Character Education Through JEMOYA Cycle Based on the Orientation of Tri Hita Karana Philosophy in Elementary School

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Abstract—**This study aims to develop the systematic character education for elementary schools, through JEMOYA cycle based on the orientation of Tri Hita Karana philosophy. The cycle consists of explaining, modeling, and cultivation activities. The explaining activity was administered to students, followed by conducting workshop for teachers and school staff so they can act as a role model for their students, in which the valued character then being cultivated into school culture. Two schools were being entailed in this study. 206 students along with 18 teachers from both schools served as the subject of this study. Focus Group Discussion was done to formulate: (1) character values based on the orientation of Tri Hita Karana philosophy, which then being integrated with national character education principals, (2) implementation strategy based on Tri Hita Karana philosophy and the assessment for the values. The results show that teachers' ability to implement character education based on the orientation of Tri Hita Karana philosophy was categorized good with the average score 3.85. The students' character based on national character education principals was developing with the average score 3.40 and the students' character based on the orientation of Tri Hita Karana philosophy was developing with the average score 3.55.**

Keywords—character education, JEMOYA cycle, Tri Hita Karana Philosophy

I. INTRODUCTION

The effort to develop the character of students in the Indonesian national education system has been mandated in Law No. 20 Year 2003 concerning the National Education System, on Article 3 states that national education has the function to develop capabilities and form the character as well as dignified national civilization to educate the nation's life. Education also aims to develop the student's potential as human beings who believe and fear Almighty God, have noble character, healthy, educated, capable, creative, independent, and become democratic and responsible citizens.

The development of student character is further emphasized in Government Regulation Number 17 Year 2010 concerning Management of Education, article 17 paragraph (3) states that basic education aims to build a foundation in developing student potential to become human beings who (a) believe in and fear Almighty God, (b) educated, competent, critical, creative, and innovative; (c) healthy, independent, and confident, tolerant, socially sensitive, democratic, and responsible. These two legal products indicate the importance of developing character education for students. The educational vision of Jokowi-JK government with its Nawacita highly emphasizes the character education as the foundation for children and society. In character education, manner education was emphasized in the formal education (school).

As a response to the provions of laws and policies of the Jokowi-JK government above, the Ministry of National Education, Directorate General of Primary and Secondary Education Management has issued a Character Education Guidance in Elementary Schools. The guidance states that the development of student character can be done through character building that is integrated with all learning subjects, school management, and student coaching activities.

Lickona states that character education is a deliberate effort to develop good character based on virtues for individuals and society [1]. Character education teaches students about basic human values which include honesty, kindness, generosity, courage, freedom, equity, and respect. The purpose of character education is to improve student ability to be a responsible nation morally and self-disciplined citizen (Association for Supervision and Curriculum development).

Seririt is a district with a very heterogeneous population, namely Hindus and Muslims who often experience friction among followers. It needs to be given guidance from elementary school on the national character, that the Indonesian people really respect diversity in terms of religion, ethnicity, and customs.

Based on data reference from the Ministry of Education and Culture, there are currently 54 elementary schools spread across all villages, both public and private schools in Seririt

district. This condition is suitable to improve the learning quality. On average, the elementary school teachers in the district haves some bachelor degree and only a few teachers are still diploma. In addition, the existence of the Ganesha University of Education near from Seririt district makes the teacher professional development program quite good.

As a district with trade potential and close to tourism areas (Lovina), it makes residents around the Lovina tourism area vulnerable to bad influences resulting from the development of tourism areas such as shifting social norms and bad interactions. To prevent the development of negative tendencies caused by the tourism industry, school is an appropriate place to instill good character for the younger generation starting from basic education. Besides schools form smart students academically, it is also expected that school produce good character graduates.

