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TRI HITA KARANA BASED PARENTING AS THE MAIN PILLAR OF STUDENT CHARACTER EDUCATION AMID COVID 19 PANDEMIC

By:

Ketut Susiani¹, Kadek Suranata²

Universitas Pendidikan Ganesha

Email: ketut.susiani@undiksha.ac.id; kadek.suranata@undiksha.ac.id

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Abstract

Character education is important to be applied to students because the character of the young generation describes the character of a nation. Increasing character education amid the current Covid-19 pandemic can be done by parenting, or by involving the role of parents in raising children. Parenting plays an important role in stimulating character education because parents are the first environment they get and parents are often role models for children. Developing character by parenting can be done based on *Tri Hita Karana* which is the basic concept for building a community character in Bali. This article aimed to find out the benefits of parenting to insert character education for students amid pandemic. This study was qualitative research and the data were collected from the structured interviews. The research object was 20 students in elementary schools as well as their parents. The findings showed that the parenting method of character education was well implemented by parents to create the child's character as expected.

Keywords: Character education, Parenting, Tri Hita Karana, Covid-19

I. INTRODUCTION

Every country in the world so upholds education, as well as Indonesia. Education is a basic thing that must be obtained by every aspect of society because education provides a way for each generation to create new things that will be very useful both for now and in the future. Education can also be interpreted as a process that has a continuation and never ends (never ending process), so that the resulting

quality has a mutual connection that is seen in the future human figure who has the nation's cultural values and Pancasila (Sujana, 2019). Education is not only limited to value education, but there is also character education which is also an important education to be given to students. The importance of character education can be seen in the results of research at Harvard University in the United States, where it is not only hard skills that affect a person's success, but also soft skills

that affect a person's success more because success is not only determined by technical ability and conditions, but is more determined by ability in manage yourself and others. In the study, it said that there were about 20% hard skills and 80% soft skills in a success where these soft skills were obtained from character education carried out (Damanik, 2013). Character education is carried out as an effort to be able to shape the character of students so that they are balanced with cognitive, affective, and psychomotor attitudes so that they can become provisions for students when they grow up (Suriadi et al., 2021). The progress of a nation is also reflected in the character possessed by a nation, character is an important and fundamental thing (Ahmadi et al., 2020). In line with this, in Bali there is the term Tri Hita Karana which is the basis for building a community character. Tri Hita Karana is a concept that builds a relationship to achieve prosperity. Basically, the THK concept emphasizes three human relationships in life, namely Parhyangan, Pawongan, and Palemahan which are interrelated (Wijaya & Suryanata, 2021). These three relationships are used as guidelines in the formation of student character, as can be seen from the application of THK as a reflection of character. Character education of students based on THK cannot be separated from the role of parents, especially in the current situation that applies distance learning. The implementation of distance learning is because the world is currently being hit by the Covid-19 pandemic which first appeared in Wuhan, China in December 2019. The spread of Covid-19 at the end of 2019 had an impact on various aspects of human life. The spread of the corona virus (Covid-19) is very fast to all countries in the world including Indonesia (Rahmi, 2020). This pandemic situation has caused the education system in Indonesia to undergo several changes. One of them is the implementation of distance learning to reduce the spread of Covid-19. In the current pandemic, distance education is a new challenge for teachers, students, and parents. Stimulating the character education during distance learning can be done in

collaboration between parents and teachers. In this case, parents have a more important role to control and supervise students, because parents have more time with their children.

The growth of character education can be done by parenting. Literally, parenting can be interpreted as parenting. Parenting is defined as the way parents make a series of active efforts towards their children, because the family is the environment of life that is known by the children for the first time and for the future, children learn in family life. The involvement of parents in providing character education to children is in line with their growth and development. When children are very young, parents will show high involvement. This can be seen by the active involvement of parents in their children's preschool character education. Then, as the child grows, the involvement of parents in children's character education decreases. In line with this, each family applies a different parenting pattern which will also form a different character in each child. There are families who apply authoritarian parenting that strictly controls the behavior of children. In addition, there are families who apply democratic parenting by paying attention to the needs of children and fulfilling them with consideration. Finally, there is a family parenting pattern that gives complete freedom to children. (Sari & Mulyadi, 2020).

To be able to provide character education to their children, parents need to comprehensively understand character education itself. Character education through parenting aims as a way of carrying out character education by communicating between parents and teachers in providing character education to children so that they become a quality generation (Suhartono et al., 2020). Seeing the learning conditions during the current pandemic that enforces distance learning, parenting is considered to be able to help instill character education in students, because students spend more time at home with their parents. Based on this issue, the author intends to understand the implementation of character education with parents as the main pillar providing character education to children based on Tri Hita Karana during distance learning as a result of the Covid-19 pandemic.

