

EXPLORING MULTICULTURAL VALUES IN TRI HITA KARANA PHILOSOPHY AND ITS RELEVANCE AS A SOCIAL STUDIES LEARNING RESOURCE: A STUDY IN A JUNIOR HIGH SCHOOL

EXPLORANDO VALORES MULTICULTURAI NA FILOSOFIA TRI HITA KARANA E SUA RELEVÂNCIA COMO RECURSO DE APRENDIZAGEM DE ESTUDOS SOCIAIS: UM ESTUDO NUMA ESCOLA DE ENSINO MÉDIO

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realizada no SMP Negeri 1 Singaraja envolvendo 12 sujeitos de pesquisa. Esta pesquisa qualitativa descritiva enfatiza técnicas de entrevista e observação como métodos de coleta de dados. Os instrumentos

Abstract: The implementation of multicultural values provides benefits to improve attitudes/ethics, help individuals adapt to the environment, and respect each other. In the concept of social studies learning, these benefits are needed so that multicultural values are important to be instilled during learning activities. This study aims to (1) explore multicultural values in the Tri Hita Karana Philosophy and (2) analyze the relevance of multicultural values contained to social studies learning. This research was conducted at SMP Negeri 1 Singaraja involving 12 research subjects. This descriptive qualitative research emphasizes interview and observation techniques as data collection methods. The instruments used consisted of interview guides and observation sheets. The data results were analyzed using qualitative analysis method. The results showed that there were 9 multicultural values contained in the THK philosophy. The findings also show that THK's multicultural values provide positive relevance to the development of social studies learning. This research provides practical implications for teachers and students to always instill the value of multicultural philosophy in dealing with social diversity and learning in the classroom.

Keywords: Multicultural. THK. Social Studies.

Resumo: A implementação de valores multiculturais traz benefícios para melhorar atitudes/éticas, ajudar os indivíduos a se adaptarem ao ambiente e respeitarem uns aos outros. No conceito de aprendizagem de estudos sociais, esses benefícios são necessários para que valores multiculturais sejam importantes a serem incutidos durante as atividades de aprendizagem. Este estudo visa (1) explorar os valores multiculturais na Filosofia Tri Hita Karana e (2) analisar a relevância dos valores multiculturais contidos na aprendizagem dos estudos sociais. Esta pesquisa foi

utilizados consistiram em roteiros de entrevista e fichas de observação. Os resultados dos dados foram analisados usando o método de análise qualitativa. Os resultados mostraram que havia 9 valores multiculturais contidos na filosofia THK. As descobertas também mostram que os valores multiculturais da THK fornecem relevância positiva para o desenvolvimento do aprendizado de estudos sociais. Esta pesquisa fornece implicações práticas para professores e alunos sempre instilarem o valor da filosofia multicultural ao lidar com a diversidade social e o aprendizado em sala de aula.

Palavras-chave: Multicultural. THK. Estudos Sociais.

1. Introduction

Indonesia is an archipelago with diverse ethnicities, tribes, religions and cultures. (Setiyonugroho et al., 2022; Sipayung & Dwiningrum, 2020; Siyono et al., 2022; Susianti et al., 2019). This is why Indonesia is often known as a multicultural country (Sumarna et al., 2021; Susianti et al., 2019). Indonesia as a multicultural country requires people to always recognize and appreciate existing cultural differences (Jayadi et al., 2022; Kurniawan, 2020; Subiyakto et al., 2018).. To foster harmony between cultural variations, education that emphasizes understanding the importance of indoctrinating the values of cultural variations needs attention. Education is able to awaken students to understand that behaving tolerantly is reciprocal, appreciating, respecting, understanding each other (Kristyowidi, 2020).

