

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

Thesis

In Partial Fulfillment of Requirement for Master Degree of Social Studies and  
Education (M.Pd)



By:

Yuni Maratus Sholicha

2010291

**Department of Social Studies Education**

**Education University of Indonesia**

**2023**

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

By:

Yuni Maratus Sholicha

2010291

A thesis submitted to fulfill one of the requirements for Master of Education  
(M.Pd.) of Social Studies Education Program

Yuni Maratus Sholicha

Education University of Indonesia

January, 2022

Copyright protected by law

This thesis may not be reproduced in whole or in part, by reprinting, photocopied,  
or other means without permission of the author

Yuni Maratus Sholicha, 2023

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

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

YUNI MARATUS SHOLICHA

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

Disetujui dan disahkan oleh

Pembimbing I



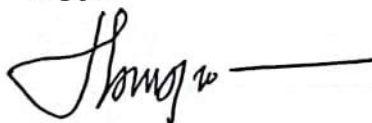
Prof. Dr. Nana Supriatna, M.Ed  
NIP. 196110141986011001

Pembimbing II



Dr. Erlina Wiyanarti, M.Pd  
NIP. 1962207181988012001

Penguji I



Prof. Dr. Didin Saripudin, M.Si.  
NIP. 197005061997021001

Penguji II



Prof. Dr. Saptiva, M.Ed.  
NIP. 196308201998031001

Mengetahui,

Ketua Program Studi Pendidikan Ilmu Pengetahuan Sosial



Dr. Erlina Wiyanarti, M.Pd  
NIP. 1962207181988012001

## CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis “The Implementation Of Tri Hita Karana-Oriented Thematic Social Studies Learning In Supporting Sustainability Education In Green School Bali” is originally written by Yuni Maratus Sholicha, a Social Studies Education Program (P.IPS) student as the requirement for Master Degree of Education (M.Pd.) Education University of Indonesia, Bandung. This research and all content are entirely my own work, and I do not plagiarize or quote in any way that is contrary to scientific ethics For this statement, I am willing to bear the risks or sanctions imposed on me if it is later discovered that there was a violation of ethics or scientific knowledge in my work, or if other parties make claims about the authenticity of my work.

Bandung, 22<sup>nd</sup> December 2022

Yuni Maratus Sholicha

## PREFACE

With all praise and gratitude, the author prays to Allah SWT for His Grace and guidance, and as a result, the author was able to complete this thesis on time. Shalawat and greetings to the great Prophet Muhammad SAW and all his family, friends, and followers who always make Islam the foundation for solving all life problems.

The thesis entitled “The Implementation of Tri Hita Karana-Oriented Thematic Social Studies Learning In Supporting Sustainability Education In Green School Bali” is chosen as a form of concern for the ecological balance threatened by traditional philosophy. One of the efforts to overcome the problems related to balance experienced in the environment around students is the maximizing of traditional philosophy as a means of developing ecological competence through interesting thematic social studies learning. Thematic social studies based on traditional philosophy are expected to provide students with the knowledge, attitudes, and appropriate skills for dealing with various environmental problems in everyday life. The author hopes that this thesis will be useful and will add to the treasury of knowledge about competency development ecological learning in schools through thematic social studies based on traditional philosophy Tri Hita Karana.

The author is well aware that this thesis, both in terms of systematics and depth of content, is far from perfect. Given the author's limited capabilities and knowledge in completing this thesis, there may still be numerous deficiencies. As a result, the author sincerely hopes for constructive criticism and suggestions.

Bandung, 22<sup>nd</sup> December 2022

Author

## **DEDICATION**

Alhamdulillah, Thank Allah SWT for the presence of the author. His grace and guidance finally allow the writer to complete the thesis on time. Shalawat and greetings may be dedicated to the Prophet great Muhammad SAW and all his family, friends, and followers at all times. The author recognizes that the completion of this thesis is a result of many people's cooperation and assistance. Thank you from the author to:

