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HEGEMONY OF INDUSTRIAL CULTURE IN EDUCATION AND ITS IMPLICATIONS ON STUDENTS LEARNING MOTIVATION TOWARDS HINDU RELIGIOUS EDUCATION AND ETHICS SUBJECTS AT SMAN 8 DENPASAR

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Abstract

This research examines the hegemony of industrial culture in education and its implications for the motivation to learn Hindu Religious Education and Budi Pekerti subjects at SMAN 8 Denpasar. The results show that students view Hinduism as an important part of their identity, which provides a moral and ethical basis to guide their daily behavior. However, the positivistic educational paradigm tends to marginalize religious subjects because they are considered less relevant to the needs of the job market, compared to STEM science clusters which are considered more prestigious and promising. This science discrimination creates a hierarchy in subjects that affects students' learning motivation, where students are more oriented towards STEM fields. Factors such as teacher quality, parental influence, environment and peers also play a role in determining student motivation. As a result, students tend to excel in intellectual aspects but experience spiritual dryness, which affects the quality of sradha, bhakti and morals. To overcome this challenge, Hindu Religious Education teachers are expected to implement innovative strategies through technology-based learning and student-centered approaches. It is also important to scientize religious teachings to make them more rational and relevant, and to make teachers moral and spiritual role models.

Keywords: Hegemony of Industrial Culture, Motivation to Learn, Hindu Religious Education, Discrimination of Science, Moral and Spiritual.

I. INTRODUCTION

Education is not just a process of transferring knowledge from one generation to the next. More than that, education involves a series of values, goals, and methods that aim to shape individuals holistically. Education is one of the most important aspects in the development of individuals, communities and nations (Siswadi, 2023d). Education also covers various aspects ranging from the process of delivering knowledge and skills, character building, to developing human potential as a whole. Education does not only refer to formal processes in schools or other educational institutions, but also includes learning that occurs within families, communities, and through daily life experiences. The concept of education broadly addresses the cognitive, emotional, social and spiritual aspects of individual development. In principle, the main purpose of education is to provide the knowledge, skills and values necessary for individuals to function optimally in society. In addition, education also aims to shape character, foster creativity, improve critical thinking skills, and develop the potential of each individual (Arfani, 2016).

In addition to providing equal opportunities for every individual to access knowledge, education can also improve living standards, reduce social inequalities and drive a country's economic development (Siswadi, 2022a). Moreover, education plays an important role in shaping the attitudes, values and identity of a nation. When referring to Dewey, education is considered as an effort to prepare individuals to face the challenges and demands of an ever-changing life. For him, education is not just a transfer of knowledge, but an active process in which individuals are fully engaged in learning experiences that are relevant to their needs and interests (Sullivan, 1966).

Dewey's approach to education is deeply rooted in the philosophy of pragmatism, which emphasises the importance of concrete experience in the formation of knowledge and understanding. For him, school is not a place separate from everyday life, but should be an environment that reflects the realities of real life where students can learn through meaningful and relevant experiences (Dewey, 2002). Dewey emphasised the importance of learning through action, exploration and reflection. For him, direct experience with the physical and social world is a stronger foundation than theoretical learning alone. Therefore, education according to Dewey should emphasise the development of critical thinking skills, problem-solving abilities, and creativity (Dewey, 2004).

Looking at education in the midst of the dynamics of globalisation and the industrial revolution 4.0, it is currently undergoing a significant transformation. One of the striking paradigmatic shifts is the orientation of education that is increasingly directed towards the needs of the market and the world of work (Solihin, 2015). This approach makes education a tool to prepare individuals to compete in an increasingly complex and changing labour market. The market- and work-oriented approach to education emphasises the development of skills that are relevant to the demands of industry and the economy. This is reflected in the curriculum which focuses more on practical learning, technical skills and understanding of the business world. Students are not only taught theory, but also given opportunities to participate in internships, projects and practices, or other professional skills development programmes (Harisuddin, 1981).