Education in Indonesia emphasizes multicultural-based learning. Multicultural is a system of beliefs and behaviours that recognizes and respects the existence of all diverse groups within an organization or society, acknowledges different socio-cultural differences, and encourages and enables them to continue to contribute within an inclusive cultural context that empowers all within the organization or society (Aryani et al., 2021). Multicultural education is an approach based on the idea that students should have equal learning opportunities at school, regardless of their gender, social class, ethnicity, language, or cultural characteristics (Banks, 2015; Karadağ et al., 2021). Multiculturalism education emphasizes on two principles of recognizing ethnic differences and respecting the existence of people of different ethnicities in society (Polat & Güler, 2020; Rasimin, 2017).. Multicultural values can be implemented through various integrations in any subject. (Anifah et al., 2022; Sapendi, 2015; Susianti et al., 2019)..

Various expert opinions describe multicultural values with different perspectives. According to (Susianti et al., 2019) states that multicultural values are described through the

value of tolerance, the value of equality, the value of peace, and the value of love for the homeland. Multicultural values also include: living in differences, mutual trust and understanding, mutual respect, open-mindedness, respect and interdependence, non-violent conflict resolution (Sumarna et al., 2021). Umar and Tumiwa (2020) mentioned that multicultural values in the context of the learning process consist of the value of accepting cultural differences, respecting other individuals, cooperating with groups from different cultures, respecting differences in beliefs, and tolerance.

Multicultural values can be found through local wisdom, one of which is Tri Hita Karana. (Sari, 2021). Tri Hita Karana is three harmonious relationships that cause happiness for humanity (Dewi & Nadia, 2020). Sutrisna et al. (2019) mentioned the application of Tri Hita Karana in learning at school, namely (1) Good human relations with God Almighty, namely by praying, carrying out yadnya, and practicing religious teachings, (2) Good human relations with fellow humans, namely by loving and guiding each other, (3) Good human relations with the environment, namely by not hunting animals and cutting trees carelessly, not littering, because if this is done it can disturb the balance of nature. The application of the Tri Hita Karana local wisdom value in learning, teachers can instill local wisdom values that are beneficial to students and have a positive impact on students (Subawa, 2021).

The implementation of the Tri Hita Karana concept can have an influence on multicultural attitudes and learning outcomes because one of the Tri Hita Karana concepts, namely maintaining harmony with fellow friends and obeying religious orders and teachers, will be able to provide better results in an effort to achieve cognitive aspects, psychomotor aspects, and affective aspects that can provide life guidance to students (Mendra & Watra, 2019; Sriasih et al., 2019; Yunita & Trisiantari, 2019). Students will become more obedient to school rules, increase respect for teachers or elders, foster a sense of devotion to God Almighty and have a sense of caring for the environment (Dikta, 2020).

However, in reality, multicultural values are still not maximally taught in classroom learning. This is evidenced by various problems that arise due to the low understanding of multicultural values. (Pratama et al., 2021). Tilaar (2004) said that education in Indonesia has lost its momentum in transforming the nation's cultural values in the education process. Whereas education is a medium for internalizing, preserving and developing the nation's culture for every student (Miftakhu, 2016). Cultural values that are adiluhung neglected in the education process, especially social studies education.

In social studies learning, multicultural values are very important (Ireyefoju, 2010) because Social Studies is a discipline that studies human relationships and the workings of society (Crisolo et al., 2021). (Crisolo et al., 2021).. Social studies learning in schools should be directed at contextual matters and apply social issues in society to be the main source of learning and serve as a social studies education laboratory (Lasmawan, 2010). The benefits of implementing multicultural values are improving attitudes/ethics, helping individuals adapt to the environment, respecting differences (Anifah et al., 20). (Anifah et al., 2022; Jaya et al., 2019); minimizing the occurrence of conflict (Alfulaila et al., 2019; Susanti, 2020); forming a person who has local wisdom characteristics (Marzuki et al., 2020).

Based on interviews and observations at SMP Negeri 1 Singaraja, it was found that multicultural values have been well integrated through classroom learning and other activities. This is because students at SMP Negeri 1 Singaraja come from different religions, family backgrounds and cultures. Multicultural values that have been implemented include respect for religious differences, mutual tolerance, respect for different opinions, and the value of working together. The subject teacher explained that multicultural values are very important to maintain so that their existence can still be instilled in the learning context. Multiculturalism values are usually implemented based on the Tri Hita Karana concept.

