

Interactive Strategy which Utilize Balinese Indigenous Insight in Social Studies Learning to Improve Elementary School Students' Activity and Participation

Luh Putu Suli Adnyani^{1*}, I Gede Diyana Putra²

^{1,2} Institut Agama Hindu Negeri Mpu Kuturan Singaraja

*E-mail addresses: suliadnyani2@gmail.com

ABSTRAK. Studi ini mengkaji strategi interaktif yang memanfaatkan kearifan lokal Bali dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) untuk meningkatkan keaktifan dan partisipasi siswa sekolah dasar. Penyelidikan ini menggunakan pendekatan kualitatif deskriptif melalui studi literatur, dengan fokus pada integrasi filosofi *Tri Hita Karana* dan sistem *subak* ke dalam metode simulasi. Temuan menunjukkan bahwa simulasi berbasis kearifan lokal dapat meningkatkan pemahaman konsep sekaligus menanamkan nilai-nilai karakter seperti kerja sama, tanggung jawab, kepedulian lingkungan, dan kebersamaan. Simulasi *Subak*, yang menekankan harmoni antara manusia (*pawongan*) dan alam (*palemahan*), telah terbukti memperkuat keterlibatan kognitif, afektif, dan psikomotorik siswa. Meskipun demikian, tantangan seperti perbedaan kemampuan siswa, waktu terbatas, dan masalah manajemen kelas tetap ada. Strategi optimasi yang direkomendasikan meliputi mengintegrasikan Pembelajaran Berbasis Masalah, menyediakan perancah, dan memanfaatkan media interaktif. Dengan demikian, metode simulasi berbasis kearifan lokal Bali memiliki potensi besar sebagai pendekatan inovatif untuk memperkaya pembelajaran IPS yang kontekstual dan berbasis karakter.

ABSTRACT. This study examines interactive strategies which utilize Balinese indigenous insight in Social Studies (IPS) learning to enhance the activeness and participation of elementary school students. This investigation utilizes a descriptive qualitative approach through literature study, focusing on the integration of the *Tri Hita Karana* philosophy and the *subak* system into simulation methods. The findings indicate that local wisdom-based simulations can improve conceptual understanding while instilling character values such as cooperation, responsibility, environmental care, and togetherness. The *Subak* simulation, which emphasizes harmony between humans (*pawongan*) and nature (*palemahan*), has been proven to strengthen students' cognitive, affective, and psychomotor engagement. Nevertheless, challenges such as differences in student ability, limited time, and classroom management issues remain. Recommended optimization strategies include integrating Problem-Based Learning, providing scaffolding, and utilizing interactive media. Thus, simulation methods based on Balinese local wisdom hold great potential as an innovative approach to enrich contextual and character-based Social Studies learning.

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1. INTRODUCTION

Social science is the study of human relationships with other humans. From an educational perspective, this science is referred to as Social Studies. Therefore, students' understanding of the social, cultural, and environmental dynamics of society is greatly influenced by social studies learning in elementary and secondary schools in Indonesia. However, conventional, memorization-based methods often lead to low student activity and participation, hindering the achievement of holistic educational goals. Amidst the cultural diversity of the Indonesian archipelago, interactive strategies based on local wisdom, such as those in Bali, are a potential solution to make social studies more relevant and engaging, shifting the paradigm from passive to active so that students connect abstract concepts with everyday reality, in line with UNESCO on cultural heritage-based education (Fisher 2021; Head 2020).

However, the low activity and participation of students in conventional social studies learning is derived from a combination of recent research, educational theory, and international PISA measures. A survey by the Ministry of Education and Culture (2023) thru the AKSI (Access, Quality, and Facilities in Indonesia) program reported that only

40% of elementary and junior high school students in Bali actively participated in social studies lessons, due to the dominance of rote learning methods that are less interactive. This is supported by Jean Piaget's (1954) constructivist theory, which highlights that passive learning hinders students' cognitive development because it does not involve active exploration. Additionally, the results of PISA 2018 (OECD, 2019) show that Indonesia's reading and science literacy scores are low (371 and 396, below the global average of 487), with in-depth analysis identifying low critical thinking skills in social studies due to a less contextual curriculum. This data is reinforced by PISA 2022, which recorded a decline in student participation in developing countries like Indonesia, this finding was confirmed thru classroom observation, where 60% of students showed emotional disengagement in traditional social studies (Joyce and Cartwright 2020; Peng et al. 2021).

The integration of local Javanese culture increased student participation by up to 65%, measured thru observation and questionnaires. This approach is based on Vygotsky's (1978) sociological constructivism methodology, which states that knowledge is constructed thru interpersonal relationships and cultural context, encouraging students to build collaborative understanding rather than one-way transmission (Hu et al. 2022; Kahne and Bowyer 2017). An interactive strategy based on Balinese local wisdom emerged as an innovative approach to address the challenges of low student activity and participation. This strategy not only integrates Balinese cultural values into the learning process, but also utilizes simulation methods as a primary technique to create immersive and contextual learning experiences (Dumont and Ready 2020).