1. I, Yuni Maratus Sholicha, who always tried to conquer every challenge in finishing this thesis. A person who always breaks the limit to have a balance life in academic and non-academic.
2. Ministry of Finance through the Education Fund Management Institution (LPDP) which has given scholarships to author to study master at the Education University of Indonesia.
3. Dr. Erlina Wiyanarti, M.Pd as the head of the Social Studies Education Department and is the first supervisor.
4. Prof. Dr. Nana Supriatna, M.Ed second advisor and concurrent academic supervisor has provided the author with great guidance, direction, advice, and motivation patiently.
5. All my lecturer in Social Studies Education Department in the Education University of Indonesia who have given the valuable knowledge and experience.
6. My beloved father and mother (Suherman and Umi Yaroh), my beloved brothers and sisters, and all my nephews who are always by my side and support me with their great efforts.
7. Bapak Budhi Sagita Wiratama as a head of Middle School Program, Bapak I Kadek Budiana and Ibu Emma Jennifer Jessica Titley as teacher at Grade Sixth Batur and Agung in Green School Bali who help by giving their great contribution in this research.
8. All friends and colleagues who always support me in finishing this thesis.

There are numerous parties who deserve to be thanked that cannot be mentioned here. Those unnamed parties have also contributed significantly to the completion of this thesis, for which I am grateful. Lastly, I want to express my gratitude to everyone who helped me complete this thesis. I pray to Allah SWT to grant them all of the best rewards.

## ABSTRACT

**Yuni Maratus Sholicha (2010291) “The Implementation of Tri Hita Karana-Oriented Thematic Social Studies Learning In Supporting Sustainability Education In Green School Bali” supervised by Prof. Dr. Nana Supriatna M.Ed and Dr. Erlina Wiyanarti M.Pd**

Environmental issues in Indonesia cannot be solved solely by individuals, but rather by the community or group, and educational institution is no exception. Schools must be capable of assisting future generations in understanding the value of the environment and taking action in implementing sustainability principles. The cultivation of ecological intelligence through direct and indirect learning can foster students' environmental awareness, which can be seen in Green School Bali by introducing students to Tri Hita Karana. In implementing Tri Hita Karana values Green School Bali commits to creating harmony with nature and sustainability for future generations, respecting diversity, continuing to save the ecosystem, and providing a tolerant and peace-loving society. This qualitative study uses case studies and descriptive analysis to understand the essence of Tri Hita Karana, which is implemented in the Green School Bali. As result, Green School Bali which has a global design is implemented traditional values for their students from all over the world through thematic social studies subjects and successfully increases students' awareness and consciousness of various challenges due to the diversity of students' nationalities, those values also strengthen the integrity and identity of education. As an international school with a holistic learning model Green School Bali is also successfully guiding their students to take their role consciously to bring the world sustainably. Moreover, 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

*Keywords: Ecological Intelligence, Tri Hita Karana, Thematic Social Studies, Sustainability Education*



## ABSTRAK

**Yuni Maratus Sholicha (2010291) “The Implementation of Tri Hita Karana-Oriented Thematic Social Studies Learning In Supporting Sustainability Education In Green School Bali” supervised by Prof. Dr. Nana Supriatna M.Ed and Dr. Erlina Wiyanarti M.Pd**

Permasalahan lingkungan hidup di Indonesia tidak dapat diselesaikan sendiri oleh seorang individu, melainkan oleh masyarakat atau kelompok, tidak terkecuali lembaga pendidikan. Sekolah harus mampu membantu generasi mendatang dalam memahami nilai lingkungan dan mengambil tindakan dalam menerapkan prinsip-prinsip keberlanjutan. Penanaman kecerdasan ekologis melalui pembelajaran langsung dan tidak langsung, dapat menumbuhkan kesadaran lingkungan siswa, yang dapat dilihat di Green School Bali dengan mengenalkan siswa pada Tri Hita Karana. Dalam mengimplementasikan nilai-nilai Tri Hita Karana Green School Bali berkomitmen untuk menciptakan keharmonisan dengan alam dan keberlanjutan bagi generasi mendatang, menghargai keragaman, terus menjaga ekosistem, dan mewujudkan masyarakat yang toleran dan cinta damai. Penelitian kualitatif ini menggunakan studi kasus dan analisis deskriptif untuk memahami esensi Tri Hita Karana yang diimplementasikan di Green School Bali. Hasilnya, Green School Bali yang memiliki desain global menerapkan nilai-nilai tradisional bagi siswanya dari seluruh dunia melalui mata pelajaran IPS tematik dan berhasil meningkatkan kesadaran siswa meskipun terdapat berbagai tantangan karena keragaman kebangsaan siswa, nilai-nilai tersebut juga memperkuat integritas dan identitas pendidikan. Sebagai sekolah internasional dengan model pembelajaran yang holistik Green School Bali juga berhasil membimbing siswanya untuk mengambil peran secara sadar untuk menjaga keberlanjutan ekosistem. Selain itu, program pembelajaran di Green School Bali terus berkembang untuk mencari keseimbangan hidup antara manusia dengan Tuhan, manusia dengan manusia, dan manusia dengan alam yang berpedoman pada nilai-nilai Tri Hita Karana.