II. METHOD

The research method used was qualitative research. The qualitative research is a study that uses an inductive mindset as the basis for drawing conclusions with objective observations of a number of social phenomena (Suyitno, 2018). The qualitative research used was a type of field study research. Qualitative research in this field study begins with preparing a research design and testing field tools, then proceeds with determining the research location, respondents, and informants. During the field study, observations, interviews and documentation were carried out. Data from field research would be displayed as research findings, which would then be abstracted to obtain comprehensive information, and then interpreted to produce knowledge for drawing conclusions. (Darmalaksana, 2020).

In this study, the field study conducted was focused on interview techniques. Interview is data collection which is done through oral communication activities (Suyitno, 2018). Specifically, the interview technique used for data collection in this study was a structured interview. A structured interview is an interview activity that refers to several questions in a sequence that have been prepared in advance by the interviewer in accordance with the information to be obtained. Data collection with interview techniques was carried out individually.

The population of this study was students from 5 elementary schools with a total sample of 20 students at random. The criteria for the research sample are: (1) Students aged 7-12 years, (2) Registered as students in elementary schools, (3) Have intact parents and live with parents (Father and Mother), (4) Willing to live in an elementary school. interview. This research with structured interview technique was conducted by interviewing students and parents regarding the character education that parents have instilled in their children.

III. RESULTS AND DISCUSSION

The Covid-19 pandemic has had a fairly broad impact, especially in the world of education,

learning which is usually carried out in school buildings is finally carried out online. The implementation of online learning requires teachers and students to be technology literate so that learning can continue. Various online learning facilities are used to support learning, such as the Zoom Meeting application, Google Classroom, Google Meet, YouTube, to social media such as WhatsApp group. Although there are not a few problems, such as being constrained by networks or inadequate learning tools, online learning is the only alternative in distance learning.

Distance learning requires children to spend more time at home. Consequently, parents are forced to maximize their role in educating and assisting children to study while at home. In addition to assisting children to learn, parents also have an important role in instilling character education in children, considering that distance learning that is carried out also places limitations on teachers to provide character education, not only providing value education. In this case, parents must give a lot of attention to their children so that they can help provide children with value education and character education.

Based on interviews that have been carried out by the author to students and parents of students, the results obtained from interviews. Interviews were conducted using a sample of 20 students and their parents. The results of interviews with students, namely, for the first question, as many as 20 students were told of good and bad behavior by their parents, of which 8 students were told of good and bad behavior such as helping parents, studying hard, not fighting, and getting along with siblings. Then, there were 6 students who were told not to fight their parents, be diligent and pray, and study hard. 4 students were told not to speak rudely and respectfully towards elders/adults. As well as 2 students who were told to limit themselves to play cellphones, not to play-outside while raining and I'm always get along with my brother. Then the second question got results from 20 students, that there were 16 students whose parents never discussed THK, even 15 students of the 16 students had never heard of the term THK, but 1 student knew THK by learning in elementary school. And there were 4 students whose parents have

discussed THK. The results of the third question interview, as many as 20 students were taught by their parents to always be grateful for His gifts. There were 16 students who have been taught to be grateful for what they have by praying and there were 4 students who were taught to pray and offer offerings. The results of the fourth question interview with students, as many as 20 students have been taught to always be good with others and apply. There were 13 students who apply behavior that is always good with others such as helping others and being kind to everyone, there were 4 students who apply such as wanting to share their toys/food with friends and not disturbing friends while playing, and there were 5 students who apply such as not picky friends. And the results of the fifth question interview, as many as 20 students have been taught by their parents to appreciate His God and apply it. There are 10 students who have been taught by their parents to appreciate His God and apply it such as caring for plants by watering plants, pulling weeds, not destroying plants and cleaning the environment.

Furthermore, interviews were addressed to the parents of the 20 students. The results of the interviews obtained were from the first question, all parents of students have given character education to their children during this pandemic, namely parents of 16 students providing character education in the form of religious, social care, environmental care and responsibility. Meanwhile, the parents of 4 other students also said that they had given character education. The results of the second question interview, in general, parents of 20 students provide character education to their children during the pandemic in almost the same way. The method used by the parents of 8 students to provide character education is by telling the child subtly from speech, give examples of direct action and give words of encouragement/motivation to children. Then the parents of 4 students teach and remind children to do activities that reflect character education. And the parents of 4 students used the method by giving examples and involving the children directly. Meanwhile, the parents of

