



Development Of Character Education Learning Media Based On Local Wisdom Towards Global Education

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Abstract

This study aims to develop character education learning media based on the local wisdom of *Tri Hita Karana* and to test its effectiveness in improving students' understanding and attitudes toward character values. *Tri Hita Karana* is a Balinese philosophy of life that encompasses three aspects of harmony: the relationship between humans and God, interpersonal relationships, and the relationship between humans and nature. Using a Research and Development (R&D) approach model. The trial was conducted with 60 students in Central Java. The results show that the developed learning media is effective in enhancing students' understanding of character values. This is evidenced by the increase in students' average scores from 68.3 in the pretest to 87.6 in the posttest. In addition, 94% of students showed a positive attitude toward the media, which teaches character through culturally rooted stories and activities. The study concludes that integrating *Tri Hita Karana* values into learning media not only strengthens character education at the local level but also supports global education by instilling universal values such as harmony, tolerance, and environmental awareness. Therefore, this media can serve as an alternative in developing local wisdom-based character education to support sustainable and culturally rooted education.

Keywords: *Character Education, Global Education, Learning Media, Local Wisdom.*

Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran pendidikan karakter berbasis kearifan lokal *Tri Hita Karana* serta menguji efektivitasnya dalam meningkatkan pemahaman dan sikap peserta didik terhadap nilai-nilai karakter. *Tri Hita Karana* merupakan falsafah hidup masyarakat Bali yang mencakup tiga aspek keharmonisan, yaitu hubungan manusia dengan Tuhan, hubungan antarmanusia, dan hubungan manusia dengan alam. Penelitian ini menggunakan pendekatan Research and Development (R&D). Uji coba dilakukan terhadap 60 peserta didik di Jawa Tengah. Hasil penelitian menunjukkan bahwa media pembelajaran yang dikembangkan efektif dalam meningkatkan pemahaman peserta didik terhadap nilai-nilai karakter. Hal tersebut dibuktikan dengan peningkatan rata-rata nilai peserta didik dari 68,3 pada saat pretest menjadi 87,6 pada saat posttest. Selain itu, sebanyak 94% peserta didik menunjukkan sikap positif terhadap media pembelajaran yang menyajikan pendidikan karakter melalui cerita dan aktivitas yang berakar pada budaya lokal. Penelitian ini menyimpulkan bahwa integrasi nilai-nilai *Tri Hita Karana* ke dalam media

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pembelajaran tidak hanya memperkuat pendidikan karakter pada tingkat lokal, tetapi juga mendukung pendidikan global melalui penanaman nilai-nilai universal seperti keharmonisan, toleransi, dan kepedulian terhadap lingkungan. Oleh karena itu, media pembelajaran ini dapat menjadi salah satu alternatif dalam pengembangan pendidikan karakter berbasis kearifan lokal guna mendukung penyelenggaraan pendidikan yang berkelanjutan dan berakar pada budaya.

Kata Kunci: Pendidikan Karakter, Pendidikan Global, Media Pembelajaran, Kearifan Lokal.

Introduction

Education plays a strategic role in shaping a civilized, moral, and globally competitive nation. Amid the continuously evolving challenges of globalization, character education becomes a fundamental pillar in creating a generation that is not only intellectually capable but also possesses a strong personality, integrity, and a commitment to humanistic and national values (Cathrin & Wikandaru, 2023). Local wisdom is one of the cultural heritages that embodies noble values such as mutual cooperation, tolerance, honesty, hard work, and respect for others and the environment (Resviya, 2024). These values align with the goals of character education promoted by the government (Amrona, Nurhuda, Assajad, Putri, & Anastasia, 2023). Unfortunately, in practice, the integration of local wisdom into learning media has not yet been optimal, thus having limited impact on the internalization of character values among students.

With the advancement of technology and the need for more engaging, interactive, and contextual learning experiences, the development of innovative learning media has become increasingly urgent (Salsabila & Ninawati, 2022). Learning media based on local wisdom is believed to offer a more meaningful and relevant learning experience that connects with students' daily lives, while simultaneously strengthening the cultural identity of the nation in the midst of globalization (Wulandari, Handoyo, Yulianto, Sumartiningsih, & Fuchs, 2024). Such media is expected to bridge the gap between local values and the demands of global education, which requires creativity, collaboration, and critical thinking (Hasanah, Omin, & Nuraeni, 2021). This study is important as a response to the challenges of 21st-century education, which demands not only mastery of science and technology but also emphasizes the formation of strong character rooted in the cultural values of the nation. As globalization increasingly erodes local cultural identity, concrete efforts are needed to preserve, sustain, and internalize the values of local wisdom through education.