There were two schools in Seririt district which were given guidance in implementing character education, elementary school of Banjarasem and Umaanyar. The results of preliminary observations on the implementation of character education in both elementary schools were (1) there was no strategy, model, or pattern of implementing character education so that character education was not planned and systematic, (2) teachers rarely explained to students about good behavior (the role model teacher), (3) teachers and school staff had not cultivated themselves as models or people who can be emulated as good people in character (the emulated teacher), (4) the behavior with character indicators had not yet cultured towards students and other school members, (5) there was no instrument or measuring instrument to measure student character so the impact of character education is not known, and (6) the Balinese local values as content for character education were not included, namely the values Tri Hita Karana. Based on the results of these observations, it can be said that the implementation of character education in the two elementary schools had not been systematic, measured, and it was not in line with the objectives of character education.

Character education that is conducted with a certain strategy makes the implementation becomes more focused and measured [2]. In this service, character education was conducted by applying the Tri Hita Karana Oriented "Explain-Modeling-Cultivation Cycle" Strategy. The implementation of character education through the explain-modeling-cultivation cycle strategy has some advantages, namely (1) through "explain", students are given an understanding of good behavior, the benefits of good behavior, how to behave well so that students understand the values being taught, (2) in modeling, students are shown a model of good behavior or character by teachers, school staff, and other members of the community so that the models can be imitated by students, (3) cultivation has the advantage that this good behavior is accustomed or cultivated in school by reminding and correcting for bad deeds, (4) the process of explain-modeling-cultivation is made into a cycle that is continuously conducted by all school members. With the process of explain-modeling-

cultivation in a continuous cycle, it is expected that a school with character can be formed [3].

The given character education content to students is a combination of outlined character values in strengthening character education (Presidential Regulation No. 87 Year 2017, and Ministry of Education and Culture, Regulation N0. 20 Year 2018) which includes religion, nationalism, mutual cooperation, independence, and integrity. While the values of Tri Hita Karana are Parahyangan, Pawongan, and Palemahan [4]. The combination of these two values is very supportive and complementary to each other so that it will bring up values in line with the sense of nationality and local values of Balinese.

The impact of this character education must be well measured. This measurement is very important because teachers can find out how advanced the student character is produced through the given character education [5]. The measurement results can provide information related to the existing weaknesses so that improvements can be made to these weaknesses.

Based on the problem identification above, the research will focus on the investigation on the ability of teacher and educational personnel in implementing the character education through explain-modeling-cultivation cycle strategy based on the orientation of Tri Hita Karana in elementary schools of Banjarasem and Umaanyar and the students' character after character education is implemented through explain-modeling-cultivation cycle strategy based on the orientation of Tri Hita Karana in elementary schools of Banjarasem and Umaanyar.

II. METHODS

Explain-modeling-cultivation cycle strategy based on the orientation of Tri Hita Karana was applied in implementing character education in elementary schools Banjar Asem and Umaanyar [3]. The Focus Group Discussion (FGD) and mentoring methods were used in implementing education character. FGD was conducted together with the principal, all teachers, and staff from two elementary school. The discussion included how to apply the explain-modeling-cultivation cycle strategy in building school culture and classroom culture, the content of applied character values was in line with the values of strengthening character education and the values of Tri Hita Karana (THK), and a measurement instrument of character education. The interviewees in this FGD were lecturers, education experts, Balinese cultural observers who related the values of character in line with THK values.

FGD with students' parents about the implementation of the given character education to their children. This FGD with parents was intended to make students' parents know the given character education to their children and support the culture of character values at school, home, and community.

FGD determines the applied instrument to measure the impact of character education. The instrument produced in other research [5] was used as the basis by modifying and reducing the number of needed items.

Mentoring was done by lecturers who conducted character education. This mentoring was done to guide the implementation of the explain-modeling-cultivation cycle strategy in building school culture and classroom culture. This mentoring process was expected that the implementation of character education was done continuously with the expected implementation pattern.