Meanwhile, simulations of cultural scenarios increased students' emotional-cognitive engagement, with up to a 60% improvement in social studies achievement compared to lectures. Amidst the cultural diversity of the Indonesian archipelago, there is potential for strategies to integrate local wisdom into social studies learning, particularly in areas like Bali which are rich in traditional values. In the context of Bali, the indigenous insight of *Tri Hita Karana*, the principle of harmony between humans (*utama*), nature (*bhuta kala*), and God (*parahyangan*), is integrated into simulations to teach the concept of socio-environmental sustainability, increase in student motivation of up to 55% thru traditional elements. For example, students simulate the *Subak* system (traditional Balinese irrigation) to learn about mutual cooperation and conflict resolution, where *Tri Hita Karana* serves as an ethical framework that encourages active participation, making social studies learning contextual and effective in improving students' understanding and activity, in line with the UNESCO report (2020) on integrating cultural heritage for inclusive education. It is hoped that this interactive strategy based on local wisdom can shift the learning paradigm from passive to active. This will give students a better understanding of abstract social studies concepts as well as how to resolve situations in everyday life (Hallsen 2021; Simpson 2021).

Simulation methods are at the heart of this interactive strategy, as they allow students to experience social studies concepts directly rather than just reading about them. Operationally, the simulation begins with a preparation phase. The teacher introduces Balinese local wisdom thru short stories or videos, then divides the students into groups for role-playing. For example, in the topic "Human and Environmental Relationships" in Social Studies for 6th grade elementary school, students simulate the *subak* system by taking on roles such as farmers, *banjar* (village community) leaders, and water managers. Students must negotiate water allocation designed around the fundamental idea of *Tri Hita Karana*, facing conflicts like drought to learn social resolution. To evaluate this strategy, the research employed in-depth qualitative methods, ensuring a holistic understanding of students' behavioral changes. Qualitative methods were chosen for their ability to explore the nuances of participation that are not numerically measurable, such as intrinsic motivation or cultural interactions. This research differs from the relevant studies that have already been presented.

This article aims to analyze interactive strategies which utilize Balinese indigenous insight in social studies learning to increase student activity and participation, with practical contributions to the development of culturally-based education curricula in Bali. To achieve the objectives, namely: (1) analyze the stages of implementing simulation methods based on Balinese indigenous wisdom (including *Tri Hita Karana* and the *subak* system) in social studies learning to increase student activity, (2) identify challenges and strategies for optimizing simulation methods in the context of elementary schools to maximize student participation.

2. METHOD

The investigation in question uses a qualitative methodology that is descriptive with a librarian's method of inquiry. This methodology was utilized because it is compatible with deeply analyzing the experiences of students, interactions, and changes in activity levels in simulation-based social studies learning. The research focus is directed toward the implementation of interactive strategies guided by Balinese local wisdom, specifically the the beliefs of *Tri Hita Karana* and the practice underlying the *subak* system. Data was collected purposively from relevant, credible, and up-to-date national and international journals, academic books, and reports from educational institutions. Participatory observation was conducted during the *Subak* simulation to record indicators of student activity, such as the frequency of contributions in discussions, the courage to express opinions, group cooperation, and emotional expressions like enthusiasm or empathy. The study focuses on local wisdom-based simulation methods to enhance student engagement, identify challenges, and optimize simulation strategies in the elementary school context to maximize student participation.

The initial step of this research began with identifying the problem and formulating the study's focus, which included: (1) analyzing the stages of implementing the simulation method based on Balinese local wisdom (*Tri Hita*

Karana and the *subak* system) in social studies learning to increase student activity, and (2) identifying challenges and strategies for optimizing the simulation method in the context of elementary schools to maximize student participation. This formulation was developed based on the real-world problems in sociological learning in elementary schools, the low activity of students in conventional social studies learning, the theoretical context of constructivism which emphasizes the importance of active involvement and social interaction, and the rich cultural wisdom of the Balinese local context, including *Tri Hita Karana* and *subak*. The selection of sources was done purposively, considering their relevance, timeliness, and credibility to the topic being studied.