Based on the problems described in the background, research related to multicultural value analysis is an urgency phenomenon that needs to be studied. This is in accordance with the perception (Agatta, 2022) that exploring the value of multiculturalism can be a good strategy in implementing multicultural education. Thus, the researcher focused this study on multicultural values in the philosophy of Tri Hita Karana and the relevance of multicultural values in the philosophy of Tri Hita Karana to social studies learning of Singaraja State Junior High School students. This research has the following objectives: (1) to find out the multicultural values in the philosophy of Tri Hita Karana; and (2) to explain the relevance of multicultural values contained in the philosophy of Tri Hita Karana to the social studies learning of Singaraja State Junior High School students.

2. Literature Review

Multicultural Values

Multiculturalism means the flow or understanding of many cultures, which leads to cultural diversity. (Atmarizon & Efendi, 2019). Multicultural values are an answer to the diversity of society and the demand for equal rights for every citizen (Kasanova et al., 2021).. The four dimensions of multicultural values by Bennett (2010) explain that these values are (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth. Furthermore, (Harahap et al., 2022) (Harahap et al., 2022) adapted multicultural values to education which are classified into 4 categories, namely respecting other people's traditions, recognizing women's equal rights, respecting other people's cultural products, and respecting other individuals' opinions. The core values of multicultural education are democratization, humanism, and pluralism. (Alfulaila et al., 2019)..

Research conducted by (Hasna Rufaida, 2017) proved that the values of multiculturalism obtained in the process of learning social studies include the value of tolerance, mutual respect, respect for differences, responsibility, and awareness that grows in each student. The value of multiculturalism can also be realized through the attitude of tolerance, the attitude of accepting the existence of others, the teachings of 'Tat Twam Asi and the concept of desakalapatra. (Bahrudin & Zurohman, 2022)..

Tri Hita Karana Philosophy

Tri Hita Karana as a whole, synergistic and consistent unity as a universal philosophy of life. Pendit (2009) points out that THK comes from the Sanskrit language which belongs to the Old Javanese language and then becomes Balinese. The word THK consists of three words, namely Tri, Hita, and Karana. The word Tri means three, Hita means prosperity, and Karana means cause. So, based on the meaning of the word, THK means the three causes of welfare or happiness for humans. THK includes three precepts, namely Prahyanan, Pawongan, and Palemahan.

THK consists of three aspects, namely: first, Hyang Widhi Wasa (God) - Parhyangan.

This refers to the harmonious relationship between humans and God implemented through the form of devotion to God. Second, Pawongan refers to the harmonious relationship between human beings based on love. Pawongan is a belief in the nature of man as homo socius (Driyarkara, 1980). Third, Palemahan refers to the harmonious relationship between humans and nature. Humans are part of nature in order to sustain their lives. This relationship is realized in the form of asih (compassion) (Astiti et al. 2011) in Bawa Atmadja's quote.

Putra (2016) emphasized that through the application of the three parts of Tri Hita Karana, namely Parhyangan, students will be accustomed to praying before and after learning, secondly Pawongan where students will be used to tolerating each other's class conditions, and thirdly Palemahan, students are able to use the environment wisely, beautifully and sustainably.

Social studies learning

In Indonesia, the term social studies as a new science began to be included in the school curriculum in 1975 (SMP-SMA) and in 1976 (SPG). This subject plays a role functionalize and realize the social sciences are theoretical into real life in society. Some educational experts expressed an opinion about the notion of social studies. According to Djahiri and Ma "mum, "Social Studies is a science that combines a number of selected concepts from the branches of social science and other sciences and then processed based on educational and didactic principles to be used as a teaching program at the school level".

Soemantri (2019) states that social studies is an educational program and not a separate sub-discipline, so it will be found in both the nomenclature of the philosophy of science, the discipline of social sciences, and the science of education. Meanwhile, according to Sumaatmadja (2019) that fundamentally teaching social studies is concerned with human life involving all behavior and needs.