*Kata Kunci: Kecerdasan Ekologis, Tri Hita Karana, IPS Tematik, Pendidikan Berkelanjutan*

## LIST OF CONTENT

PREFACE

DEDICATION

ABSTRACT ..... i

LIST OF CONTENT ..... iii

TABLE LIST ..... vi

PICTURE LIST..... vii

ATTACHMENT LIST..... viii

### CHAPTER I INTRODUCTION

1.1 Background of the Problem ..... 1

1.2 Research Questions..... 6

1.3 Research Purpose..... 6

1.4 Research Benefits ..... 7

1.5 Operational Definition ..... 8

1.6 Writing Structure ..... 9

### CHAPTER II THEORETICAL REVIEWS

2.1 Ecological Intelligence ..... 10

2.2 Social Studies Education ..... 14

2.3 Traditional Philosophy Tri Hita Karana ..... 20

iii

Yuni Maratus Sholicha, 2023

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

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

2.4 Thematic Learning.....	27
----------------------------	----

2.5 Previous Related Researches .....	33
---------------------------------------	----

### CHAPTER III RESEARCH METHOD

3.1 Research Method .....	38
---------------------------	----

3.2 Research Sites.....	39
-------------------------	----

3.3 Research Subject.....	39
---------------------------	----

3.4 Research Approach and Type .....	39
--------------------------------------	----

3.5 Data Collection Technique .....	40
-------------------------------------	----

3.6 Data Analysis Technique.....	42
----------------------------------	----

3.7 Data Presentation .....	43
-----------------------------	----

3.8 Data Verification .....	44
-----------------------------	----

### CHAPTER IV FINDING AND DISCUSSION

#### 4.1 Research Findings

4.1.1 Profile Green School Bali .....	46
---------------------------------------	----

4.1.2 Thematic Social Studies Learning Design in Increasing Students’ Ecological Intelligence in Green School Bali .....	56
--	----

4.1.3 The Implementation of “Tri Hita Karana” through Thematic Social Studies Learning in Increasing Students’ Green Behavior in Green School Bali .....	73
--	----

4.1.4 Students’ Reflection of “Tri Hita Karana” through Thematic Social Studies Learning.....	87
---	----

4.1.5 The Difficulties and Solutions in Implementing “Tri Hita Karana” through Thematic Social Studies Learning in Green School Bali.....	102
---	-----

4.2 Discussion	
4.2.1 Thematic Social Studies Learning Design in Increasing Students’ Ecological Intelligence.....	105
4.2.2 Tri Hita Karana through Thematic Social Studies .....	108
4.2.3 Students’ Reflection of Tri Hita Karana in Thematic Social Studies Learning .....	112
4.2.4 Teachers’ Difficulties in Implementing Tri Hita Karana through Thematic Social Studies Learning .....	114
 CHAPTER V CONCLUSION AND RECOMMENDATION	
5.1 Conclusion .....	116
5.2 Recommendation .....	119
REFERENCES.....	121
ATTACHMENTS.....	133
AUTHOR .....	152

## TABLE LIST

Table 2.1. Tri Hita Karana Values .....	24
Table 4.1. Reflection Tool .....	87
Table 4.2. Students' Reflection of Batur Class .....	88
Table 4.3. Agung Class Reflections .....	95

## PICTURE LIST

Picture 2.1. Wiweka Sanga .....	22
Picture 4.1. Green School Building .....	48
Picture 4.2 Green School Skills .....	52
Picture 4.3. Discipline-Based Learning Objectives .....	53
Picture 4.4.The Bridge in Green School Bali .....	61
Picture 4.5. Water Cycle .....	63
Picture 4.6.Padmasana in Green School Bali.....	79
Picture 4.7.Interview Session with Sungai Watch .....	81
Picture 4.8. Mindfulness Gong in Green School Bali .....	84

