fellow humans, and the environment, can be applied in character education (Indreswari & Barriyah, 2021). This article emphasizes that the application of THK values helps students distinguish between right and wrong, nurture what is good, and embody goodness in their daily lives wholeheartedly. The importance of applying THK values in the school environment through programs such as environmental cleanliness, mutual cooperation, and religious rituals involving the school community (Rai et al., 2021). This study aims to increase students' understanding and awareness of THK values and their contribution to the preservation of culture. The character education based on THK can be implemented through four main pillars: the learning process, school culture, co-curricular or extracurricular ctivities, and students' daily lives at home and in the community (Resviya, 2018). This study demonstrates that applying THK through these approaches is effective in enhancing students' character. The implementation of character education based on THK in elementary school students, aiming to correct character deviations and help students develop ethics, morals, social responsibility, and a sense of duty (Mudana, 2023). This approach assists students in applying THK values within the family, school,

and community. Their research also emphasizes the importance of the THK concept as the foundation for ecological character education, where environmental preservation becomes a key part of building a generation that cares about the sustainability of nature.

The study titled *The Implementation of Tri Hita Karana Values in Civic Education: Exploring Local Wisdom Through the Petik Laut Madura Tradition* is highly constructive research, as it successfully integrates local noble values into the teaching of Civic Education (PKN). This research not only focuses on academic aspects but also on strengthening students' character through the Tri Hita Karana values, which include harmonious relationships with God, fellow humans, and the environment. This study demonstrates how local wisdom can serve as an effective tool to instill values of cooperation, social responsibility, and environmental awareness in students.

Through this approach, the study makes a significant contribution in addressing the challenges of modern education, which often lacks relevance to students' lives and cultures. The Petik Laut Madura tradition, rich in values of mutual cooperation and solidarity, when integrated into learning, can build students' awareness of the importance of environmental sustainability and understanding the need for harmonious relationships in society. This research offers an innovative learning model, where students not only learn theoretically but also directly experience these values through practical activities and reflection.

This study also serves as evidence that education based on local wisdom, such as the Tri Hita Karana values and the Petik Laut Madura tradition, can play an important role in strengthening students' cultural identity and shaping a generation that is character-driven, culturally aware, and environmentally conscious. Therefore, this research provides a strong foundation for the future development of curricula based on local culture, making it both relevant and inspiring for application in various other educational contexts.

Metode

The research method used in this study follows several key criteria that underpin the entire research process. First, the approach taken is a qualitative descriptive approach. This approach was chosen to explore in depth how the values of Tri Hita Karana can be integrated into Civics Education. This research aims to document and analyze various aspects of the learning process, such as student engagement, teaching dynamics, and the outcomes obtained from embedding cultural values into the curriculum. This study also uses a case study approach to provide a clearer picture of the application of the Petik Laut Madura culture in the Civics learning process. The case study approach allows for an in-depth exploration of the relevance and impact of this culture on students' understanding of cultural and civic values.

This study involved 35 fifth-grade students from Class VA at SDN Parsanga II as research subjects, selected using a random sampling technique. This technique was used to ensure that the sample taken objectively represents the existing population. The two classes at the school were the population, and students from Class VA were chosen to participate in the study. The research was conducted in three main phases. The first phase is the preparation phase, during which the researcher developed lesson plans that integrate the values of Tri Hita Karana and the Petik Laut culture into the Civics Education curriculum. This phase is crucial to ensure that the lessons designed align with the research's objectives, which are to introduce and instill cultural values within

the context of Civics education.

The second phase is the implementation phase, which involves carrying out the learning activities in the classroom. The researcher implements various teaching methods, such as interactive discussions, multimedia presentations, and field-based learning activities that connect students directly with the Petik Laut Madura culture. These varied teaching methods aim to increase student engagement in the learning process and ensure that they gain a deep understanding of the values being taught. This phase also includes conducting interim evaluations to monitor how well students understand and apply the values of Tri Hita Karana and the Petik Laut culture in their daily lives. The third phase is the evaluation phase, which focuses on assessing the students' understanding after participating in the learning sessions. The researcher uses various assessment methods, such as structured assignments, group projects, and reflective discussions, to evaluate how well students understand and can apply the cultural values taught. The evaluation process not only aims to measure learning outcomes but also to provide an insight into how students internalize cultural values within the context of civics.

The various instruments and materials were used to support this research, including lesson plans tailored to incorporate the principles of Tri Hita Karana and Petik Laut culture, observation sheets to record student participation during the learning process, and interview guidelines designed to gather deeper insights from students and teachers about their experiences in this learning process. Additionally, worksheets and assignments were prepared to assess students' understanding of the cultural values they had learned. The researcher employed various methods, such as direct classroom observations to document the learning process, interviews with students and teachers to obtain qualitative insights, and analysis of student work, such as projects, worksheets, and reflective essays they produced.