The importance of market- and labour-oriented education is also reflected in efforts to strengthen connections between educational institutions and the industrial world. Partnerships between schools, universities and companies are becoming increasingly important in ensuring that graduates have skills that match the needs of the labour market. Initiatives such as industrial internships, project-based learning, and collaborative programmes between educational institutions and companies are clear examples of the direction of education that focuses more on liberalism and capitalism (Darmaningtyas, 2009).

However, this shift also raises several challenges and questions that need to be

addressed. One of these is the risk of education becoming too focused on technical skills training, at the expense of developing critical thinking skills, creativity and interpersonal skills. There is also a concern that education that is overly influenced by market needs may come at the expense of humanistic values and broader educational goals, such as character development and individual empowerment (Freire, 1984).

As a result of the hegemony of industrial culture, science subjects are often given a higher priority in the allocation of resources, both in terms of funding, facilities and teacher attention. Schools and educational institutions often emphasise academic achievement in science subjects, in the hope of producing graduates who are ready to contribute to industry and the economy. However, the elevation of science subjects will result in the de-prioritisation of humanities and religious subjects. Subjects such as literature, art, history and religion are often considered less economically 'useful' and are often suppressed in a curriculum that is increasingly focused on technical and practical skills (Siswadi, 2023c).

The impact of this de-prioritisation of humanities and religious subjects is the risk of narrowing students' views and understanding of the world and society. Learning about values, history, culture and spirituality is often marginalised, leading to a lack of appreciation for the less directly measurable aspects of economic success. Therefore, while science subjects play an important role in preparing individuals to face the challenges of an increasingly technology-linked world, a balanced education must recognise the importance of humanities and religious subjects in shaping individuals who are whole, critically minded, ethical and able to contribute positively in a complex and diverse society.

Therefore, in the current context, religious subjects, especially Hinduism, become a subject that is less attractive when talking about the job prospects that students want to achieve. Most students always prioritise the things they learn that take precedence over the demands of the world of work, or are related to their achievements in the industrial sector. Thus, the subjects that are prioritised are science subjects. This is certainly an impact of the hegemony of industrial culture that is inherent in the body of education, and results in how there are castes in subjects. For example, subjects that are more promising and attached to the world of work and industry become subjects with the highest caste, while subjects that are more humanities, moral, religious or religious subjects become subjects with the lowest caste. Through this assumption, this research becomes important to do as a step in photographing how the existence of Hindu religious subjects in schools, as well as how the hegemony of industrial culture in education has an impact on students' motivation to explore Hindu religious subjects. Given that today school is an entry point to get into the world of work.

II. METHOD

This research uses a qualitative method with a case study approach to examine the hegemony of industrial culture in education and its implications for learning motivation in Hindu Religious Education and Budi Pekerti subjects at SMAN 8 Denpasar. The research subjects consisted of students and Hindu Religious Education teachers who were purposively selected to gain an in-depth understanding of students' perceptions of Hinduism subjects, as well as the influence of industrial culture in the choice of subjects. Data were collected through in-depth interviews, classroom observations, and documentation studies, which were then analyzed using thematic analysis techniques to identify key themes related to learning motivation and learning practices. Data validity was guaranteed through triangulation of sources and techniques. This study aims to reveal the implications of industrial culture hegemony on Hinduism and Budi Pekerti education and explore teachers' strategies in increasing student learning motivation amidst the challenges of modern education.

III. RESULTS AND DISCUSSION

1.1 Industrial Cultural Hegemony and Discrimination in Science

The impact of the hegemony of industrial culture in education is the emergence of science discrimination. In industrialised

societies, exact and vocational sciences often receive more respect and attention than the humanities. This is due to the mindset that has been formed in the character of the industrial world, namely the need for measurable certainty and concrete evidence that can be observed directly (positivistic). Industrialists, in managing industries, rely heavily on data, numbers, and concrete facts, all of which are more easily fulfilled by the exact sciences and vocational sciences (Siswadi, 2024a).

As a result, the humanities are often marginalised in the education and teaching system. These sciences are considered less relevant to the needs of industry because they do not directly contribute to the production process of goods and services. In fact, the humanities have a very important role in shaping human values, ethics, and cultural understanding that are needed in a balanced and civilised society. Neglect of the humanities can result in a loss of balance in education and overall human development (Suda, 2017).