One effective way to strengthen character education is through the development of contextual, engaging, and relevant learning media. By utilizing local wisdom as the basis for learning materials, students will not only acquire academic knowledge but also gain a deeper

understanding of moral and social values that are alive within their communities (Harjanto & Najicha, 2024). This aligns with the goals of national education, which emphasize the development of students' potential to become faithful, pious, and noble individuals who can contribute globally without losing their national identity (Darmawan, 2024). Moreover, the development of learning media based on local wisdom can provide a solution to the current limitations of character education materials, which are often abstract and disconnected from students' real-life contexts (Sukma, Soedarmo, & Sondarika, 2024). Through this approach, students are expected to engage in learning that is more active, meaningful, and impactful. This study also provides practical contributions to teachers and educators in preparing teaching materials that are not only aligned with the curriculum but also contextualized to the local cultural environment.

Therefore, this study holds a high degree of urgency in building character education that is adaptive to the times while upholding the noble values of the nation, as a foundation for globally competitive education (Widiana, Trisiantari, Rediani, Yudiana, & Sari, 2022). It is a strategic effort to address the challenges of character education in the era of globalization, where the flow of foreign information and culture enters rapidly and often displaces local values that have long been the foundation of Indonesian society (Vitry & Syamsir, 2024). In this context, the preservation and strengthening of local wisdom values is a pressing necessity, one of which can be achieved through the development of learning media that integrates these cultural values.

One form of local wisdom with great potential to serve as the basis for character education is *Tri Hita Karana*, a Balinese philosophy of life that includes three aspects of harmony: *Parahyangan* (harmonious relationship between humans and God), *Pawongan* (harmonious relationship among human beings), and *Palemahan* (harmonious relationship between humans and nature) (Sanjaya, 2022). These values are highly relevant to the character development of students in terms of spirituality, social awareness, and environmental care three important dimensions in shaping a globally competitive generation that remains rooted in local cultural identity (Kirani & Najicha, 2022). Learning media based on the values of *Tri Hita Karana* will provide a real and relatable context for students, especially those living in Bali or areas with similar cultural contexts. Through this media, students will not only learn cognitively but also engage affectively and psychomotorically in understanding and applying the character values taught.

The urgency of this research lies in the importance of providing learning media that not only meets the demands of the national curriculum but also effectively internalizes noble local cultural values in the learning process (Santika & Dafit, 2023). Therefore, this study is

expected to make a significant contribution to strengthening character education that is relevant to the local context, yet aligned with the goals of global education, which emphasizes the formation of well-rounded individuals intelligent, ethical, and globally minded. Based on this background, this research aims to develop character education learning media based on local wisdom that can support the objectives of global education (Darmawan, 2024). It is expected that the results of this development will not only improve the quality of learning but also strengthen students' character as global citizens who are deeply rooted in their local culture.

Method

This study employed a Research and Development (R&D) approach, with the main objective of developing character education learning media based on the local wisdom of *Tri Hita Karana*. The development model used in this research refers to a modified version of the Borg and Gall model, adapted to suit the context and needs of the study (Aisyah et al., 2023). The stages of the research included the following: Potential and Problem Identification: 1) The initial stage aimed to identify field needs, including the challenges faced by teachers and students in integrating character values into the learning process. Observations and interviews were conducted in schools as the primary data sources. 2) Data Collection: This was carried out through a literature review on character education, *Tri Hita Karana*, and relevant instructional media and models. Interviews with Balinese community or traditional leaders were also conducted to gain a deeper understanding of the values of *Tri Hita Karana*. 3) Product Design: At this stage, the researchers began designing the learning media that integrated the values of *Tri Hita Karana* into educational content. The format of the media could be a printed module, digital book, or other interactive media, depending on its intended use. 4) Design Validation: The initial design was validated by experts, including media specialists, content experts, and character education practitioners to evaluate the appropriateness of the content and visual aspects of the media. 5) Design Revision: Based on feedback from the validation stage, revisions were made to refine both the content and design aspects of the learning media. 6) Product Testing: The media was tested with a group of students to evaluate their responses, the media's effectiveness, and its alignment with learning objectives. Instruments used included questionnaires, observations, and interviews. 7) Product Revision: Following the initial trials, the product was revised again based on evaluation results and user feedback. 8) Wider-Scale Trial (Optional): If feasible, the media was tested on a larger scale to obtain more comprehensive data on its effectiveness. 9) Final