The collected data were then analyzed using descriptive analysis techniques to identify key themes and patterns that emerged during the learning process. In addition, qualitative analysis was carried out by categorizing responses related to the values of Tri Hita Karana and their connection to Petik Laut culture. Triangulation was also used to validate the research findings by comparing data from multiple sources, such as observation results, interviews, and student outputs. By using triangulation, the researcher can ensure that the findings obtained are more accurate and valid. The study also employed several techniques to ensure the reliability and validity of the data, such as member checking and peer review. Member checking was conducted by involving the research participants (students and teachers) to verify the accuracy of the data recorded during the study. Additionally, peer review was carried out by consulting experts in the fields of Civics Education and local culture to ensure that the research framework and findings were consistent with the applicable principles. By using these various methods, this study aims to provide a comprehensive understanding of how the values of Tri Hita Karana can be integrated into Civics Education.

Hasil Dan Pembahasan

The implementation of Civics Education (PKN) based on the Petik Laut Madura culture at SDN Parsanga II was carried out systematically through a planned and integrated approach. The initial step involved lesson planning, where the teacher developed a Lesson Plan (RPP) that integrated the values of Tri Hita Karana—the

harmonious relationship between humans and God, humans and others, and humans and the environment—with the local wisdom of the Petik Laut Madura tradition. The lesson plan included learning objectives, materials, methods, and relevant evaluation tools for fifth-grade students.

The next stage was the learning implementation, beginning with the introduction of the Tri Hita Karana concept through interactive discussions. The teacher explained this philosophy using engaging short stories to capture students' attention and connected it to everyday life values. Students were then introduced to the Petik Laut Madura tradition as a form of gratitude to God for the abundant harvests from the sea. The learning process was designed to be contextual, utilizing documentary videos, photographs, and group discussions to spark students' curiosity about the tradition. The teacher also emphasized the values of mutual cooperation and solidarity reflected in the Petik Laut tradition, aligning them with the harmonious human relationships central to the Tri Hita Karana principles.

The learning process was further enriched with hands-on activities or simulations. Students were invited to create symbolic miniature boats as part of the Petik Laut tradition, which was conducted in groups. Through this activity, students not only learned about the values of teamwork and social responsibility but also gained an understanding of the importance of maintaining a good relationship with the marine environment as an expression of harmony between humans and nature. The teacher provided guidance and encouraged students to reflect on their learning experiences through classroom discussions.

The implementation of practical or simulation activities in Civics Education (PKN) based on the Petik Laut Madura culture involves engaging students in creating symbolic miniature boats in groups. The stages are designed to instill values of cooperation, social responsibility, and environmental awareness, aligned with the principles of Tri Hita Karana. The steps are as follows: Student Grouping: The teacher divides the fifth-grade students into small groups of 4–5 members. Each group is tasked with collaboratively creating one symbolic miniature boat. The grouping is done randomly to encourage students to work with peers of diverse characters. Introduction to the Project and Activity Objectives: The teacher explains the objectives of the activity, which are to understand the values of teamwork, social responsibility, and harmony with the environment as reflected in the Petik Laut tradition. The teacher also showcases an example of a miniature boat and explains its symbolic meaning within the Petik Laut tradition.

Preparation of Tools and Materials: The teacher provides simple materials such as used cardboard, colored paper, glue, and scissors. Students are also encouraged to bring additional eco-friendly materials, such as dried leaves or small bamboo sticks, to emphasize the importance of environmental preservation. Miniature Boat Creation Process: Planning Stage: Each group discusses their boat design, assigns tasks among members, and determines the materials to be used. Implementation Stage: Students begin crafting their boats based on the planned design. During this process, the teacher monitors progress, provides guidance, and encourages collaboration and mutual assistance when challenges arise. Completion Stage: Groups decorate their miniature boats with simple embellishments symbolizing elements of the Petik Laut tradition, such as fish or sea motifs. Presentation and Discussion: After completing the boats, each group presents their miniature in front of the class. During the presentation, students explain the symbolic meaning of their boats and share their experiences of working

together. The teacher facilitates a discussion to explore students' understanding of the importance of maintaining harmonious relationships with others and the environment. **Activity Reflection:** The teacher guides students in reflecting on the activity. Questions such as, "What did you learn from this group work?" or "Why is it important to protect the marine environment?" help students connect their experiences with the values being imparted. The responses from the groups highlight valuable insights and lessons learned during the activity:

Table 1. *The Responses from The Groups*

| Question | Group | Response |
|---|---------|---|
| What did you learn from this group work? | Group 1 | Learned the importance of teamwork and task-sharing to complete work efficiently. |
| | Group 2 | Recognized the value of effective communication to ensure all ideas are acknowledged. |
| | Group 3 | Understood that every member plays a crucial role, and no one can work alone. |
| | Group 4 | Gained patience and the ability to listen to others' opinions. |
| | Group 5 | Learned how to distribute tasks according to the members' skills. |
| Why is it important to protect the marine environment? | Group 1 | The ocean provides numerous benefits, such as a source of food for humans. |
| | Group 2 | Pollution harms marine life, such as fish, negatively impacting fishermen. |
| | Group 3 | Protecting the ocean helps preserve its ecosystems. |
| | Group 4 | The ocean is a source of life, and it must be kept clean. |
| | Group 5 | A clean marine environment ensures benefits for future generations. |

The activity successfully instilled values of teamwork, communication, and individual responsibility while fostering environmental awareness. Students not only reflected on their group dynamics but also demonstrated an understanding of the ecological and societal importance of maintaining a healthy marine environment.

Group 1 expressed that they learned the importance of teamwork and task distribution within a group. They realized that by supporting one another and sharing responsibilities, tasks could be completed more efficiently and effectively. This reflects students' growing understanding of the values of cooperation and shared responsibility, which are central to the Tri Hita Karana philosophy. When asked why it is important to protect the marine environment, Group 1 responded that the ocean provides significant benefits to humans, especially as a food source. This answer illustrates the students' understanding of the harmonious relationship between humans and the environment. Their awareness of the necessity to maintain the ocean's cleanliness and sustainability highlights its importance not only for ecosystems but also for human livelihoods reliant on marine resources. This reflection underscores the success of the learning activity in integrating cooperation values and environmental responsibility through the Petik Laut Madura tradition.

Group 2 revealed that they recognized the importance of effective communication to ensure that all group member's ideas were acknowledged. They also understood that if the ocean becomes polluted, fish cannot survive, which ultimately harms fishermen. Their response reflects an awareness of the detrimental impact of marine pollution on human communities. Group 3 emphasized that every group member plays an essential role and that no one can accomplish tasks alone. They understood that protecting the ocean is crucial for preserving its ecosystems. This demonstrates their grasp of the importance of teamwork and environmental responsibility. Group 4 shared that they

learned to be more patient and listen to their peers during group activities. They also expressed that the ocean is a source of life that must be cared for to remain clean, highlighting the significance of marine conservation for sustaining human life. Group 5 stated that they learned how to assign tasks based on group members' abilities. They also understood that a clean marine environment would benefit future generations, showcasing their awareness of environmental sustainability for the future.

The reflections from each group indicate that the hands-on practice and simulation activities effectively instilled values of cooperation, social responsibility, and environmental awareness. Through this approach, students not only learned about the Petik Laut Madura tradition but also applied the Tri Hita Karana philosophy in their daily lives. This represents a critical step in shaping students into responsible, environmentally conscious individuals.

Tri Hita Karana (THK) is a philosophy emphasizing harmonious relationships between humans and God (parahyangan), humans and others (pawongan), and humans and the environment (palemahan). It serves as a moral and social framework that fosters interpersonal collaboration, particularly among students. Integrating THK values through the Petik Laut Madura tradition is a strategic approach to strengthening students' character in Citizenship Education (PKN). The Petik Laut Madura tradition is a cultural expression by coastal communities to express gratitude for the abundant harvests from the sea. This tradition is rich in social and spiritual values aligned with the principles of Tri Hita Karana.

The integration of the Tri Hita Karana (THK) values and the Petik Laut tradition in Citizenship Education (PKN) offers a meaningful approach to fostering cultural awareness, environmental responsibility, and social collaboration among students. Parahyangan, which emphasizes gratitude and prayers to God for the blessings of the sea, helps instill spiritual appreciation and respect for nature. Pawongan, which focuses on cooperation and solidarity, teaches students the importance of teamwork and mutual support in organizing traditional events. Palemahan, which highlights respect for and preservation of the marine environment, nurtures a sense of responsibility towards nature as a vital source of life.

The educators can cultivate a deeper understanding and appreciation of cultural heritage while reinforcing essential values that align with modern environmental and social challenges by integrating this tradition into PKN lessons. The Petik Laut tradition serves as an effective learning medium to teach students the importance of teamwork in achieving common goals. For example, group activities such as creating symbolic boat miniatures encourage students to share tasks and support one another, reflecting the value of pawongan in fostering human relationships.