Measurements were made using the produced instruments produced in the FGD. Evaluation to determine the success of the implementation of character education was done by observation and tests/questionnaires. Observations were made by using observation sheets to measure the implementation of character education by teachers and educational personnel. A questionnaire method was used to measure student character. Evaluation of the implementation of character education was conducted during the implementation of community service. The implementation of character education was said to be successful if (1) the results of the implementation was at least in a good category, and (2) the character of the school community (teachers, staff, and students at least begin to become cultured). Data analysis was done in descriptive quantitative.

III. RESULT AND DISCUSSION

A. Results

The implementation of education and teaching, especially character education, is supported by existing facilities and infrastructure which include physical and non-physical facilities. Physical and non-physical infrastructure facilities at elementary schools of Banjar Asem and Umaanyar are used to facilitate and expedite the process of education and teaching, especially in character education include (1) classrooms/ buildings with their furniture, including teaching aids, (2) a laboratory with all its furniture, as well as other supporting learning facilities, (3) a library with all the available furniture and learning resources, (4) a principal's room/deputy principal's room, (5) a teacher's room, (6) a room for educational staff/administration, (7) fields where students gather including flag events, (8) sports venue with its equipment, (9) place of worship with all its equipment, (10) school health room (UKS) with all its equipment, (11) school hall with all its equipment, (12) canteens with health standards, and (13) garbage dumps. All these physical facilities are available and in good condition so that they can be used to facilitate the implementation of education and teaching.

The existing non-physical facilities include as follows: (1) Time or school day (6 school days). (2) Fund or money is a non-physical component that is urgently needed to provide school physical facilities and other school activities. Fund or money comes from school operational assistance (BOS) from the government. (3) The curriculum is the content of the lessons determined by the central government. In the academic year 2019/2020, the 2013 curriculum has implemented, namely the curriculum set by the government starting in 2013. The 2013 curriculum which was implemented in 2013, explicitly

demands that character education must be conducted in schools through the integration of all subjects, extra-curricular activities, and all other school activities.

Another component is the teacher. Teachers/educators are the components that conduct education and teaching as the main purpose in school. Teachers conduct the educational process, in this case character education, and conduct teaching in term of science and technology to the students. Besides the teacher, the educators are needed including school principals who lead schools, staffs of administration who work on school administration, cleaning staffs who are in charge to keep school clean and tidy whose work is assisted by the other community schools.

In conducting the character education, teachers and educators are tasked with explaining the meaning of character values, as a model with good behavior and character, and cultivating character values both for themselves and encouraging a character culture of students.

Character education was conducted with "Jemoya" (explain-modeling-cultivation) cycle strategy based on the orientation of Tri Hita Karana value philosophy. The implementation of character education through (1) explain, it means that the teacher and education staff explain the meaning of the character values that are taught to students, (2) modeling, it means that the teachers and education staff become models for the implementation of character values both in behavior and attitude which later can be imitated by students, (3) cultivation, it means that these character and attitudes are cultivated in their daily lives at school so that these character behaviors and attitudes "belong" to all school members. These three activities are in the form of a cycle that never stops at school. The product of the implementation of character education is the character of all community members to form a character school. The content of character education is the values in Strengthening Character Education and the values of Tri Hita Karana.

The values in line with the character education include: (1) Religious is an attitude and behavior that obey the religious doctrine and tolerance of other religions worship; (2) Nationalism is a love for the nation and homeland of Indonesia; (3) Mutual cooperation is an attitude and behavior to work together in achieving common goals; (4) Independent is a responsible and reliable attitude and behavior; and (5) Integrity is a person who has a strong and honest character in all his attitudes and behavior.

Tri Hita Karana means three things that cause happiness to humans, namely (1) Parahyangan is the attitude and behavior of piety to God and do the religious doctrine; (2) Pawongan is the attitude and behavior of having good relations with fellow humans; and (3) Palemahan is the attitude and behavior of maintaining environmental sustainability [6]. The combination of character education and THK values applied in character education of two schools can be seen in Table 1.