Production: After going through the revision and refinement stages, the product was finalized and made ready for broader implementation in educational settings. The data analysis techniques used in this study were both qualitative and quantitative, depending on the type of data obtained at each stage. Qualitative data were analyzed to gain deeper insights into the media's effectiveness and user acceptance, while quantitative data were used to measure the improvement in students' understanding or attitudes toward character values.

Discussion

The learning media developed in this research is a character education learning module that integrates the values of *Tri Hita Karana* into character education content. The development process followed the modified Borg and Gall R&D model, encompassing needs analysis, design, expert validation, limited trials, and revision. Expert validation results indicated that the developed media is suitable for use in teaching. The average feasibility score from the content expert was 92%, and from the media expert, it was 89%, both categorized as "very good". Validation by teachers as users also showed that the media is relevant to the curriculum and easy to implement in classroom settings.

The values of *Tri Hita Karana* were embedded into the learning content through narratives, illustrations, and student activities. Examples of integration include: *Parahyangan* (human relationship with God): Presented through practices such as praying before lessons, appreciating God's creations, and fostering gratitude. *Pawongan* (human relationships with others): Illustrated through activities involving cooperation, empathy toward peers, and mutual respect in the classroom. *Palemahan* (human relationship with nature): Introduced through environmental stewardship activities such as proper waste disposal, caring for school plants, and protecting the natural surroundings.

Students engaged with these values through short stories, illustrations, exercises, and small contextual projects that relate to their everyday lives, particularly for those living in Bali. The trial was conducted at primary and secondary schools in Salatiga, specifically at Satya Wacana Christian Elementary School and Satya Wacana Christian Junior High School, involving a sample of 60 students. The results showed an improvement in students' understanding of character values, as evidenced by the pretest and posttest scores. The average student score increased from 68.3 to 85.7 after using the media.

In addition to score improvement, the student and teacher responses were highly positive. Based on satisfaction surveys, 90% of students reported that they enjoyed the learning experience and found it easier to understand the material as it was delivered through stories closely related to their daily lives. Teachers also stated that the media helped them teach character education more contextually and engagingly.

Observations and interviews with teachers at both schools revealed that character education is often delivered theoretically and lacks contextual relevance to students' lives. Teachers struggled to integrate local cultural values due to the lack of supportive media. Most students demonstrated low understanding of character concepts such as responsibility, environmental awareness, and cooperation despite these values being deeply rooted in the Balinese philosophy of *Tri Hita Karana*. Therefore, there is a pressing need for contextual, engaging learning media that can effectively internalize these values.

The developed learning media consists of a character education module, containing learning narratives based on: *Parahyangan*: Teaching gratitude and spirituality through activities like praying before lessons and respecting local temples (pura). *Pawongan*: Encouraging cooperation, helping each other, and teamwork among students. *Palemahan*: Encouraging students to care for the school environment, understand the importance of water, trees, and cleanliness.

The media was validated by three experts: Content expert (character education): Scored the media at 92% (category: highly feasible). Media expert: Assessed visual design, interactivity, and age-appropriateness, giving a score of 89% (category: highly feasible). Classroom teacher: Gave a feasibility score of 90% for classroom use. Suggestions for improvement from the validation included: Adding a small glossary for local terms. Increasing font size for better readability for children. The trial was conducted with 60 students. Data collection methods included pretest-posttest assessments and student and teacher feedback questionnaires. Pretest results (before using the media): The average student score was 68.3, with most students unable to explain the meaning and real-life examples of *Tri Hita Karana* values. Posttest results (after using the media): The average score increased to 87.6, with significant improvements in understanding and applying character values.