## **LIST OF ATTACHMENT**

Attachment 1 Research Letter

Attachment 2 Certificate Has Completed The Research

Attachment 3 Class Schedule On 6<sup>th</sup> Grade

Attachment 4 Research Matrix

Attachment 5 Guidelines for Interviews, Observations, and Documentation

Attachment 6 List of Teachers and Students in Grade Six Green School Bali

Attachment 7 Research Documentations

## REFERENCES

### Books

- Abidin, Z. (1984). *Dasar Pengetahuan Ilmu Tanaman*. Bandung : Penerbit Angkasa Bandung.
- Adam, E., & Andrew, R. (2007). *Foundamentals of game design*. New jersey: Person Education, Inc.
- Agastia, I.B.G. (2007). *Mengkritisi impelemtasi Tri Hita Karana*. Bali: Warta Hindu Dharma.
- Chomaini, Mochamad Ali etc. (2021). *The Relationship between Ecological Intelligence and Media Exposure Environmentally Friendly Behavior*. Thabiea: Journal of Natural Science Teaching Vol. 4(1), pp. 50-61
- Duwijo and Darta, I Ketut. (2014). *Pendidikan Agama Hindu dan Budi Pekerti Kelas V*. Jakarta: Pusat Kurikulum dan Perbukuan. Balitbang Kemdikbud
- Gardner, Howard. (2006). *Changing Minds*. Harvard Business School Press: New York
- Gigerenzer, Gerd. (2011). *Adaptive Thinking: Rationality in the Real World*. Oxford University Press: England
- Gunawan, Heri. (2012). *Kurikulum dan Pembelajaran Pendidikan Agama Islam*. Alfabeta: Bandung
- Goleman, Daniel. (2010). *Ecological Intelligence: Kecerdasan Ekologis*. Grmedia Pustaka Utama: Jakarta



- Goleman, D. (2010). *Ecological intelligence. Kecerdasan ekologis. Mengungkap rahasia di balik produk-produk yang kita beli*. Jakarta: PT Gramedia Pustaka Utama
- Goleman, Daniel. (1998). *Kecerdasan Emosional*. Jakarta: PT. Gramedia Pustaka Utama
- Goleman, D. (2009). *Ecological Intelligence; How Knowing the Hidden impacts of What We Buy Can Change Everything* . New York: Broadway Book
- Hidayat, Rahmat and Abdillah. (2019). *Ilmu Pendidikan: Konsep, Teori dan Aplikasinya*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI)
- Isjoni. (2007). *Cooperative Learning: Efektifitas Pembelajaran Kelompok*. Bandung: Alfabeta.
- J. Farris, Pamela. 2007. *Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach*. United State: Waveland Press
- Juanda, Anda. (2019). *Pembelajaran Kurikulum Tematik Terpadu: Teori & Praktik Pembelajaran Tematik Terpadu Berorientasi Landasan Filosofis Psikologis dan Pedagogis*, CV Confident: Cirebon.
- Kadek Suhardita etc. (2020). *Tri Hita Karana (Layanan bimbingan klasikal untuk membentuk karakter siswa)*, Mahameru Press: Lumajang
- Keraf.2002. *Etika Lingkungan Hidup*. Jakarta: Buku Kompas
- Lickona, Thomas. (2009). *Educating for Character: How Our School Can Teach Respect and Responsibility*. Bantam Trade Paperback Ed edition: Bantam
- McCallum, I. (2008). *Ecological Intelligence. Rediscovering Ourselves in Nature, E-book Edition*. Golden, Colorado: Fulcrum.
- Muhaimin, (2020). *Metode penelitian Hukum*, Mataram University Press: Mataram