This perception causes individuals who pursue the humanities to feel inferior because they are considered unintelligent and will have a less bright future. In the eyes of society, choosing a humanities major is often considered a last resort, only for children who are unable to compete in the exact sciences. As a result, students who actually have strong talents and interests in the humanities become reluctant to pursue their passions for fear of being labelled unintelligent or less talented. This is not only detrimental to the individual but also detrimental to society as a whole because the great potential in the humanities is not optimally developed (Siswadi, 2023e).

In some educational institutions, humanities classes become a waste basket for individuals who are considered unintelligent. Students who enter the humanities department are often children who did not pass the selection in the exact or engineering majors. This further reinforces the stigma that humanities is a last resort, not a first resort. This condition creates an environment that is not conducive to the development of the humanities, where students' motivation and enthusiasm for learning become low because they feel that their field is not valued.

The humanities have become a last resort, and many of its practitioners are pessimistic about their future and worried about career opportunities and financial stability, which are often considered less promising than those in the exact sciences. This pessimism is compounded by a lack of support and appreciation from society and educational institutions. As a result, many humanities students feel less confident and unmotivated to develop their potential to the fullest (Siswadi, 2024c).

1.2 Market Oriented Education

Market-oriented education is a view that emphasises the importance of preparing students to meet the evolving demands of the world of work. This approach requires the education system to not only focus on the transfer of theoretical knowledge, but also on the development of practical skills relevant to industry and the economy. In the era of globalisation and rapidly developing technology, the needs of the labour market have become very dynamic, so education must be able to adapt and evolve so that graduates can compete in the global market (Siswadi, 2022b).

One of the main aspects of market-oriented education is a curriculum that is adapted to industry developments. This means that educational institutions must be in constant contact with the industrial world to understand the trends, technologies and skills needed. Study programmes should be designed by considering inputs from industry players so that graduates have skills that can be directly applied in the workplace. In addition, cooperation between schools or universities and companies through internships and on-the-job training programmes is essential to give students real experience (Siswadi, 2023f).

Market-oriented education also emphasises the importance of competency-based education. Instead of simply measuring student success based on test scores and assignments, this approach focuses on mastering specific skills relevant to the world of work. These include technical skills, such as the ability to use

certain equipment or software, as well as non-technical skills, such as the ability to communicate, teamwork and problem-solving. Competency-based education ensures that students not only understand theory, but are also able to apply it in a practical context (Siswadi, 2024b).

However, while a focus on market needs is important, education must also ensure that other aspects of human development are not neglected. Moral values, ethics, critical thinking, and social awareness are important components of education that should not be neglected (Siswadi, 2023b). A balanced education system should be able to prepare students to become competent professionals as well as socially and ethically responsible individuals. Thus, education not only produces efficient workers, but also good citizens.

Another challenge in market-orientated education is ensuring inclusivity and accessibility. In an effort to fulfil market needs, there is a risk that the education system becomes too elitist and only caters to students who have access to the best resources. Therefore, it is important to ensure that all students, regardless of their socio-economic background, have equal opportunities to obtain labour market-relevant education. Scholarship programmes, education subsidies and support for schools in remote areas are some of the measures that can be taken to achieve this goal.

Market-orientated education, if done right, has great potential to reduce unemployment and improve a country's economic competitiveness. By producing graduates who are job-ready and have relevant skills, the labour market will be more dynamic and productive. However, a balance between market needs and personal development must be maintained so that education does not only become a tool to fulfil economic needs, but also to shape individuals who are holistic and meaningful to society.

1.3 Hinduism and the World of Work

Normatively, religious education plays an important role in increasing human belief in God Almighty (Ida Sang Hyang Widhi Wasa) and everything related to it. Religious education provides a strong moral and spiritual foundation to individuals, so that students can understand and live the teachings of religion well. Through this process, students' belief in the existence of God and His role in life is strengthened. This is important because a strong belief provides a clear direction and purpose in life (Suda, 2017).