TABLE I.   CHARACTER INDICATORS IN LINE WITH CHARACTER EDUCATION VALUES AND TRI HITA KARANA VALUES

No.	Character Education Values	THK Values (*Parahyangan, Pawongan*, and *Palemahan*)
1	Religious	1) *Trisandya* (*Hindu* praying) at the beginning and end of the school 2) Praying before and after learning 3) Providing *canang sari* (praying equipment) on *pelangkiran* (praying tool) in the class 4) Praying together during religious holidays 5) Participating in religious competitions 6) Saying religious greetings when meeting other people 7) Saying religious greetings before learning begins 8) Doing dharma shanti, breaking the fast together, celebrating New Year's Eve 9) Showing tolerance towards other religious activities 10) Loving all living things (plants and animals) in school (God's creatures)
2	Nationalism	1) Conducting flags ceremony on Monday and national holidays 2) Mutual respect between ethnicities and religions 3) Using good and correct Indonesian language 4) Singing the song of Indonesia Raya before the lesson begins 5) Forming a heterogeneous study group 6) Putting up pictures of national heroes and cultural activities of the people of the archipelago
3	Mutual cooperation	1) Sympathize with school members who have faced the disaster 2) Contributing to a humanitarian disaster or tragedy 3) Participating in community activities around the school 4) Taking an active role in various school/class activities 5) Conducting community service to have a beautiful, clean, and tidy school environment
4	Independent	1) Giving students responsibility for school/class activities 2) Encouraging students to conduct their obligations (complete assignments, seek information, and build knowledge) 3) Encouraging students to submit opinions 4) Humble, confident 5) Providing a time limit for each activity 6) Training students to make decisions without teacher intervention

Table 1. Cont.

| 5 | Integrity | 1) Training honesty in thinking, saying, and doing
2) Obeying all existing regulations in the community, school/class
3) Conducting the obligations that are the responsibility of student
4) Be polite to everyone
5) There is no bullying among school members
6) No plagiarism and cheating
7) Discipline in various things
8) Care for the school environment
9) Keeping the school environment clean
10) Maintain and care for existing plants in the school and classroom environment
11) Loving all the animals in the school. |

(extracted from: Arnyana,et al, 2018)

The measurement results of character education include (1) the ability of teachers and education staff to implement character education, (2) the character of students in terms of the dimensions of Strengthening Character Education; and (3) the character of the students in terms of the Tri Hita Karana dimension.

The ability of teachers and education staff to implement character education is seen from (1) the ability to explain character values, (2) play a role in modeling character values, and (3) cultivating the attitudes and behavior of character values are shown in Table 2 The data was obtained from observations during mentoring and then it was averaged. The number of observed teachers and education staff was 22 people consisting of 18 teachers and 4 education staff from both elementary schools

TABLE II.   THE ABILITY OF TEACHERS AND EDUCATION STAFF IN IMPLEMENTING CHARACTER EDUCATION (N = 22 PEOPLE)

Score/Category	Ability			Average
	Explain	**Modeling**	**Cultivation**	
Score	4.0	3.60	3.80	3.80
Category	good	good	good	good

The result of measuring student character which was a combination of the dimensions of Character Education and Tri Hita Karana were presented in Tables 3 and 4.

TABLE III.   CATEGORY OF STUDENT CHARACTER BASED ON CHARACTER EDUCATION (N = 206 PEOPLE)

No.	Character Indicator	Average Score	Category
1	Religious	3.52	Cultivating
2	Nationalism	3.26	Developing
3	Independent	3.22	Developing
4	Mutual cooperation	3.21	Developing
5	Integrity	3.66	Cultivating
	Average	3.40	Developing

TABLE IV.   CATEGORY OF STUDENT CHARACTER BASED ON THK

No.	Character Indicators	Average Score	Category
1	*Parahyangan*	3.58	Cultivating
2	*Pawongan*	3.40	Developing
3	*Palemahan*	3.68	Cultivating
	Average	3.55	Cultivating

B. Discussion

Community Service Activities at elementary schools of Banjarasem and Umaanyar went well. These activities included the FGD that was conducted with the Head of the UPT Education Office in Seririt District, School Commit, School Principal, and all teachers from two elementary schools, and the implementation of Character Education.