- Muhaimin. (2015). *Membangun Kecerdasan Ekologis*, Alfabeta: Bandung
- Muhammad Ali. (1982). *Penelitian Kependidikan Prosedur Dan Strategi*. Bandung: Angkasa
- Mulyoto, (2013). *Strategi Pembelajaran di Era Kurikulum 2013*, Prestasi Pustakarya: Jakarta
- Nasution, Toni and Maulana Arafat. (2018). *Konsep Dasar Ilmu Pengetahuan Sosial*. Samudra Biru: Yogyakarta
- Novan Ardy Wiyani, (2013). *Manajemen Kelas*, Ar-Ruzz Media: Jogjakarta
- Nurlita Pertiwi, (2017). *Implementasi Sustainable Development di Indonesia*, Pustaka Ramadhan: Bandung
- Nursid Sumaatmadja. (2012). *Manusia dalam konteks sosial, budaya dan lingkungan hidup / Nursid Sumaatmadja*. Bandung : Alfabeta,
- Ritzer, George. (2012). *Teori Sosiologi dari Sosiologi Klasik Sampai Perkembangan Akhir Post Modern*. Yogyakarta: Pustaka Pelajar.
- Sapriya. (2009). *Pendidikan IPS*. Bandung:Remaja Rosdakarya.
- Sudira, P. (2011). *Revitalisasi pembelajaran pendidikan agama hindu*. Majalah Hindu Raditya,
- Sugiyono, (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta
- Supardan, Dadang. (2015). *Pembelajaran Ilmu Pengetahuan Sosial: Perspektif Filosofi dan Kurikulum*. Jakarta: Bumi Aksara.
- Supardi. (2011). *Dasar-dasar Ilmu Sosial*. Yogyakarta: Ombak

- Supriatna, Nana. (2017). *Ecopedagogy: Membangun Kecerdasan Ekologis dalam Pembelajaran IPS*. Bandung: PT Remaja Rosdakarya.
- Supriatna, Nana. (2018). *Ecopedagogy in History Learning*. Bandung: CV. Buku Langka Indonesia
- Susanti, Eka and Henni Endayani. (2018). *Konsep Dasar IPS*, CV. Widya Puspita: Medan
- Suryosubroto. (2009). *Proses Belajar Mengajar di Sekolah*. Jakarta: Rhineka Cipta.
- Usman. User. 2008. *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya.
- Sternberg, Robert J. (2008). *Psikologi Kognitif Edisi Keempat, (judul asli: Cognitive Psychology, Fourth Edition)*, terj. Yudi Santoso. Yogyakarta: Pustaka Pelajar
- Trianto.(2011). *Model Pembelajaran Terpadu Konsep Strategi Dan Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan*. Jakarta : Bumi Aksara
- UNESCO.2009.*UN Decade of Education for Sustainable Development*, Tersimpan dalam. [online]: <http://www.unesco.org/en/esd/>, diunduh Selasa, 28 Desember 2020.
- Wahyuni L. (2010). Tesis: “*Pengaruh Pembelajaran Tematik Terhadap Prestasi Belajar Di Tinjau Dari Motivasi Belajar Asuhan Kebidanan Ibu Satu (Pada Mahasiswa Kebidanan Universitas Muhammadiyah)*.” Universitas Sebelas Marer: Semarang
- Wina Sanjaya, (2012). *Strategi Pembelajaran: berorientasi standar proses pendidikan*, Kencana Prenada Media: Jakarta
- Woolever, Roberta M. and Scott, K. P. (1987). *Active Learning in Social Studies Promoting Cognitive and Social Growth*. Boston: Scott Feresman.

Zuchri Abdussamad. (2021). *Metode Penelitian Kualitatif*, CV. syakir Media Press: Makassar

### **Journals**

Aida Rakhmawati. (2020). Etika Profesi Auditor dalam Nilai Budaya Tri Hita Karana, E-JA e-Jurnal Akuntansi Vol. 30 No. 2, Page. 476

Anggun Dwi Utami, (2018). *An Evaluation of Green School Program at SMA Negeri 1 Selong as a Preparation Towards a Swaliba School*, Sumatra Journal of Disaster, Geography and Geography Education Vol 2, No. 1, June, 2018, page. 178

Aslamiah, Ersis Warmansyah Abbas, and Mutiani. (2021). *21st-Century Skills and Social Studies Education*, The Innovation of Social Studies Journal, Vol. 2, (2), March 2021: 82-92 DOI: <https://doi.org/10.20527/>, Page. 83-84

Asrial Syahrial and Arsil Husni Sabil. (2020). *Attitudes, Self-confidence, and Independence of Students in Thematic Learning*, Universal Journal of Educational Research 8(1): 162-168, 2020 DOI: 10.13189/ujer.2020.080120, page. 162

Baxter, Pamela, and Susan Jack. (2015). *“Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers.”* The Qualitative Report: 13(4): 544–59

Bögeholz, S. Nature experience and its importance for environmental knowledge, values and action: Recent German empirical contributions. Environ. Educ. Res. 2006, 12, 65–84. [CrossRef]

Dalem, A. A. G. R. (2007). *Implementasi Tri Hita Karana dalam bidang Pariwisata Menuju Pembangunan Berkelanjutan*. Jurnal lingkungan Hidup Bumi Lestari PPLH-UNUD Denpasar, 7(1), 78-84.