Belief in God has an important meaning in human life. By having a firm belief, a person can face various challenges and trials of life more calmly and optimistically. This belief provides inner strength and calmness, so that individuals can live life more positively and energetically. In addition, belief in God also teaches moral and ethical values that are important for building a good and responsible character (Audifax, 2007).

Nonetheless, it is important to remember that humans should not be quick to believe in something without adequate knowledge and understanding (Suseno, 2000). Good religious education should include critical aspects that encourage individuals to think rationally and objectively. This is important to avoid fanaticism and intolerant attitudes that can harm oneself and others. With deep understanding, individuals can distinguish between true and false teachings and avoid unwise extremes.

Without belief in something higher, human life will always be in a state of indecision and doubt. Individuals who lack faith will feel insecure and suspicious of everything around them. This situation will make it difficult to make the right decisions and live life with confidence. Students will always feel that they have no sure place to hold on to, which in turn can interfere with their emotional and mental stability.

Belief in God provides the emotional and mental stability that is needed in this life. By having a place to lean on and seek help in difficult times, individuals can feel calmer and more confident. This belief helps students to remain resilient and energised in the face of life's problems and challenges. In addition, belief in God also teaches the importance of the values of kindness, compassion, and empathy, which are needed in building harmonious relationships with others. Furthermore, in a broader context, religious

education also plays a role in shaping a more civilised society with integrity (Mubin et al., 2021). By having a strong belief in God, individuals will be more likely to live life with responsibility and integrity. Individuals will also appreciate the values of truth and justice more, and strive to contribute positively to building a better society. Therefore, good religious education is essential for creating individuals of character and a harmonious society.

In the context of the world of work, it can be recognised that it is not as broad as science subjects, which are practical in nature and are directly absorbed by jobs when they graduate and have skills in the field of science. When studying religion in the context of employment is very minimal, and only about religious leaders, ritual leaders, religious teachers, counsellors and so on, not as prestigious as other subjects with promising and prestigious job prospects.

1.4 Challenges of Hinduism in the World of Work

Hindu religious education is a subject taught in various educational institutions, both informal, non-formal, and formal. In formal educational institutions, Hindu religious education is part of a structured and organised curriculum, taught from primary to tertiary levels. Since Indonesian independence, religious education has been an integral part of the curriculum in public schools. Initially, religious education in public schools aimed to shape students' character and morals based on their religious values. This policy was driven by the realisation that religion plays an important role in the life of Indonesia's diverse society, and religious education is expected to strengthen social cohesion and tolerance among religious communities (Siswadi, 2023a).

In the early 1960s, religious education was introduced in universities as part of an effort to deepen the understanding and application of religious values in academic and professional life. This step aims to produce graduates who are not only intellectually intelligent but also have integrity and morality. In higher education, religious education is taught through specialised courses that discuss various religious aspects, including philosophy, ethics, law, and religious history. Thus, religious education in higher education provides a strong foundation for students to develop a deeper understanding of religion and how to apply it in daily life as well as in various professions (Suda, 2017).

Religious education has an important role in shaping the next generation in order to achieve happiness in this world and the hereafter. Through religious education, students are not only taught the procedures of worship such as prayer, but also given a deep understanding of moral and ethical values derived from religious teachings. Religious education helps students develop good character, such as honesty, justice, responsibility and compassion. These values are important for building individuals with integrity and who are able to contribute positively to society.

More than just religious rituals, religious education also instils divinely-based truth values, so that students can lead meaningful and spiritually goal-orientated lives. Religious education teaches the importance of living life responsibly, respecting others, and maintaining a harmonious relationship with God. Therefore, religious education not only prepares students for life in the world, but also provides provisions to achieve eternal happiness in the hereafter. Through comprehensive religious education, the younger generation can grow into individuals who are not only worldly successful but also have a deep spiritual awareness.

Hinduism subjects face various challenges in the context of an increasingly competitive and globalised world of work. One of the main challenges is the relevance between the material taught and the skills and knowledge required in the workplace. Many students feel that religious studies do not have a direct connection to their professional career, especially in highly technical or scientific fields. This can result in a lack of interest and attention to religious subjects, which are perceived to add little value to career development.