Focus Group Discussion (FGD) was held together with school principal, teachers, school committee, and regional coordinator of education in Seririt district. This FGD resulted in teachers and education staff understand the implementation of character education with the explain-modeling-cultivation cycle strategy, as well as understand the content of character education, namely a combination of character education and Tri Hita Karana values. Mastery of the strategy for implementing character education and the content that is taught to students is an absolute requirement because teachers and education staff conduct character education every day. This is in line other research which states that the role of teachers and school staff is very decisive in the implementation of character education because they guide, direct, foster, and simultaneously evaluate the student character [7]. The FGD also resulted the instrument to measure the implementation of character education. This instrument is very important to be used in determining the implementation of character education and student character. The result relates to the theory that argues that a good instrument will also produce good information [5]. Likewise, character education instruments are needed in character education because good instruments will be possible to know the quality of the implementation of character education and how extent the objectives of character education are achieved. From the results of this measurement, it can be used as a basis for providing feedback, as well as improvements in implementing character education.

The ability of teachers and education staff in implementing character education is classified as good. It can be seen in Table 2. From the table, it can be seen that the ability of teachers and education staff obtain an average score of 3.8 in a good category. These results can be caused by the commitment of teachers and education staff in improving the student

character. It also can be cause due to applying strategies that are easy to be understood but require effort to implement them, supporting school facilities and infrastructure, providing regular assistance at school, and support from parents, school committees, and the District Education Office. Those result is in line with the theory which argues that in implementing character education, all physical and non-physical components play an important role, especially teachers [8]. It is because the teacher manages all inputs in implementing education and directs it to achieve educational goals.

There are three activities in conducting character education, namely explain, modeling, and cultivation. Explain activities get the highest average score of 4.0 and model get an average score of 3.6 even though they are both in the good category. The activity of explaining in its implementation is the easiest way to be conducted because this activity only requires understanding and time to explain. Because the commitment of teachers and education staff is quite good at implementing character education, this activity is conducted well. Likewise, for civilizing activities. In this dimension, the role of the teacher admonishes and reminds students to behave in character in line with the character indicators being learned. While modeling activities, teachers and education staff need a high commitment to present themselves in behavior with character. Therefore, teachers and education staff still show themselves not as models. For example, in the Tri Sandya prayer at the beginning and end of the lesson, there are still teachers who do not participate in the activity while all the students are praying. In saying religious greetings, there are still teachers who don't do. Likewise, in other character indicators, there are still teachers and education staff who do not act as a model in implementing character education.

The best implementation of character education is by modeling. It means that all school members, especially teachers, act as models for attitudes and behavior in line with the character values that are learned It is supported by some researches that argue that teachers play an important role in achieving character education programs [9,10]. The success of character education in schools depends on the role model of teacher for the students so that students with character can be realized. As stated by Ki Hajar Dewantara, teacher is a person who can be trusted and imitated [11]. Therefore, to be a good teacher or a good educator, good behavior or character is needed to be showed up.

The results of measuring student character are seen from character education dimension, it appears that the average score is 3.40 in the Developing category. It should be stated that the improvement of the character categories of students is started from the lowest: Not Developing (BB) - Starting to Develop (MB) - Developing (B) - Cultivating (M). In Table 3, it can be seen that the dimensions of Religious and Integrity have shown the categories of cultivating with a score of 3.52 and 3.66. Meanwhile, the dimensions of Nationalism, Independent, and Mutual cooperation obtained an average score of 3.26; 3.22; and 3.21, all of them are categorized as developing.