Yuni Maratus Sholicha, 2023

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

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Ditha Prasanti. (2018). *Penggunaan Media Komunikasi Bagi Remaja Perempuan Dalam Pencarian Informasi Kesehatan*, JURNAL LONTAR VOL. 6 NO 1 JANUARI-JUNI 2018, page. 16
- Eila Jeronen, Irmeli Palmberg, and Eija Yli-Panula. (2017). Teaching Methods in Biology Education and Sustainability Education Including Outdoor Education for Promoting Sustainability—A Literature Review, *Education science* Vol. 7 No. 1 doi:10.3390/educsci7010001, Page. 2
- Emma Mar’atul Uswah and Kristi Wardani. (2021). *ANALISIS HIGHER ORDER THINKING SKILLS (HOTS) PADA EVALUASI TEMATIK BERMUATAN IPS SISWA KELAS V SDN BADRAN YOGYAKARTA*, Trihayu: Jurnal Pendidikan Ke-SD-an, Vol. 7, Nomor 2, Januari 2021. Page. 1120
- Farquhar, Jillian, Nicolette Michels, and Julie Robson. (2020). “*Triangulation in Industrial Qualitative Case Study Research: Widening the Scope.*” *Industrial Marketing Management* 87: 160–70.
- Gammelgaard, Britta. (2017). “*Editorial: The Qualitative Case Study.*” *International Journal of Logistics Management* 28(4): 910–13.
- Gede Billy Bagiarta Sutrisna, I WayanSujana, and Ni Nyoman Ganing, (2019), *MODEL PROJECT BASED LEARNING BERLANDASKAN TRI HITA KARANA BERPENGARUH TERHADAP KOMPETENSI PENGETAHUAN IPS*, Jurnal Adat dan Budaya, Vol.1, No.2 Tahun 2019, page. 87
- Gede, I Sedana Suci, Ahmad Sonhadji K.H. , Ali Imron, Imron Arifin. (2018). *Organizational Harmony in Hindu Higher Education Institution based on Tri Hita Karana Culture*. *International Journal of Hindu Science and Religious Studies*. Vol. 2 No.1 May 2018. State University of Malang

- Harisna, Rubita. Joko Sutarto. Tri Suminar. (2020). *Effectiveness of Environmental Based Thematic Learning Tools (EBTLT) in Improving the Science Literacy Skills*. Journal of Primary Education. 9 (5) (2020) : 554–561
- Hutauruk, Elisabeth, N., & Situmeang, R. W. (2019). Analisis Sikap Toleransi Siswa dalam Pembelajaran Ipa Terpadu. *Magistra : Jurnal Keguruan dan Ilmu Pendidikan*. 6(1): 110–118.
- Heri Retnawati, Sudji Munadi, Janu Arlinwibowo, Nidya F. Wulandari, Eny Sulistyaningsih. (2017). *Teachers' Difficulties in Implementing Thematic Teaching and Learning in Elementary Schools*, *New Educational Review (2017)* DOI 10.15804/tner.2017.48.2.16, page. 202
- Hew, Khe Foon, and Noriko Hara. (2007). "Knowledge Sharing in Online Environments: A Qualitative Case Study." *Journal of the American Society for Information Science and Technology* 58(14): 2310–24.
- Hidayah, Nurul. (2015). *Pembelajaran Tematik Integratif Di Sekolah Dasar*. *Jurnal Pendidikan Dan Pembelajaran Dasar*, Volume 2, Nomor1, Juni 2015
- I Nengah Dwi Endra Suanthara. (2020). *Strategi Penerapan Tri Hita Karana Pada Smp Negeri 5 Singaraja*, *Jurnal Widya Sastra Pendidikan Agama Hindu*, Vol. 3, No. 2 2020, Page. 51
- I Wayan Gde Yogiswara Darma Putra and Ni Made Vita Indriyani. (2020). *Pengaruh Sistem Pengendalian Internal, Budaya Tri Hita Karana Pada Kinerja Pemerintah*, *WICAKSANA, Jurnal Lingkungan & Pembangunan*, Maret 2020 Vol. 4 No. 1, 23
- J. O'Flaherty and M. Liddy. (2018). *The Impact of Development Education and Education For Sustainable Development Interventions: A Synthesis Of The Research*, *Environmental Education Research* vol. 24 no. 7, 2018, Page. 1033.