1.5 Hindu Religious Teachers' Strategies in Motivating Students Amid The Hegemony of Industrial Culture

a. Learning Innovation

Innovation in learning has a very important role in improving the quality of education and can help students to reach their full potential (Nur Rahmat, 2018). In the era of ever-evolving technology and information, traditional learning methods are often no longer sufficient to meet the increasingly diverse needs of students. Innovation in learning will help educators to develop and implement new strategies that are more effective and relevant, which can increase student motivation (Danim, 2002). The main feature of innovative learning lies in the student-centred approach. In this model, learners are given opportunities to understand and construct knowledge independently (self-directed learning). Students are encouraged to take the initiative in their learning process, identify learning objectives and seek the resources needed to achieve these objectives. This approach will help students to develop critical thinking skills, solve problems, and learn in the most effective way, according to their interests and needs.

In addition, innovative learning also prioritises collaboration through peer-mediated instruction. Interaction and discussion between students not only improves understanding of the material, but also helps students to develop social and communication skills. In a collaborative learning environment, students can help each other and share knowledge, ask questions and provide constructive feedback. This method encourages active and participatory learning, which often results in deeper and more meaningful understanding compared to passive learning (Laila, 2020).

The innovative learning process is based on the internalisation, reshaping or transformation of new information by learners. This means that students not only passively receive information, but are also actively involved in processing, analysing and applying new knowledge. This process involves combining new information with existing knowledge, reshaping students' understanding, and using the knowledge in different contexts. Thus, innovative learning helps students develop a more comprehensive understanding that can be applied in various real-life situations.

As a religion teacher, understanding the context of students' lives is key to making the material relevant and meaningful. The correspondence between theory and practice in daily life helps students internalize religious values and apply them in real life. This not only makes learning more effective but also ensures that religious teachings are not only understood theoretically but also applied in daily actions. The role of teachers in innovating learning becomes very important to overcome student boredom, especially in religious studies which are often rote and rote. With innovation, teachers can create more interesting and interactive teaching methods. In addition, learning innovations must be adapted to the development of globalization and technology that is currently developing. Integrating technology in religious learning can provide a richer and more varied learning experience. This not only makes learning more interesting but also helps students develop technology skills that are relevant to the times. Teachers can utilize digital resources to provide practical and contextual examples close to students' lives.

b. Scientificizing the Teachings of Hinduism

Scientificizing religious teachings is the process of integrating scientific principles into religious understanding and practice. This step is very important because it can enrich and deepen people's understanding of religious teachings. With a scientific approach, religious teachings can be explained rationally and logically, making them easier to understand for people living in the modern era. This approach also helps reduce misunderstandings and misinterpretations of religious teachings, as all interpretations are based on objective evidence and analysis.

Scientificizing religious teachings means integrating scientific knowledge with religious values so that these two aspects can enrich and strengthen each other. This approach is important because it helps create a more comprehensive and in-depth understanding of religious teachings, as well as their relevance to modern life. Scientificizing religious teachings does not mean changing their spiritual essence, but examining and

understanding them in a more rational and evidence-based way. This helps individuals understand their religion in a broader and more scientific context.

Scientificizing religious teachings can increase the attractiveness and relevance of religion to the younger generation. In the age of technology and information, young people are often more interested in knowledge that is based on evidence and rationality. By linking religious teachings with scientific knowledge, religion can be presented in a way that is more relevant and appealing to students. A scientific approach to religious teachings can help reduce the conflict between science and religion. Often, there is a view that science and religion are two conflicting domains. However, by showing how religious teachings can harmonize with scientific discoveries, it can build a bridge between these two fields. This not only reduces tensions but also shows that religion and science can complement each other in the search for truth and understanding of the universe.

Furthermore, scientificizing religious teachings can also strengthen the sradha and understanding of each individual. By studying religious teachings scientifically, individuals can see rational evidence that supports their beliefs. This will certainly help strengthen the student's faith by providing a more solid and logical basis for his or her beliefs. For example, understanding the wonders of nature as a sign of God's greatness through a scientific lens can deepen the sense of awe and gratitude towards the Creator.

