

CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter V is a conclusion to all of the research findings that have been obtained, studied, and analyzed. Several important points are presented in this conclusion, which is the essence of the solution to the problem that has been studied. Furthermore, the recommendations made to various parties are presented in conjunction with the findings of the research.

5.1 Conclusion

Green School Bali is a school with high concern for sustainability, including implementing the traditional philosophy “Tri Hita Karana” in guiding them to teach their students. Taking action to create change makers to tackle global issues is the biggest inspiration in the Green School Bali’s learning activities. The holistic learning model in the Green School is associated with students, teachers, staff, and parents overcoming the goal and mission to bring a sustainable world through learning, teaching, educating, and creating impact together. The Green School Bali’s learning program is constantly evolving to seek life balance between human and God, human and human, and human and nature guided by Tri Hita Karana values. Based on the findings of researchers who conducted research at Green School Bali it was concluded that,

First, In the Middle School Program of Green School Bali, sixth grade Batur and Agung, the thematic social studies lesson is choosing a theme on the water system. This theme is also relatable with Sustainable Development Goals (SDGs) in number six, clean water and sanitation, which is connected to the of Tri Hita Karana. Even the implementation of Tri Hita Karana is implicitly explained to students, but the related values are guiding students to understand the essentials of water cycle diagrams in

complex social and environmental issues. The chosen theme in the water cycle and maximizing the natural resources surrounding Green School Bali is also allowing students to not only know but also understand the nature of science through empirical evidence and models. Providing students with the material of the water system is also clearly teaches them to know that generally water for Balinese is an essential thing in terms of regular life and sacred affairs in *Hindus*. By applying Tri Hita Karana values, Green School Bali integrates subjects through thematic social studies classes combining different disciplines and skills. A specific theme chosen has many advantages for developing students' critical thinking because it promotes complex thinking by understanding its content, process, products, and concepts. The implication of ecological intelligence is that students will learn directly from teachers and nature, which will be implied in their daily interactions with both people and nature. It is clearly seen in the school environment that each and every student is keeping the school clean. They also take conscious action as environmental heroes wherever they are.

Second, Green School's teaching concept is connecting Tri Hita Karana as Balinese cultural values. Tri Hita Karana is based on three values: 1) morals toward God Almighty (*Parhyangan*); 2) morals toward humans (*Pawongan*); and 3) morals toward the environment (*Palemahan*). Padmasana, a place to pray, clearly demonstrates the implementation of Parahyangan, a value to be connected to God that is implemented in Green School Bali. The structure where teachers work, during the school day, students and campus members can pray. Furthermore, Pawongan, or the key to life balance and human harmony, is well-implemented in Green School Bali. By implementing the value of prana, students be able to live in harmony with one another, specific students with students, students with teachers, and students with staff. These are bayu, sabda, and idep. In bayu, students are encouraged to be polite and self-sufficient. Students will be encouraged to communicate effectively in sabda in order to foster student relationships. Students at Idep are also taught to think critically, be creative, and imaginative. Furthermore, the existence of Palemahan value is also reflected in the green building of Green School Bali. Furthermore, at Green School Bali, all students, teachers, and staff are only permitted to bring and use reusable items.

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THE IMPLEMENTATION OF TRI HITA KARANA-ORIENTED THEMATIC SOCIAL STUDIES LEARNING IN SUPPORTING SUSTAINABILITY EDUCATION IN GREEN SCHOOL BALI

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Green School Bali also has a "Green Warung" that serves healthy and vegetarian meals. Each area has a separate trash can for organic and non-organic waste. There are many things that students can help with in terms of implementing the value of *Palemahan*, because in another subject, Green Studies, they are planting trees, feeding Green School pets, and cooking healthy foods. Another way to look at *Palemahan*'s implications is through composting toilets, which are now the norm for all students. Also, every day at 1 PM, Green School Bali has a mindfulness gong section. The gong is sounded to alert people that they must be silent for a minute to listen to nature; if the gong is sounded, all activity must cease.

Third, in order to respond to global environmental problems by implementing Tri Hita Karana values is not that easy, however, social studies subjects have a special responsibility to develop students' ecological competence. The ecological competence of grade 6 students at Green School Bali has been very well developed through social studies learning using Tri Hita Karana values. In terms of knowledge, students recognize that clean water that is not polluted is a resource that they must protect. In terms of attitude, students have demonstrated the development of ecological competence by consuming healthy and vegetarian foods in the school canteen. In terms of skill, students have demonstrated proficiency in creating a comic project as a form of the implication of a solution to environmental problems. Aside from that, the collaboration with Sungai Watch in Bali demonstrates the skill aspect of students.

Fourth, Tri Hita Karana's development of ecological intelligence is hampered by the diversity of student backgrounds. Nonetheless, it is addressed by teachers understanding what students need and delivering it in a global perspective to make it easier for students to understand. As a result of the learning process for thematic social studies, Tri Hita Karana-oriented support is able to understand in the local term but applied in the global scope to bring sustainability in their own life. Even if it is difficult to deliver to students, the way students act in terms of green living at home and at school is an indicator of the subject's success. Some students stated that they practice sustainable living with their families at home, such as composting and gardening. Although it was successful in developing students' ecological competence, the

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researcher believes that the research still has some limitations. These limitations include the fact that Tri Hita Karana, as a manifestation of the Balinese people's local wisdom and the basis for learning in this study, has not been fully delivered to students. As a result, students are limited in their understanding of the existence of the Tri Hita Karana they are applying.

5.2 Recommendations

Based on the research findings, discussions, and conclusions, the researcher made some recommendations to the local government, schools, the social studies teachers, and future researchers.

1. Local Government

The researcher recommends that local governments, through agencies related to, always strive to preserve, foster, and socialize Balinese cultural values and local wisdom to the community, particularly in relation to the importance of applying the values of Tri Hita Karana in all aspects of education. The government can also evaluate the optimization of Tri Hita Karana values in the education aspect because, it is not only preserving local wisdom, but this also can serve as a benchmark for the development of students' ecological competence, particularly in solving environmental problems in domestic and global issues.

2. Schools

Researchers advise the school to continue to stimulate and encourage teachers to be creative and innovative in carrying out learning by utilizing traditional values and the potential contained in the environment around students. Schools are also expected to continue to have and create programs that are heavily related to environmental education in order to develop students' ecological competence so that the competencies they already have students through the actions that have been taken can be maintained and even developed even further.

3. Social Studies Teachers

Social studies teachers can use local potential, particularly local wisdom, as a source and learning tool, as well as make the community in their environment a source as well as a laboratory for learning. The findings of this study can also assist teachers in developing learning activities at the same level, implementing learning strategies with a variety of learning methods and techniques, and keeping students motivated and active in their learning. Social studies teachers must also be aware that ecological competence is important in preparing students for future life, and that social studies subjects are responsible for this. As a result, there is a need for creative and innovative efforts to ensure that learning social studies with environmental awareness is a concept that is implemented in a sustainable manner.

4. Future Researchers

The researcher recommends that further interested researchers with cultural values, environmental education, ecological intelligence, and ecological competence students at school conduct further research using models, approaches, and other problems to make students' ecological competence increasingly complex so that they can face various life challenges in the future. More specifically, the researcher suggests that the next researcher conduct additional research so that students' ecological competence becomes a habit that is continuously practiced.

Aside from that, additional research is required to develop other ecological competencies in dealing with various problems encountered by students.