

**PENGEMBANGAN MODEL LITERASI MEMBACA TRI HITA KARANA  
UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS  
DAN KREATIF SISWA SEKOLAH DASAR**

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor  
Pendidikan pada Program Studi Pendidikan Dasar

**DISERTASI**



**Ni Ketut Desia Trisiantari  
NIM. 1907227**

**PROGRAM STUDI PENDIDIKAN DASAR  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2023**

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Oleh:

Ni Ketut Desia Trisiantari

NIM. 1907227

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh  
gelar Doktor (Dr.) Pendidikan Dasar

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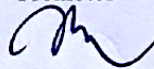
**LEMBAR PENGESAHAN**

**NI KETUT DESIA TRISTIANTARI**

**PENGEMBANGAN MODEL LITERASI MEMBACA TRI HITA KARANA  
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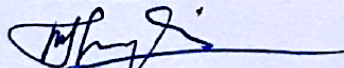
Disetujui dan disahkan oleh panitia disertasi:

Promotor




Prof. Dr. Dadang Sunendar, M.Hum.  
NIP. 196310241988031003

Co-Promotor



Prof. Tatat Hartati, M.Ed., Ph.D.  
NIP. 195303121979032002

Anggota



Dr. Isah Cahyani, M.Pd.  
NIP. 196407071989012001

Penguji dalam,



Prof. Dr. H. Rahman, M. Pd.  
NIP: 195704011984121001

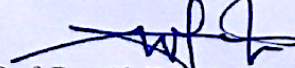
Penguji luar,



Prof. Dr. Maria Goreti Rini Kristiantari, M.Pd.  
NIP. 19590321198303 2003

Mengetahui,

Ketua Program Studi Pendidikan Dasar



Prof. Dr. päd. H. Wahyu Sopandi, M.A.  
NIP. 196605251990011001

## PERNYATAAN KEASLIAN DISERTASI

Saya yang bertanda tangan di bawah ini:

Nama : Ni Ketut Desia Trisiantari

NIM : 1907227

Program Studi : Pendidikan Dasar

Dengan ini saya menyatakan bahwa disertasi dengan judul “Pengembangan Model Literasi Membaca Tri Hita Karana untuk Meningkatkan Keterampilan Berpikir Kritis dan Kreatif Siswa Sekolah Dasar” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya ini.

Bandung, 16 Agustus 2023  
Yang membuat pernyataan,



Ni Ketut Desia Trisiantari  
NIM 1907227

## UCAPAN TERIMA KASIH

Puji Syukur dipanjatkan ke hadirat Tuhan Yang Maha Esa atas segala limpahan rahmat-Nya sehingga disertasi dengan judul “Pengembangan Model Literasi Membaca Tri Hita Karana untuk Meningkatkan Keterampilan Berpikir Kritis dan Kreatif Siswa Sekolah Dasar di Buleleng” dapat terselesaikan. Disertasi ini disusun untuk memenuhi salah satu syarat menempuh ujian di Sekolah Pascasarjana Universitas Pendidikan Indonesia, Program Studi Pendidikan Dasar, guna memperoleh gelar doktor pendidikan dasar.

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Bandung, Agustus 2023

Penulis

Ni Ketut Desia Trisiantari



## **Pengembangan Model Literasi Membaca Tri Hita Karana untuk Meningkatkan Keterampilan Berpikir Kritis dan Kreatif Siswa Sekolah Dasar**