Religion teachers have the task of rationalizing religious teachings to make them easier to understand and relevant in everyday life. This means that teachers must be able to explain religious teachings using concrete examples that can be accepted by the logic and empirical experience of students. In addition, scientizing religious teachings also means inviting students to think critically and reflectively about religious values. Religion teachers must encourage students not to accept religious teachings dogmatically, but to study them using reason and experience. In this process, dialog between teachers and students becomes important to explore the deeper meaning of religious teachings. This approach not only improves students' understanding of religious teachings, but also strengthens beliefs because it is based on rational and empirical understanding.

Therefore, in scientizing religious teachings, religious teachers also need to update their own knowledge to be able to integrate the latest scientific developments with religious teachings. This includes an understanding of science, technology and relevant social developments. Thus, religious teachings can be presented in a relevant and actual context, so that students can see the relevance of these teachings in a changing life. This will help students to better appreciate and apply religious teachings in facing the challenges of modern times.

c. Teacher as Role Model

Speaking of the hegemony of industrial culture in education, where the focus is often on efficiency, productivity and measurable results, the role of the teacher as a role model becomes very important. Industrial culture tends to emphasize the mechanistic and materialistic aspects of education, neglecting the essential human aspects of the teaching and learning process. In this context, teachers not only act as teachers or learning facilitators, but also as role models who influence students' attitudes, values and behavior.

Teachers as role models play a key role in shaping students' character and morals. Amidst the pressure to achieve academic targets, teachers must also demonstrate integrity, honesty, and high work ethics. So that it can inspire students to develop these values in themselves (Kandiri & Arfandi, 2021). When students see teachers behave in an exemplary manner, then students will tend to imitate this behavior, which ultimately forms the basis of student character in the long run (Sutisna et al., 2019).

In addition, in an industrial culture that often encourages competition and individualism, teachers who serve as role models can internalize the values of collaboration, empathy and solidarity. Through concrete actions such as helping struggling students, facilitating group work and showing empathy

for students' needs and feelings, teachers can teach the importance of cooperation and mutual support in achieving common goals. These values are essential in building a harmonious school community. Teachers also play a role in fostering interest and love for learning amidst the pressures of an industrialized culture that sometimes makes learning feel like a burden. By showing enthusiasm and love for the subjects they teach, and by teaching in a creative and inspiring way, teachers can foster students' curiosity and passion for learning. When students see that their teachers are passionate and dedicated, they tend to be inspired to follow in their footsteps and pursue knowledge with the same passion (Sutisna et al., 2019).

Furthermore, in facing the challenges of an increasingly complex world, the role of teachers as role models is also important in shaping students' critical attitudes and analytical thinking skills. Teachers who encourage students to think critically, ask questions, and explore various perspectives, help students develop the skills needed to deal with real problems in society. These critical and analytical attitudes are essential in building a generation that is able to adapt and contribute positively in the midst of rapid change. Therefore, in the midst of the dominance of industrial culture in education, teachers as role models can provide real examples of how to live a balanced and meaningful life. By showing that success is not only measured by material or academic achievement, but also by emotional, spiritual and social well-being, teachers can help students understand the true meaning of success. Thus, teachers not only educate students to succeed in their future careers, but also to become happy, balanced, and meaningful individuals in their lives (Zahroh, 2018).

The good character of students is certainly inseparable from the role of the teacher. It is well known that the teacher's job is not easy, not just making students smart in knowledge, not just teaching students to read and write, not just making students experts in science or math. However, it should be more than that. A teacher in its acronym is “digugu and ditiru”, simple indeed, but the implementation of an expression is not easy to apply. In short, the success of character cultivation in education lies in the extent to which a teacher succeeds in managing the classroom. Character building is not only limited to providing written or unwritten material in the education curriculum, but it needs a real example for a student on how to apply good character (Kandiri & Arfandi, 2021).