Edgar B. Wesley explains that IPS studies the relationship between humans in a scientific manner, directed to various kinds of experimental activities, research, and discoveries in order to expand the boundaries of knowledge about humans and their relationship with each other and with the environment. Sistrunk Masson defines IPS as a teaching that guides the younger generation to become intelligent citizens, live functional, effective, productive, and useful.

Kosasih Djahiri explains that the purpose of social studies learning is to foster and encourage students to understand, appreciate, and appreciate the existence of cultural diversity

and similarity, fostering students to influence the values that exist in society, and fostering students to participate in community life.

3. Methodology

Research Design

This research uses descriptive research with a qualitative approach. Qualitative research is a research process by investigating social problems (Mazid & Suharno, 2019). The descriptive qualitative was chosen as a design of this research because it emphasizes on exploring the multicultural values of Tri Hita Karana philosophy and its relevance to the social studies learning. Thus, the data should be represented in detail with explanations.

Participants

This research was conducted at SMP Negeri 1 Singaraja. The subjects involved in this study consisted of 2 social studies teachers, and 10 students of class VIII SMP Negeri 1 Singaraja. They were selected as participants of the research since the research consider several reasons. One of them is the observed participants have implemented Tri Hita Karana concept for a long period so that the results of the analysis were more reliable.

Data Collection Tools

The data collection techniques used were interview and observation. The instruments used were interview guide and observation sheet. The observation sheet and semi-interview guide were useful for collecting data related to multicultural values that have been applied in the school environment as well as during the social studies learning context. The researcher took the role as the main data collector designed with instrument guides for observation and interviews. The instruments used have been analyzed for validation and reliability before being applied as data collection tools.

Data Collection

After drafting the semi-structured interview guide, the researchers sought school approval through the principal. The researchers also sought participants' consent prior to data collection as part of the ethics protocol. The interviews were conducted at a time that was most convenient for the participants at the school. Before the interview ended, the researchers clarified some statements that were unclear and needed further explanation. Responses from the participants were translated from Indonesian to English to facilitate analysis and interpretation. Interviews lasted five to 10 minutes per participant.

Data Analysis

Data were verified to measure validity by cross-checking. Data analysis was conducted using the qualitative analysis technique of the interactive model of Miles & Huberman (1992). The steps taken were data collection, data reduction, data presentation, and data verification or conclusion drawing.

4. Results

Multicultural Values in Tri Hita Karana Philosophy at SMP Negeri 1 Singaraja

This research is a descriptive qualitative research that aims to explore multicultural values contained in the philosophy of Tri Hita Karana. Based on the results of the analysis through interactive model qualitative analysis techniques, it was found that there are several multicultural values in the philosophy of Tri Hita Karana. The multicultural values can be divided into three dimensions of Tri Hita Karana, namely Parahyangan, Pawongan, and Palemahan. The results of the analysis can be seen in Table 1.

Table 1. Multicultural Values in the Tri Hita Karana Philosophy

Dimensions of Tri Hita Karana	Multicultural Values
Parahyangan	a) Respect each other's beliefs b) Religious
Pawongan	a) Respect other people's opinions b) Recognizing differences c) Tolerance d) Togetherness/Solidarity/Cooperation e) Empathy
Palemahan	a) Respect for the surrounding environment b) Mutual cooperation

(1) Multicultural Values in the Parahyangan Dimension

Parahyangan is part of Tri Hita Karana which illustrates the relationship between humans and God. The multicultural value derived from this philosophical concept is the value of respecting beliefs. SMP Negeri 1 Singaraja is known as one of the public schools that has students with diverse origins. This leads to religious diversity in each class. Through instilling the philosophy of *Tri Hita Karana* in each student, they are directed and required to always respect each person's beliefs and religions. With the *Parahyangan* dimension instilled, each student learns to understand that each religion has its own way of building a harmonious relationship with God.

Based on interviews with teachers at SMP Negeri 1 Singaraja, it can be stated that the implementation of the value of the Parahyangan dimension is carried out by requiring students to pray before learning begins and after learning is completed. During this activity, students of Christianity, Islam, Hinduism, or Buddhism are directed to pray according to their beliefs. So indirectly, the concept of this activity trains students to respect each of their beliefs while instilling an attitude of religiosity in themselves.