Simulations of the Petik Laut tradition further reinforce the significance of collaboration within a community, demonstrating how teamwork leads to harmony and success. This approach not only strengthens peer relationships but also teaches students to value individual contributions within a team setting. The value of palemahan, or harmony with the environment, can be instilled through discussions and hands-on activities that emphasize ocean conservation. Encouraging students to reflect on the impact of marine pollution and collaboratively seek solutions enhances their sense of social responsibility and environmental stewardship. Citizenship Education aims to shape students into responsible citizens who care about society and the environment. The Petik Laut tradition provides a relevant local cultural context for introducing

national values such as tolerance, cooperation, and environmental stewardship, which align with the THK philosophy.

The implementation of Tri Hita Karana values through the Petik Laut Madura tradition in Citizenship Education significantly contributes to fostering relationships and collaboration among students. The THK philosophy, encompassing harmonious relationships with God, others, and the environment, is clearly reflected in the Petik Laut tradition, making it an effective educational tool for instilling social, cultural, and spiritual values in students' lives. Through this approach, students not only understand the importance of teamwork and responsibility but also grow into individuals with social awareness and a love for their culture and environment.

The findings of this study indicate that the implementation of Tri Hita Karana values in Citizenship Education (PKN) learning based on the Petik Laut Madura tradition has made a positive contribution to shaping students' character. Key aspects that developed through this approach include values of cooperation, social responsibility, and environmental awareness. These findings align with various previous studies that emphasize the importance of integrating local values into education (Prasetyo, 2023).

That incorporating local values into the curriculum can enhance students' awareness of cultural diversity and human values (Mukhibun et al., 2024). This is relevant to the present study, where students learned to respect local traditions such as Petik Laut, which are rich in communal cooperation and environmental respect. That learning based on local wisdom can increase student engagement and foster patriotism (Fahri, 2022). These findings align with how the Petik Laut tradition serves as an effective medium for deepening students' understanding of their cultural identity.

The students involved in community-based activities exhibited higher levels of empathy and social awareness (Setiawan, 2016). This study supports that observation, particularly through the hands-on activity of creating symbolic miniature boats, which helped students understand the importance of teamwork and social responsibility within their community. The integrating local values into formal education helps students find meaning in their learning and boosts their motivation (Nurmalasari, 2023). This is also reflected in this study, as students displayed greater enthusiasm due to activities that were relevant to their daily lives.

The project-based learning methods can enhance student motivation and engagement. This study adopted a similar approach through the project of creating miniature boats, successfully motivating students to actively participate in the learning process. The local traditions such as Petik Laut reflect a harmonious relationship between humans and nature, making them relevant for fostering environmental awareness among students (Wisnu et al., 2024). This study supports that perspective by emphasizing how students learned to respect and care for the marine environment as part of the Petik Laut tradition.

The integration of Tri Hita Karana values and the Petik Laut Madura tradition serves as an effective learning strategy. It not only strengthens students' character values but also demonstrates the relevance of local philosophies within the framework of national education. The consistency of these findings with previous studies underscores the significance of local wisdom-based approaches in fostering character development and social awareness among the younger generation.

Kesimpulan

The implementation of Tri Hita Karana in Citizenship Education (PKN) learning based on the Petik Laut Madura tradition among fifth-grade students at SDN Parsanga II has had a positive impact on fostering character values, teamwork, and environmental awareness. The philosophy of Tri Hita Karana, which emphasizes harmonious relationships between humans and God (parahyangan), humans and others (pawongan), and humans and the environment (palemahan), has been successfully integrated through a contextual and relevant approach to students' lives.

The learning process, which involved practical activities such as creating symbolic miniature boats, allowed students to directly internalize the values of cooperation, social responsibility, and respect for the environment. The Petik Laut Madura tradition, rich in spiritual and social meaning, served as an effective medium to introduce students to local wisdom while teaching the importance of preserving the environment as a form of harmony between humans and nature. Evaluation of the activities showed that students were not only able to produce creative works but also demonstrated a deep understanding of the importance of teamwork and environmental conservation. Positive feedback from teachers encouraged students to further develop these values in their daily lives. Through this approach, Citizenship Education becomes not only a means of introducing students to citizenship concepts but also a platform for building character rooted in local culture. This aligns with the goals of national education, which aim to cultivate a young generation with strong character, cultural awareness, and a sense of responsibility towards the environment and society. The implementation of Tri Hita Karana values in learning based on local traditions can serve as a relevant model for application in various other educational contexts.

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