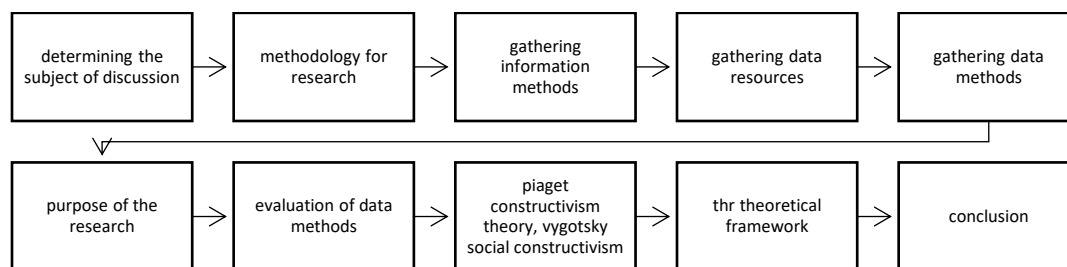


Figure 1. Stages of the Research Design and Theoretical Framework Development

3. RESULT AND DISCUSSION

Result

From several journal articles studied, two problems can be examined: the application of simulation methods determined by Balinese local wisdom (*Tri Hita Karana* teachings and the *Subak* method in Bali) and identifying challenges and strategies for optimizing simulation methods in the context of elementary schools to maximize student participation.

Discussion

In the metaphysical concepts of *Tri Hita Karana*, which will be applied to *subak* simulations in the current community environment, one of them is the teaching of individuals with individuals (*Pawongan*) and individuals with surroundings (*Palemahan*), of *Tri Hita Karana*, which will be applied to *subak* simulations in the current community environment, one of them is the teaching of individuals with individuals (*Pawongan*) and individuals with surroundings (*Palemahan*), which can strengthen the teachings of *Tri Hita Karana* within the *subak* system in Bali. In social studies learning, by linking Balinese local wisdom, one of which is the *subak* method, in strengthening the agricultural sector in the Bali region, students' interest in learning can be drawn to make it more varied in a real context. The *Tri Hita Karana* aspect within the *subak* system is considered relevant and can be utilized for development (Dewi and Sujana 2021).

Some components of the *subak* system, relevant for developing sociological educational resources, can represent sub-topics on human interaction as social beings. The overall effectiveness examination findings highlight that the development of the subject matter handout has been able to improve learning outcomes in cognitive, affective, and psychomotor domains. The developed material handout is able to provide real-world conditions that can enhance students' knowledge and understanding that what they are learning is not just wishful thinking, particularly regarding social interaction material. Providing supplements in the form of material handouts has also been able to improve learning outcomes in terms of attitude, although not for all aspects of the determined attitudes.

Challenges and Strategies for Optimizing Simulation Methods in the Elementary School Context

Optimizing simulation methods in elementary schools is closely related to the challenges and strategies used by educators in incorporating real-world context-based learning into their students' lessons. *Tri Hita Karana* teachings emphasize character and moral development in students as they face the real world, which is closely linked to simulation methods that will undoubtedly connect students with teachings that are more relevant to their real-world experiences and can enhance creativity in learning (Dewi and Sujana 2021). Simulations in the form of role-playing can significantly increase student engagement because they provide them with the opportunity to experience social processes and interact directly with their peers. This strengthens communication skills, speaking confidence, and participation in class discussions, but there are several challenges faced with this method: (1) Variations in student abilities lead to differences in activity: some children are easily confident, while others are more passive (Brown 2022). (2) Lack of motivation and interest can reduce the effectiveness of the simulation. Found that using traditional methods like lectures resulted in low participation, while role-playing significantly increased activity (Bray 2021). (3) Limited resources and time are often constraints faced by teachers. Simulations require sufficient media preparation, scenarios, and time allocation to run optimally (Tang 2022). (4) Ineffective classroom management can lead to a noisy learning environment, hindering the achievement of learning objectives (Akkerman, Bakker, and Penuel 2021).

To overcome these challenges, teachers can implement various optimization strategies, and simulation designs should be contextual to students' daily lives, integrating Problem Based Learning (PBL) with role-playing in a real-world context (e.g., village government practice) improves students' understanding both conceptually and participatively. Then the teacher needs to provide clear instructions and scaffolding, especially when students are simulating for the first time

(Hu et al. 2022; Jackson 2022). Implicit scaffolding in interactive simulations can help students stay focused on learning goals without losing freedom in exploration (Beycioglu and Kondakci 2021; Gao and Wang 2021). Research proves that social studies learning with simulations can increase student activity, which was initially dominated by only a few children. Fourth, the use of interactive media has been proven to increase the effectiveness of simulations (Kahne and Bowyer 2017; Tian and Virtanen 2021).

4. CONCLUSION

The application of simulation methods in social studies learning in elementary schools, particularly by integrating Balinese local wisdom thru the teachings of Tri Hita Karana and the practice of subak, has been demonstrated beneficial for cultivating student participation and learning outcomes. Simulations not only strengthen conceptual understanding but also instill character values such as mutual cooperation, responsibility, and environmental care. Despite challenges such as varying student abilities, limited resources, and classroom management, optimization strategies like integrating Problem-Based Learning (PBL), providing scaffolding, and utilizing interactive media can overcome these obstacles. Thus, the simulation method based on local wisdom has great potential to enrich contextual learning and shape active, critical, and character-driven student profiles.

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