



Plagiarism Checker X - Report

Originality Assessment

0%

Overall Similarity

Date: Jan 11, 2026 (04:40 AM)

Matches: 6 / 4970 words

Sources: 1

Remarks: No similarity found,
your document looks healthy.

Verify Report:

Scan this QR Code



Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 651 – 661,
<https://doi.org/10.58421/gehu.v5i1.995> ISSN 2963-7147 651 Newspaper homepage:
<https://journal-gehu.com/index.php/gehu> Development of Kado Ragam with Tri Hita Karana
Content to Enhance Learning Activity and Learning Outcomes in Pancasila Education for
Grade V Elementary School Students I Nyoman Sudianta¹, Dewa Bagus Sanjaya², I
Wayan Suastra³ ^{1,2,3}Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan
Ganesha, Singaraja, Bali Article Info ABSTRACT Article history: Received 2025-12-10
Revised 2026-01-06 Accepted 2026-01-10 This research aims to produce media,
determine the validity and practicality of the media, and describe the effectiveness of
developing domino card media on diversity (kado ragam) with Tri Hita Karana content to
increase activity and learning outcomes in Pancasila Education. Development research
type using the ADDIE model. The study subjects were students from SD N Renon
Denpasar, comprising 30 students in class VA and 32 in class VB, along with four teachers
serving as practitioners. The data collection methods are questionnaires and tests. The
research instruments include media, materials, practicality, learning activities, and multiple-
choice tests. The learning activity instrument was tested for validity and reliability. The
learning outcome instrument was tested for validity, reliability, discrimination, and difficulty.
Data analysis was performed using percentages, one-way ANOVA, and multivariate tests.
The research results show that: Various gifts are presented in printed form, with media
validity at 92.3%, material at 95.39%, and practicality at 86.05, which falls into the very
practical category. The effectiveness results show statistical values for Pillai's Trace, Wilks'
Lambda, Hotelling's Trace, and Roy's Largest Root, with an F-statistic of 83.280 and a
significance level of 0.001. This value is smaller than the significance level of 0.05 ($p <$
0.05). Conclusion: The Kado Ragam media simultaneously influences Tri Hita Karana
content on student activity and learning outcomes. Keywords: Activeness of learning Kado
Ragam Learning Outcomes Pancasila Education Tri Hita Karana This is an open-access
article under the CC BY-SA license. Corresponding Author: I Nyoman Sudianta
Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha, Singaraja,

Bali Email: nyoman.sudianta83@gmail.com 1. INTRODUCTION Pancasila and citizenship education, as a manifestation of character education in the practice of its teachings, emphasize the aspect of attitude without eliminating the cognitive and psychomotor aspects [1], [2]. Pancasila and Citizenship Education in elementary schools: the learning material for grade V emphasizes the importance of students' understanding of the values of diversity in society. In Indonesia, a country with diverse

<https://doi.org/10.58421/gehu.v5i1.995> 652 ethnicities, cultures, noble values, and religions, education about diversity is crucial [3]. However, Pancasila education materials are often delivered in a rote, less engaging way, so students do not understand or appreciate the importance of diversity [4]. The learning process of Pancasila Education is difficult for students to understand because the material is too heavy; sometimes, students are less active during the learning process [5], [6]. Lack of use of learning media during Pancasila Education learning [7], [8]. At the end of the lesson, the teacher gives evaluation questions; many students fail to complete them and achieve poor learning results [9], [10], [11]. Therefore, the use of game media, such as dominoes of diversity, is expected to be a solution to overcome this problem. This media not only presents information about diversity in an interactive manner but also encourages students to participate in the learning process actively [12]. The Domino cards used in this study are question-and-answer cards. Learning is fun because it can provide opportunities for students to work together in groups, fostering a spirit of competition in a healthy, responsible, cooperative, and creative way, and improving cognitive skills, including creative thinking and quick thinking [13], [14]. Through games, students can learn to recognize and appreciate the differences that exist around them, as well as understand the importance of tolerance and cooperation in community life [15], [16], [17]. Through a game of dominoes, students can interact with one another, discuss, and share views, which, in turn, can strengthen their understanding of the values of diversity [18], [19]. The application of values that respect diversity is in harmony with Tri Hita Karana's teachings. Tri Hita