- Juslan. (2015). *Peningkatan Ecoliteracy Peserta Didik Dalam Mengonsumsi Makanan Organik Dengan Memanfaatkan Pangan Lokal Sebagai Media Pembelajaran Ips (Penelitian Tindakan Kelas Di Smp Satu Atap Negeri Sering Kabupaten Soppeng Provinsi Sulawesi Selatan)*. Respository UPI: Universitas Pendidikan Indonesia
- Lestariningsih, Novi and Siti Partina Suardiman. (2017). *Pengembangan Bahan Ajar Tematik-Integratif Berbasis Kearifan Lokal untuk Meningkatkan Karakter Peduli dan Tanggung Jawab*. Jurnal Pendidikan Karakter, Tahun VII, Nomor 1, April 2017
- Masita, Dewi. (2015). Tesis : *Pembelajaran Tematik Dengan Pendekatan Saintifik Dalam Implementasi Kurikulum 2013 (Studi Multi Kasus Di Sdn Turen 03 Kecamatan Turen Danmit Arroihan Kecamatan Lawang Kabupaten Malang)*: UIN Malang
- Mena Niman, Erna. (2019). *Kearifan Lokal dan Upaya Pelestarian Lingkungan Alam*. Vol. 11 No. 1 (2019): Jurnal Pendidikan dan Kebudayaan Missio
- Mochamad Ali Chomaini, Agung Purwanto, and Sihadi Darmo Wihardjo. (2021). *The Relationship between Ecological Intelligence and Media Exposure with Environmentally Friendly Behaviour, habiea: Journal of Natural Science Teaching* Vol. 4(1). Page. 51
- Muhammad Agung Manumanoso Prasetyo, Bashori, and Auliya Rahmi, (2021) *The Adiwiyata Islamic Boarding School Management (A Study of Participatory Leadership Style)*, L-TA'LIM JOURNAL, 28 (2), <http://dx.doi.org/10.15548/jt.v28i2.666hlm>. 105
- Muklis, Muhammad. (2012). *Pembelajaran Tematik*. Jurnal Fenomena 4, no. 1.

- Mulyadi, Marzuki, and Andi Usman. (2015). *Implementasi Pembelajaran Tematik Terpadu Berbasis Lingkungan Untuk Perolehan Kemampuan Berpikir Tingkat Tinggi Di SD*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa. 4 (3): 1-15
- Mustafa ŞEKER. (2021). *An Investigation into Social Studies Teachers' Self-Efficacy Perceptions about Basic Skills in the Social Studies Curriculum*, REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION vol 11, no. 1. ,Page. 318
- Nalan Akkuzu Güven and Melis Arzu Uyulgan, (2021), *An Active Learning Framework for Ecological Intelligence: Using Activities of Multiple Intelligences to Achieve Ecological Awareness*, Science Education International 32(4), <https://doi.org/10.33828/sei.v32.i4.11>, page. 359
- Ni Komang Devi Yunita and Ni Ketut Desia Trisiantari, (2018), *PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE TGT BERBASIS KEARIFAN LOKAL TRI HITA KARANA TERHADAP HASIL BELAJAR*, Jurnal Pendidikan Multikultural Indonesia. Vol. 1 (2), 2018, page. 105
- Nurhanis Syazni Roslan, Jamilah Al-Muhammady Mohammad, Mohd Al-Aarifin Ismail, Anisa Ahmad, Muhamad Saiful Bahri Yusoff. (2018). *Rethinking Education Environment: The Clinical Education Environment Framework* Volume 10 Issue 3 2018 DOI: 10.21315/eimj2018.10.3.4, Page. 32
- Okobia Ayodele Onyeatoelu. (2021). *Investing in Human Resources as a Platform for National Security in Nigeria: The Role of Social Studies Education*, UJAH: Unizik Journal of Arts and Humanities (2021) Volume 21 No. 4, Page. 174
- Parmajaya, I Putu Gede. (2018). *Implementasi Konsep Tri Hita Karana Dalam Perspektif Kehidupan Global : Berpikir Global Berperilaku Lokal*. Jurnal Purwadita Vol. 2 No. 2 September 2018