The religious dimension shows in the category of cultivating. It shows the student behavior who are obedient in praying, praying before and after learning, praying during holy days, saying religious greetings when meeting other people, being tolerant of other religious activities, and loving plants and animals which are God's creations. These behaviors occur without waiting for commands from teachers or educators. In general, students do it because they feel that it is their duty, even though there are still students who need to be reminded by the teacher (a score of 3.52 must be improved to 4.0). The cultivating category in the religious dimension is inseparable from the support of teachers and education staff who become models and remind students to behave in line with the religious indicators. Likewise, the support comes from the community and family to keep their children to be piety towards the Almighty God. Cultivating student piety towards God is done by showing the models of religious behavior and accustom these behaviors to students [12].

The character in the integrity dimension has also reached the cultivating category with a score of 3.66. This dimension can be seen from the indicators applied in schools, namely being honest in doing and saying, obeying all the rules in the school, carrying out the obligations, being polite to everyone, being disciplined in various matters, caring about the school environment, and maintaining the cleanliness of the school environment. Avoiding cheating and bullying are the things that should be reminded of the students. However, there were not many of them so they got a score of 3.66. Teachers and education staff must continue to improve this dimension so that they can reach a perfect score of 4.0. Success in the field of integrity is inseparable from the strategy, namely success in explain-modeling-cultivation. Students are given examples of good behavior and are always reminded when they are wrong. Thus, attitudes and behaviors with integrity belong to everyone in the school.

The dimensions of nationalism, independent, and mutual cooperation show the developing categories with their respective scores: 3.26; 3.22; and 3.21. This information shows that the indicators of these dimensions have experienced growth or development. Teachers and education staff are expected to always strive in improving this character. It is because the role of teachers and education staff has an important role in directing the student character in a better direction. In addition, schools always ask for support from the community and parents to improve the character of their students, especially students' parents to provide an explanation of character values, become character models, and remind or accustom their children to behave with character. Therefore, teachers, parents, and the surrounding community are very important in character education and must work together in character education [13].

From the data above, it appears that the implementation of character education at the schools can run well. This is also supported by the data in Table 4. In these data, it appears that the student character is categorized as cultivating with an average score of 3.55. It can be seen from each dimension, the Parahyangan and Palemahan dimensions are in the cultivating category with a score of 3.58 and 3.68 respectively and the Pawongan dimension is still in the developing category with a score of 3.40. In general, character education based on the orientation of Tri Hita Karana philosophy influences student character because this philosophy is Balinese local wisdom as the basis for socializing in Bali [14].

The success of character education which has been implemented for eight months is inseparable from the support of school infrastructure, teachers, education staff, government, parents, and the community around students. In addition, the explain-modeling-cultivation strategy based on the orientation of Tri Hita Karana philosophy give the most significant influence on students' character and it is also supported by the commitment of teachers and education staff to implement it. The role of teachers and education staff is as a model to behave with character and remind students to get used to these character attitudes and behaviors. It is supported by other research which states that school principals, teachers, education staff, parents, and the community play an important role in character education of students by forming networks to communicate with each other in implementing character education [15].

It is suggested that principals, teachers, education staff, students' parent, the community, and the government to conduct character education using certain strategies so that character education can be conducted in a planned, directed, and measured manner. The content of character education should apply the values of local wisdom combined with national values, and the implementation of character education should be well measured so that the results and impacts can be seen.

IV. CONCLUSION

The conclusions can be drawn, namely (1) the ability of teachers and education staff in implementing character education through explain-modeling-cultivation a cycle strategy based on the orientation Tri Hita Karana at elementary schools of Banjarasem and Umaanyar are in a good category. The students' character after implementing character education through explain-modeling-cultivation based on the orientation of Tri Hita Karana is in the developing category from the dimension of Strengthening Character Education, and it belongs in cultivation category in terms of the Tri Hita Karana dimension.

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