(2) Multicultural Values in the Pawongan Dimension

Pawongan is the second dimension of the Tri Hita Karana philosophy, which means maintaining harmonious relationships with humans. This concept is usually implemented by respecting, loving and guiding each other. Based on Table 1, there are 5 multicultural values in the *Pawongan* dimension, including a) Respecting other people's opinions; b) Recognizing

differences; c) Tolerance; d) Togetherness/Solidarity/Cooperation; and e) Empathy. Based on the results of interviews with the subjects observed, the concept of *Pawongan* implemented at SMP Negeri 1 Singaraja emphasizes more on how to foster and maintain harmony between teachers and teachers, students and teachers, and students and students. This is usually applied in every lesson and extracurricular activities outside the classroom.

Respecting other people's opinions is the first multicultural value in the *Pawongan* concept. Basically, humans cannot live alone. They live side by side and need each other. Without an attitude of respect for the opinions of others, the harmonious relationship between people that is emphasized in the concept of *Pawongan* will not be able to be realized optimally. Students who come from different family and economic backgrounds will be directed to respect the opinions of other individuals regardless of their economic status. The second value is recognizing differences. This value teaches all students to recognize the various differences that exist in their environment. The differences in question include religion, culture, customs, habits, economy, and social status. The third is the value of tolerance. Through the concept of *Pawongan*, tolerance can be instilled early in students. This is evidenced by the results of observations, where the majority of students obey school rules and no cases of bullying between students were found. The next multicultural value in the *Pawongan* concept is togetherness and empathy. The observed teacher stated that the teaching to maintain harmony among others can indirectly teach students to maintain solidarity / togetherness as well as instill their sense of empathy for the individuals around them.

(3) Multicultural Values in the *Palemahan* Dimension

The concept of *palemahan* emphasizes the way humans form harmonious relationships with the surrounding nature. It can be said that humans cannot live well without the support of a good environment. The concept is taught by instilling various values contained in the *Palemahan* dimension. Based on the results of interviews with research subjects, it was stated that the *Palemahan* concept teaches 2 multicultural values to teachers and students at SMP Negeri 1 Singaraja, namely the value of respecting the surrounding environment and the value of mutual cooperation.

The concept of *Palemahan* is usually implemented by not littering and cleaning together in the school environment. The concept instilled in these daily activities directs and familiarizes

students to appreciate the surrounding nature and arouses their mutual cooperation attitude in protecting the environment. Thus, it can be said that the two values are closely related to the concept of *Palemahan* that is instilled.

Relevance of Tri Hita Karana Multicultural Values in Social Studies Learning at Singaraja State Junior High School

The multicultural values of *Tri Hita Karana* certainly have a positive impact on the social development of students. In relation to social studies learning in the classroom, *Tri Hita Karana* multicultural values have a positive relevance. The results of the relevance can be presented in Table 2.

Table 2. Relevance of Tri Hita Karana Multicultural Values to Social Studies Learning

Dimensions of Tri Hita Karana	Multicultural Values	Relevance
Parahyangan	a) Respect for beliefseach b) Religious	- Creating an attitude of religious tolerance - Strengthening beliefs
Pawongan	a) Respect other people's opinions b) Recognizingdifferences c) Tolerance d) Togetherness /Solidarity/Cooperation e) Empathy	- Improving social studies learning outcomes in the affective domain Embedding democratic attitudes - Improve social skills/multicultural competencies - Understanding ethnic, tribal and cultural differences (plurality) - Cultivate an attitude of cooperation with people of different cultures - Instilling reciprocity
Palemahan	a) Respect for the surrounding environment b) Mutual cooperation	- Increase students' sensitivity to socio-cultural changes in the surrounding environment - Creating student creativity in utilizing natural resources as social studies learningmedia - Creating a respectful classroom environment

5. Discussion

Based on the results and discussion above, it can be stated that multicultural values in the Pawongan dimension are more dominant than the other two dimensions of Tri Hita Karana.