Pratiwi Pujiastuti, Herwin Herwin, and Fery Muhamad Firdaus. (2021). *Thematic learning during the pandemic: CIPP evaluation study*, Cypriot Journal of Educational Sciences Volume 16, Issue 6, (2021), Page. 2971

Rodhatul Nasikhin and Ahmad Nuril Ihsan, (2022), *Environmental Protection in the Era of Omnibus Law*, JASSP (Journal of Advance in Social Science and Policy) Vo. 2 No. 1, 2022, Page. 81

Saeed, Sitwat, and David Zyngier. (2012). "How Motivation Influences Student Engagement: A Qualitative Case Study." *Journal of Education and Learning* 1(2): 252–67.

Siti Tartila and Eldi Mulyana. (2022). *Pengaruh Pembelajaran IPS Berbasis Ecopedagogy terhadap Peningkatan Kecerdasan Ekologis Peserta Didik*, JURNAL PENDIDIKAN IPS Vol. 12, No. 1, Juni 2022, <https://doi.org/10.37630/jpi.v12i1.521>

Sunday Obro. (2021). *The Internet and Quality Social Studies Education for Sustainable Development in Post-Covid-19: a Review*, *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika* March 2021 Vol. 5, No. 1

Supianto, Kumaidi, Yoyon Suryono. (2020). *Social Studies Teachers' Difficulties in Assessing Social Skills*, *Universal Journal of Educational Research* 8(5). Page. 2175-2176

Suryani, Susi. 2019. *Integrasi Nilai-Nilai Budaya Lokal Gedrug Merapi dalam Pembelajaran Tematik untuk Menumbuhkan Kecerdasan Ekologis*. Prosiding Seminar Nasional III Universitas Sebelas Maret Semarang ISBN 978-623-90740-4-3

Syunu Trihantoyo and Asmi Leonita Rahma. (2017). *Green School Program Management in Fostering Students' Character*, *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 108

Yuni Maratus Sholicha, 2023

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

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Social Sciences, Humanities and Economics Conference (SoSHEC 2017),  
Page. 46

Uta Berghofer etc. (2022). *Societal Relationships with Nature’: A framework for understanding nature-related conflicts and multiple values, people and nature: british ecological society* vol. 4 no. 2, 2022, page. 535.

Wardhan, Ni Ketut Srie Kusuma. *Tri Hita Karana-Oriented Education as An Effort to Integrate Environmental Education in Bali High Schools*. *Journal of Talent Development & Excellence* Vol.12, No. 1, 2020, 3975 – 3983

W. Leal Filho, S. Raath, B. Lazzarini, V.R. Vargas, etc. (2018). The role of transformation in learning and education for sustainability, *Journal of Cleaner Production* Vol. 199. <https://doi.org/10.1016/j.jclepro.2018.07.017>, Page. 287.

Yuna, Sri. 2006. “Metodologi Penyusunan Studi Kasus.” *Jurnal Keperawatan Indonesia* 10(2): 76–80.

### **Government Rules**

Peraturan Kemeterian Pendidikan dan Kebudayaan Republik Indonesia Tahun 2013 tentang Modul Pelatihan Implementasi Kurikulum 2013. Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, Kementerian Pendidikan dan Kebudayaan.

Permendikbud. (2013). *Peraturan menteri pendidikan dan Kebudayaan Nomor 64 tahun 2013 Tentang Standar Penilaian Pendidikan*. [Online] Available: <https://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud64-2013StandarIsi.pdf>

## Online

- Bbc.com. (2011). Indonesia Negara Rawan Bencana. [Online] di:  
[http://www.bbc.com/indonesia/berita\\_indonesia/2011/08/110810\\_indonesia\\_tsunami](http://www.bbc.com/indonesia/berita_indonesia/2011/08/110810_indonesia_tsunami)
- Başkarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19(40), 1–25. <https://doi.org/10.46743/2160-3715/2014.1008>
- Dodge, Pamela R. (2011). “Managing School Behavior: A Qualitative Case Study.” *ProQuest Dissertations and Theses*: 175. Access on <http://ezphost.dur.ac.uk/login?url=https://search.proquest.com/docview/874973680?accountid=14533%0Ahttp://openurl.ac.uk/ukfed:dur.ac.uk?genre=dissertations+%26+theses&issn=&title=Managing+school+behavior%3A+A+qualitative+case+study&volume=&issue=&date=201>.