4 students teach character education by implementing health protocols as a form of social care. Then the results of the third question interview, that there are several difficulties experienced by parents of students while providing character education to children. The parents of 6 students said that their main activities were at work, so the time to provide character education was limited. Then the parents of 5 students said that the difficulty they faced was that children had difficulty following their parents' advice and sometimes repeated the same mistakes so that they needed to be told repeatedly. Parents of 5 students said their children were difficult to manage and tend not to be serious/focused especially when playing with mobile phones. And the parents of 4 students said their children did not want to obey because they were tired of the very binding health protocols. And the results of the fourth question interview are all parents of students, namely from 20 students said that the character education given to children has been implemented by children very well. As well as the results of the last question interview, namely after the parents of students provide character education to their children, The most prominent character of each student is different. Overall, the outstanding characters of the students are religious, social care, environmental care and responsibility. Where from 20 parents of students, there are 4 parents who say the most prominent character in their child is religious, parents of 3 students say the most prominent character is religious, social care, care for the environment and responsibility, parents of 3 people other students said the most prominent character of their child is social care, parents of 3 other students said the most prominent character of their child is religious and cares about the environment, parents of 2 other students said the most prominent character of their child are socially responsible and caring, Based on the description of the results of the student interviews above, it is known that every parent has implemented the teachings of Tri Hita Karana to instill character education in children, even though parents did not directly explain the teachings of Tri Hita Karana. Meanwhile, based on the results of parent interviews that each parent has instilled character education in their

children by using different methods such as the habituation method, the advice method, and the exemplary method. Even though each parent uses different methods, they still have the same goal so that children have the character that their parents expect. From the character education that has been given by parents, children's characters are formed such as religious, social care, environmental care, and responsibility.

Indonesia is currently being hit by the Covid-19 pandemic caused by the corona virus. The very fast and very dangerous spread of the corona virus has resulted in all activities being carried out from home and even education is carried out online to break the chain of the spread of Covid-19. Online learning makes it easier to carry out teaching and learning activities and transfer knowledge to students in the current pandemic situation, although online learning is a challenge for teachers to be able to use technology as a medium in carrying out learning (Herliandry et al., 2020).

Learning carried out online does not only provide value education but also character education. The character education can be based on Tri Hita Karana (THK) which means three harmonious relationships as the cause of happiness. The source of happiness in question is in the harmony of human relationships with three important aspects of life, namely the human relationship with God, the human relationship with humans, and the human relationship with the natural environment (Lilik & Mertayasa, 2019). Tri Hita Karana is one of the concepts of Hindu teachings in Bali, which is used as the basis for Balinese people in carrying out their lives. According to Donder in Purwadita's article, the concept of Tri Hita Karana is grouped into three values, namely morality towards God Almighty (Parahyangan), morality towards humans (Pawongan), and morality towards the environment (Palemahan) (Parmajaya, 2018). The implementation of THK correctly, creatively and dynamically will be able to realize a harmonious life which includes the development of a complete human being who is devoted to God Almighty, in harmony and peace with others, and love for beauty and

environmental sustainability which is one reflection of the character expected from education. character. The principles of the Tri Hita Karana teachings must be carried out in a balanced and harmonious manner between the three elements. This balance and harmony will create a harmonious, peaceful and peaceful life so as to avoid bad actions such as disputes and/or disputes.

Parenting in Character Education

Education is an effort to develop the knowledge, character and skills of students so that they become a young generation that is ready and able to face all challenges related to social change in people's lives. Meanwhile Wynne argued that character comes from the Greek language which means to mark 'to mark' and focuses on how to apply the values of kindness in real actions or daily behavior (Harun, 2013). Based on the definition of education and character, character education can be interpreted as an effort to instill character values in students which includes components related to knowing good, loving good, and doing good. The values that develop in the application of character should and should refer to the values of religion, culture, ethics, manners, Pancasila and the importance of national education goals (Hamriana et al., 2021). According to Lickona, there are seven reasons why character education should be delivered (Sudrajat, 2011). The seven reasons in question, namely; (1) The best way to ensure children (students) have a good personality in their lives, (2) Ways to improve academic achievement, (3) Some students cannot form a strong character for themselves in other places, (4) Preparation of students to respect other parties or people and can live in a diverse society, (5) Departing from the root of the problem related to moral-social problems, such as impoliteness, dishonesty, violence, violations of sexual activity, and a low work ethic (learning), (6) The best preparation to meet behavior in the workplace, (7) Learning cultural values that are part of the work of civilization.

Applying character education values to children can be done through science and the application of character values starting from oneself, family, friends, to the environment. Parents have an important role in implementing character

education in children, it can be seen in Permendikbud Number 30 of 2007 concerning Family Involvement in Education Implementation. Parents are the first environment for children, therefore parents have an obligation to provide learning to children at home. Every parent has different rules when guiding and educating their children, but every parent wants the best for their child. The parenting style of the parents will affect the character of the child.