### **ABSTRAK**

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berpikir kritis dan kreatif siswa. Keterampilan berpikir kritis dan kreatif ini dipengaruhi oleh literasi membaca. Penelitian ini bertujuan untuk mengembangkan Model Literasi Membaca Tri Hita Karana yang efektif meningkatkan keterampilan berpikir kritis dan kreatif siswa. Jenis penelitian ini adalah *Research and Development* mengacu pada desain Borg and Gall yang terdiri atas sepuluh langkah utama: penelitian awal dan pengumpulan informasi, perencanaan, pengembangan produk awal, uji coba produk awal, revisi produk utama, uji coba produk utama, revisi produk operasional, uji coba produk operasional, revisi produk final, diseminasi dan implementasi. Partisipan yang terlibat pada penelitian ini terdiri atas 5 orang dosen sebagai validator ahli; 10 praktisi dalam uji keterbacaan; 20 siswa pada uji coba terbatas; dan 95 siswa pada uji coba diperluas. Data validitas dan kepraktisan model dikumpulkan dengan menggunakan angket dan tes digunakan untuk mengumpulkan data terkait keterampilan berpikir kritis dan kreatif siswa. Data dianalisis dengan kombinasi metode analisis deskriptif kualitatif dan kuantitatif. Temuan penelitian ini adalah : 1) rancang bangun Model Literasi Membaca Tri Hita Karana dengan tahapan pembiasaan, tahapan pengembangan, dan tahapan pembelajaran meliputi Parhyangan, Pawongan, dan Palemahan ; 2) Validitas ahli dan praktisi terkait rancangan Model Literasi Membaca THK berada pada rata-rata 86,5 yang berarti sangat baik. 3) Hasil uji kepraktisan rancangan Model Literasi Membaca THK berada pada rata-rata 89,4 yang berarti sangat praktis diimplementasikan di SD ; 4) Hasil uji MANOVA menunjukkan nilai signifikansi sebesar 0,00, lebih rendah dari nilai alpha 0,05, yang berarti terdapat perbedaan yang signifikan keterampilan berpikir kritis dan kreatif antara siswa yang dibelajarkan dengan Model Literasi Membaca THK dan siswa yang dibelajarkan dengan model pembelajaran konvensional. Dengan mengintegrasikan nilai-nilai falsafah Tri Hita Karana dalam pembelajaran membaca, dapat memberikan kesempatan pada siswa untuk mengoptimalkan kemampuan berpikir kritis dan berpikir kreatifnya.

**Kata Kunci :** Model Pembelajaran; Literasi Membaca; Tri Hita Karana; Keterampilan Berpikir Kritis; Keterampilan Berpikir Kreatif.

## **Development of The Tri Hita Karana Reading Literacy Model to Enhance The Critical and Creative Thinking Skills of Elementary School Students**

### **ABSTRACT**

This research is motivated by the low critical and creative thinking skills of students. These critical and creative thinking skills are influenced by reading literacy. This study aims to develop a Tri Hita Karana-based reading literacy model that effectively enhances students' critical and creative thinking skills. This research is of the Research and Development (R&D) type, referring to the Borg and Gall Design that consists of ten main steps: preliminary research and data collection, information gathering, planning, initial product development, initial product testing, main product revision, main product testing, operational product revision, operational product testing, final product revision, dissemination, and implementation. The participants involved in this research consist of 5 expert lecturers as validators, 10 practitioners in readability testing, 20 students in limited trial, and 95 students in expanded trial. Data on the validity and practicality of the model are collected using questionnaires, and tests are used to gather data related to students' critical and creative thinking skills. The data is analyzed using a combination of qualitative and quantitative descriptive analysis methods. The findings of this research are as follows: 1) the design of the Tri Hita Karana reading literacy model with the stages of habituation, development, and learning stages including Parhyangan, Pawongan, and Palemahan; 2) The expert and practitioner validity of the design of the Tri Hita Karana Reading Literacy Model is on average 86.5, which means very good; 3) The practicality test results of the Tri Hita Karana Reading Literacy Model design is on average 89.4, which means very practical to be implemented in elementary schools; 4) The MANOVA test results show a significance value of 0.00, lower than the alpha value of 0.05, which means that there is a significant difference in critical and creative thinking skills between students who are taught using the THK reading literacy model and students who use conventional learning models. By integrating the values of the Tri Hita Karana philosophy in learning to read, it can provide opportunities for students to optimize their critical thinking skills and creative thinking.

**Keywords:** Learning Model; Reading Literacy; Tri Hita Karana; Critical Thinking Skills; Creative Thinking Skills.



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