Multicultural values in the Parahyangan dimension tend to focus on the value of respecting beliefs and religious values in students. Meanwhile, in the Pawongan dimension, the multicultural values instilled emphasize the value of respecting diversity, togetherness, tolerance and empathy. Then, multicultural values in the Palemahan dimension only focus on the value of respecting the environment and working together. This is in accordance with the results of research which explains that the concept of Tri Hita Karana teaching introduces the values of living together which focuses on the cultivation of religious values, social values, the value of respecting gender differences, the value of justice, democratic attitudes, and the value of respecting the natural environment (Parmajaya, 2018).

In particular, social studies education is an effective means to instill multicultural awareness, and vice versa. One of the missions of social studies education at the primary and secondary school levels is: equip students with the ability of knowledge, attitudes, values, morals, and life skills that are useful for understanding themselves and the environment of the nation and state. The environment referred to in this context includes the diversity of tribes, religions, races, ethnicities and languages that exist in Indonesia. Education that has been embedded in the curriculum of primary education to higher education has presented the concept of diversity.

The THK cultural concept is a concept that prioritizes the principles of togetherness, harmony, and balance between economic goals, environmental and cultural preservation, as well as aesthetics and spirituality. Meanwhile, social studies is a subject that emphasizes the principles and concepts of social life. Social studies is grouped into two aspects, namely (1) the ability to develop the concept of social life, and (2) the ability to apply the concept of social life through practical learning experiences. (Subiyakto et al., 2018).. Tri Hita Karana philosophy contains multicultural values that are relevant to the development of social science. One of them is applying social life concepts through practical learning experiences. Through the implementation of multicultural values in THK, students can apply the concept of real social life. This is in line with the opinion of Derderian-Aghajanian (2010) who states that if social and cultural values are encouraged and supported, through the use of context or through recognition of personal direction, teaching and learning will be more meaningful. Pluralism and cultural diversity alone are not enough to train young people to live and work in an increasingly globalized and knowledge-based society.

Multicultural values in the Parahyangan dimension have a close relevance to the implementation of social studies learning at SMP Negeri 1 Singaraja. The concept and value of

Parahyangan instilled in students helps them to create an attitude of religious tolerance and strengthen beliefs. In the context of social studies learning in the classroom, the concept of Parahyangan teaches all students to perform prayers without distinguishing others in terms of their religion. This directly instills religious tolerance behavior and still believes in their respective religions.

Furthermore, multicultural values in the Pawongan dimension are very relevant for the development of students' social studies learning. The concept of Pawongan teaches many things about the social life of the community. Thus, the multicultural value of the Pawongan concept provides an opportunity for students to improve their social studies learning outcomes in the affective domain. The affective domain is a learning outcome related to emotions such as appreciation, values, feelings, enthusiasm, interest, and attitude towards something (Karthwoll,). In relation, the affective domain that can be improved through the application of Tri Hita Karana multicultural values is the level of acceptance (respect for the rights of others). This is evidenced by the attitude of students after being taught the concept of Pawongan. Students who were observed showed respect for differences in opinion, acknowledging differences and tolerance so that there was no negative stereotyping or discrimination in the classroom. This is in accordance with the results of research (Azizah and Muslih, 2019) which states that multicultural values have a positive effect on students' social development, especially respect for others, socializing, and tolerance.

In addition, the multicultural value of recognizing differences in the concept of Pawongan also contributes to efforts to instill democratic attitudes in the context of social studies learning. This attitude is evidenced by the commitment to respect the right to express opinions shown to students. This is exemplified by the behavior of students who appreciate every opinion that exists during group learning. The teaching to maintain harmonious relationships with others also encourages students to improve their social skills in social studies learning, especially in conducting social interactions with friends or teachers.