Character education can be given to children from an early age or when they reach elementary school age, because at that age it will be easier to form a child's character because children absorb behavior from the surrounding environment more quickly (Andhika, 2021). At this age mental development takes place very quickly, therefore the environment will greatly affect the child's character. A good environment will form a positive character. In this case the environment closest to the child is the family environment, therefore the role of the family or parents is very large in shaping the character of the child from an early age. In line with this, Kham Bali stated that there are four factors that influence the character of children in family education, these four things are as follows (Jannah & Umam, 2021):

1. The family, especially the parents themselves. The family is the first environment that the child gets and is closest to the child, so of course the family, especially the parents, is very influential in the formation and development of the child's character.

2. Family life, both social status, economy, and lifestyle. Each family has a different social, economic and lifestyle status. Of course, apart from parents, differences in family background also have an influence on the character of the child.

3. Parenting/family education methods. Each family has different parenting/educational methods, however, with the same goal, namely to instill good character education so that it is embedded in children. These differences are also one of the factors that influence the formation of character in children.

4. Various activities that involve children from childhood. Parenting in the family certainly involves various educational activities in it, especially activities that keep on repeating. Activities that are repeated and taught from an early age are certainly also a factor in the formation of character in children in the future.

Lickona emphasized the family as the most important character educator. The family is the most important first party in influencing the character of the child. The school's job is to strengthen the positive tasks (respect, responsibility, responsibility, honesty, etc.) that are taught at home (Murdiani, 2019). In Bali, in particular, there is the Tri Hita Karana teaching which is the basis for parents to provide character education to their children. Because in Tri Hita Karana contains three harmonious relationships as the cause of happiness which is also a form of character education such as religious, social care, and environmental care.

Based on previous research, it was found that most parents do not teach their children about Tri Hita Karana but parents directly implement examples of Tri Hita Karana teachings in everyday life, such as teaching children to pray diligently, helping others, making friends with others, anyone, cleaning the environment, not littering, loving animals and others. These activities are one form of the implementation of Tri Hita Karana in character education. In this case, parents have been able to implement Tri Hita Karana in children's character education, which is supported by the results of research conducted where children are able to apply the character education given by parents, although sometimes they still repeat the same mistakes. However, this is enough to prove that during the Covid-19 pandemic, parents are the main pillar in providing character education to children. Considering that parents have the most time to be with their children during distance learning. The findings in this study are in line with the results of Kamar et al.'s research which showed that parenting style has a positive and significant influence on the development of children's character (Room et al., 2020). In addition, it is also in line with the results of research by Talib et al quoted by Kamar et al

which stated that parenting style affects children's attitudes and the results of the study in 2014 which showed that parenting style had an impact on children's development (Room et al., 2020). This can be seen from the character of children who are formed through parenting activities, namely there are religious characters, social care, environmental care, and responsibility.

Family education through parenting programs is a means for children to gain knowledge, experience, moral formation and social beings, as well as a place where a child is directed to become a unique child according to their respective potentials. It has become an obligation for every parent as the most mature person in the family to guide their family members, especially their children. As is well known that the method in each family education varies. As explained by Kham bali, that the educational method that is successfully applied in family education is the habituation method, both the habituation of words and deeds. Education with the habituation method was strengthened by Maharani who explained that the education method with the memorization and drill concept needed to be changed to a method that prioritizes feelings such as habituation and good deeds, both in the family or school environment. Meanwhile, in another study as conducted by Wati and Sundawa that value education in the family is not only carried out by the habituation method but also by the exemplary method, the method of giving advice, the story method, and the legal method (Jannah & Umam, 2021). In line with the methods that have been described, from the results of the research that has been done, most parents apply the habituation method, the method of giving advice, and the exemplary method to provide character education to their children in the midst of the Covid-19 pandemic. Giving this method is felt to be able to help shape the character of the child as expected by the parents.

IV. CONCLUSION

The family environment, especially parents, is the closest to students during distance

learning. Parents have a very important role in shaping children's character, apart from being the closest to their children, parents also usually become role models for children where children often imitate things their parents do, such as how to dress, how to walk, how to talk, and so on. Character education with parenting can be called parenting. Based on previous research, parenting plays a major role in the formation of children's character. Through parenting, character education can still be given even though learning activities are carried out online, because the character education is given directly by the parents. Character education by way of parenting is able to shape children's character as expected, such as religious, social care, and environmental care which is also a form of implementation of Tri Hita Karana.

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