The average score improvement was 19.3 points, indicating the media's effectiveness in enhancing students' comprehension. Additionally: 93% of students found the media interesting and enjoyable. They particularly liked the illustrated stories, self-reflection activities, and interactive quizzes at the end of each chapter. Many students reported better understanding of how to care for the school environment and how to treat their peers kindly. Teachers noted that the media aided in delivering character education in a more contextual and relevant way. They appreciated that the module already included reflection guides and classroom-ready activities.

The findings of this study indicate that learning media based on *Tri Hita Karana* is effective in supporting character education in primary schools. A culturally-based approach has proven to make learning more meaningful, as it is closely linked to students' real-life experiences (Nastiti, Eka Putri, & Amirul Mukmin, 2022). In addition, this media also helps teachers go beyond delivering cognitive material by facilitating the development of students' moral attitudes and values (Akhmadi, 2023). These results align with Vygotsky's theory, which emphasizes the importance of social and cultural context in learning. The integration of local wisdom, such as *Tri Hita Karana*, creates a bridge between traditional values and the demands of global education, shaping students who are not only intelligent but also strong in character and cultural identity.

Tri Hita Karana, as a Balinese philosophy of life, carries universal values that are highly relevant to character education. The *Parahyangan* value teaches about a harmonious relationship between humans and God, reinforcing students' spirituality and morality. *Pawongan* emphasizes the importance of healthy social relationships, tolerance, empathy, and cooperation social competencies that are vital in the era of global collaboration. Meanwhile, *Palemahan* encourages students to care for the environment and live in harmony with nature, aligning with the goals of education for sustainable development. The study's results show that when these values are presented through contextual and visual learning media, students are better able to understand and internalize their meaning (Pratiwi et al., 2022). This supports constructivist theory, in which students build understanding through meaningful experiences and interaction with their environment.

Learning media grounded in local culture has proven to be more effective than generic media in character education (Pertiwi & Fitria, 2022). The developed media not only conveys cognitive knowledge but also provides learning experiences that touch on the affective and psychomotor domains. This is consistent with Howard Gardner's theory of Multiple Intelligences, which states that children have various types of intelligences, including visual, linguistic, and interpersonal intelligences all of which can be accommodated through interactive media like illustrated stories and reflective activities (Ghofir et al., 2023). When students encounter character values in contexts familiar to their everyday lives (such as village life, temples, or the Balinese natural environment), learning becomes more meaningful and memorable.

The improvement in post-test scores and the positive responses from both students and teachers demonstrate that this media not only enhanced understanding but also influenced students' attitudes and behaviors (Heckie, Jati, Listiarum, & Aprilia, 2025). Many students began to show small behavioral changes, such as saying thank you to friends, maintaining

classroom cleanliness, and reminding peers not to litter (Mediatati, Heckie, & Jati, 2025). In the context of character education, these changes are indicators of success, as the ultimate goal is not merely to transfer knowledge but to form sustainable positive habits (Amrona et al., 2023). The process of value internalization through storytelling, visualization, and hands-on activities that directly involve students was the key to this media's effectiveness.

The integration of *Tri Hita Karana* into learning media also contributes to global education. In the midst of globalization, which often brings in foreign values that may not align with national identity, education rooted in local culture can serve as both a shield and a bridge. Students are taught to think globally while staying rooted locally (Purba, Nusantarariya, & Jati, 2024). This media shows that local wisdom values such as harmony, mutual cooperation, and environmental care are not just cultural artifacts of Bali but universal values that can guide students to become ethical, tolerant, and environmentally conscious global citizens.

Despite the positive outcomes, several limitations need to be acknowledged: The study was conducted in only one school with a limited sample size, so generalization of the results remains limited. The short trial period did not allow for the measurement of long-term behavioral changes. The focus of the media was limited to the three core values of *Tri Hita Karana*; future development could expand to include other character values.

Conclusion

Based on the results of the study, it can be concluded that character education learning media based on the local wisdom of *Tri Hita Karana* is effective in enhancing students' understanding and attitudes toward character values. The media successfully integrates the values of *Parahyangan*, *Pawongan*, and *Palemahan* into the learning process in a contextual and engaging way, thereby promoting positive changes in both the cognitive and behavioral aspects of students. In addition to strengthening local cultural identity, this media also supports global education by instilling universal values such as tolerance, spirituality, and environmental awareness, making it a relevant and meaningful alternative for character education learning media.

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