The multicultural value of the Pawongan concept is very relevant to social studies learning, especially helping students to understand ethnic, tribal and cultural differences that are directly related to pluralism. By instilling the value of Pawongan, students in the classroom will learn to understand that they come from different cultural backgrounds. However, this diversity does not prevent them from tolerating each other because the principle of the Pawongan concept is to form harmonious relationships between fellow human beings. Therefore, the value

is directly influential or relevant to social studies learning. This is in line with the results of research found by Pranata, Aman & Setiawan (2019) which states that the implementation of multicultural values in history learning can foster attitudes of tolerance and nationalism. To create a school that is friendly to cultural diversity, real efforts are needed to introduce and encourage awareness of cultural diversity to all students. Some important efforts have been made by schools such as integrating cultural diversity into curricular and non-curricular activities, displaying attitudes and behaviors that are friendly to diversity, introducing local cultures, and involving parents and local communities (Arbin Janu Setiyowati, Henny Indreswari, Irene Maya Simon).

From an attitude of tolerance by understanding ethnic or cultural differences, a sense of belonging and reciprocal relationships will arise. The reciprocal relationship in question is the attitude of caring for each other with empathy. It is proven by students of SMP Negeri 1 Singaraja that multicultural values in the Pawongan dimension can foster reciprocal relationships. One example is when a friend finds it difficult to follow the lesson, another student will try to teach his friend without mocking.

The last dimension is the Palemahan dimension. This dimension contains 2 elements of multicultural values, namely respect for the surrounding environment and mutual cooperation. If these two values are implemented in social studies learning, students can increase their sensitivity to socio-cultural changes in the surrounding environment. The attitude of respecting the surrounding environment that has been instilled both outside and inside the classroom, can automatically train them to be sensitive to various natural phenomena and social changes that occur. This is quite helpful for students in the development of their social knowledge. Especially when students learn about social conflict in social studies learning. In addition, appreciating the surrounding environment can affect students' creativity so that they are able to utilize natural resources as a medium for social studies learning. Another relevant thing is, the value of the Palemahan dimension is mutual cooperation where this attitude has a positive impact on students to create a respectful classroom environment. Indirectly if the classroom environment is formed conducive, then the learning objectives of social studies will be achieved to the maximum.

Based on the above discussion, it can be stated that the philosophy of Tri Hita Karana has a variety of multicultural values both from the dimensions of Parahyangan, Pawongan and Palemahan. All multicultural values that exist in the philosophy has a high relevance to social

studies learning. Because multicultural values and social studies learning both emphasize the social life of society. The research provides implications for the development of social studies learning outcomes, where teachers and students need to have a caring attitude towards multicultural values so that social skills are improved.

6. Conclusion

Multicultural values have become one of the evidences of the diversity of society and the demand for equal rights for every citizen. Multicultural values contained in a philosophy that exists in society not only affect the social conditions of society, but it can also have an impact on the field of education. So, based on the results of the research it can be concluded that multicultural values in the Tri Hita Karana philosophy both from the parahyangan, palemahan, and pawongan dimensions are very diverse and meaningful. This value has a close relationship and relevance to the development or success of social studies learning. In general, these multicultural values make it easier for students to adapt to the environment, appreciate differences and unity, and foster a good relationship with God.

This research has practical implications for the implementation of social studies learning, especially educators in instilling attitudes and social skills towards students. Teachers can adopt some of the multicultural values contained in the philosophy of Tri Hita Karana as an initial technique to instill a good attitude of social interaction towards God, Man, and the Environment. Thus, the learning objectives of social studies will be realized perfectly.

Suggestion

Based on the research findings, it is suggested that future researchers need to examine more deeply the relevance of multicultural values that exist in a local wisdom to the field of study in the context of education. The relevance analyzed is not only limited to social studies learning, but also in more diverse fields of education. This is intended to gain broader knowledge of the relevance of multicultural values that exist in society. In addition, social studies teachers are advised to instill multicultural values in THK philosophy early on to students both outside the classroom and in the classroom.

Limitation

The study was limited to the participants being involved and the multicultural values of a certain philosophy were being analyzed. The future researchers need to involve various participants so that the research findings can discuss more broader and depth analysis about multicultural values and its relevance for education subject.

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