The role of religion teachers in transferring values is very important and has a significant impact on the development of students' character. Religion teachers must be a real example of the values they teach. In this case, religion teachers act as role models that students imitate. Students not only learn from what the teacher says, but also from the daily actions and behaviors they observe. Therefore, a religious teacher must live in accordance with the teachings he conveys, both in thinking, saying, and doing.

Being a role model in this context means that religious teachers must first internalize the religious values they teach. Religious teachers must show integrity and consistency between what they say and what they do. For example, if the teacher teaches about the importance of being honest, then the teacher must always be honest in all situations. Similarly, the teaching about doing good must be reflected in the teacher's real actions in interacting with students and the surrounding environment. Only by being a good role model can a religion teacher be effective in transferring these values to students.

In addition, the challenge for Hinduism teachers also lies in their ability to make religious teachings relevant and easy to understand in the context of students' daily lives. Religious teachers must be able to relate religious values to real situations and experiences faced by students, so that these teachings are not only understood theoretically, but also applied in life. With this approach, students will more easily internalize these values and make them an integral part of their character and behavior. Through example and the ability to transfer values effectively, Hinduism teachers can play an important role in shaping a young generation that is not only

intellectually intelligent, but also has strong morality and spirituality.

d. Moral and Spiritual Approach

Religious teachers' strategies in approaching moral and spiritual values in students should involve a holistic and integrated approach. Religion teachers must ensure that they become role models in applying moral and spiritual values. This role modeling is important as students often judge and imitate the behavior of their teachers at school (Sutisna et al., 2019). In addition, religious teachers need to integrate moral and spiritual values into learning in a relevant and contextualized way. This can be done by linking religious teachings to real situations faced by students, so that students can see how these values are applied in everyday life. For example, in teaching about honesty, teachers can use case examples or stories that illustrate the consequences of honest and dishonest actions. In this way, students not only learn about values theoretically, but also understand their application in the context of action.

Given the positivistic nature of the education system, it emphasizes the use of scientific methods, empirical data, and measurable outcomes in the education process. The focus of this positivistic paradigm is only on the quantitative aspects of learning, such as academic achievement, standardization, and statistical analysis to assess the effectiveness of teaching methods. In the positivistic paradigm, quantifiable values and outcomes become the main criteria for assessing educational success, often neglecting qualitative aspects such as character development, creativity and deep understanding.

Hindu education can provide a different perspective on the purpose of education itself. Rather than focusing solely on academic achievement and job readiness, Hindu education emphasizes the achievement of enlightenment and character development. This means that education should include efforts to mold students into individuals who have integrity, empathy, and a deep understanding of the self and its relationship to the world around them. Hindu teachers can play a key role in integrating religious teachings with the learning process, helping students understand that education is also about becoming a thoughtful and ethical person.

Furthermore, in this context, education is not only seen as a tool to obtain employment, but as a means for character and ethical development. Hinduism teachers need to emphasize values such as self-awareness, social responsibility, and concern for others. Through this approach, students are taught to see education as a personal journey involving moral and spiritual growth, not just as a means to achieve material or professional goals. This will certainly help students develop a broader and more meaningful view of their purpose in life.

IV. CONCLUSION

Students' perceptions of Hinduism at SMAN 8 Denpasar show that religion is seen as an important part of students' identity as religious people, providing a moral and ethical basis that guides daily behavior. Religion is considered not just a ritual or tradition, but also a guide to life in interacting with others and facing challenges. However, an educational paradigm that is more concerned with pragmatic aspects such as job prospects often marginalizes religious subjects. As a result, religion is often considered less relevant in the context of market-based education, despite its very important role in shaping students' morals.

Students' motivation to learn Hinduism is also influenced by the hegemony of industrial culture that prioritizes STEM as superior to humanities and religion. This creates discrimination against religious subjects that are considered less prestigious and do not promise prospective careers. Factors such as teacher quality, environmental influences and parental expectations also affect students' motivation to learn, which in turn impacts the moral, spiritual and intellectual balance of students. To meet these challenges, Hinduism teachers need to adopt innovative technology-based and student-centered learning, scientificize religious teachings, and become moral and spiritual role models for students.

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