Karana means a harmonious relationship with the god almighty by respecting his creation (Parahyangan), respecting and protecting the surrounding environment (palemahan), and maintaining harmony with the surroundings (pawongan). Concept Tri Hita Karana is a teaching that is always tucked away, as Balinese culture is firmly rooted in the values of harmonization through Tri Hita Karana [20], [21], [22]. Cultural practices such as traditional ceremonies, dance arts, traditional architecture, and daily survival practices are reflected in Tri Hita Karana [23], [24]. Teachings Tri Hita Karana Teaching students to be able to enforce religious values, cultivate social values in society, respect gender differences, inculcate social justice values, develop democratic attitudes, instill honesty, display honesty, improve attitudes and fighting power or resilience, develop responsible attitudes, and protect the environment of the universe [25], [26]. Therefore, the purpose of this research is to develop a diversity domino card learning media (KADO RAGAM) to Improve Learning Activities and learning outcomes in Pancasila education for Grade V elementary school students. The development of this media uses the ADDIE model. (Analysis, Design, Development, Implementation, and Evaluation) [15], [27]. This research is supported by previous research, namely the use of domino media, a letter to my experience, which can be influential in improving student learning outcomes [28]. Then the results of the effectiveness test showed an average pretest score of 53.52 < an average posttest result of 83.69, and it can be said that domino card media is effective in improving student learning outcomes [29]. Through this game, students are invited to collaborate and discuss, which can lead them to share knowledge and experiences [30].

<https://doi.org/10.58421/gehu.v5i1.995> 653 2. METHOD The research method is research and development. The research design, as applied to the ADDIE model, is as follows. Figure 1. ADDIE Design [31] The object of the research is the domino card media of diversity, while the subject of the research is the students of SD N Renon Denpasar, which consists of 30 VA classes, 32 VB classes, and four teachers as practitioners. The research instrument consisted of questionnaires on the validity of the

media, materials, practicality, small-group trials, and learning effectiveness. The multiple-choice test instrument consists of 20 questions that have been declared valid and reliable, show good differentiation, are of good difficulty level, and are deceitful in the good category. Data analysis techniques include quantitative and qualitative methods.

Quantitative by conducting an analysis prerequisite test consisting of normal, homogeneous, box's M, and multicorrelation test and hypothesis test to test the effectiveness of media on learning outcomes, learning activity, and simultaneously to measure learning outcomes and learning activity. Meanwhile, qualitative research was conducted to gather input from judges on media improvements. 3. RESULTS AND

DISCUSSION 3.1 Results Design and construction of diversity domino card media

(Variety Gifts) include products sized and printed on paper. 1 The following is a design for

making domino card media displayed in tables and pictures of Kado Ragam media. Table

1. Stages of Design Making No. Stages Description 1 Application □ Adobe Photoshop is

used to edit photos (content). □ Adobe Illustrator is used to prepare design assets such as backgrounds for various gifts, design elements for various gifts, and other design assets,

and at the same time to design a variety of gifts. 2 Steps □ Determining the overall content

of the variety gift □ Prepare the content (photos) needed for various gifts □ Prepare

designs for various gifts, such as backgrounds, element designs, and other designs in the

Adobe Illustrator application □ After all the design assets and content have been

collected, compile the entire content in the Adobe Illustrator application itself □ Next,

convert the file to a print-ready file

<https://doi.org/10.58421/gehu.v5i1.995> 654 Figure 2. Game Rules and Various Gift Game Boards with Load Error Figure 3. A Variety of Gifts with Tri Hita Contents Due to the Difficult Category Figure 4. Various Gifts with Tri Hita Karana Contents Easy Category Results of the Validity of the Diversity Domino Card (Variety Gift) with Tri Hita Karana Contents The results of the validity assessment of the diversity domino card media (variety gifts) with Tri Hita Karana content, conducted by two experts, are shown in the

following table. Table 2. Results of the Validity of Various Gift Media with Tri Hita Karana Content

Content No	Aspects	Expert I	Expert II	Quantity	Percentage (%)
1	Text Message Design	26	30	56	46,67
2	Image Message Design	19	17	36	30
3	Organizing	14	14	28	23,33
Quantity		59	61	120	100
Percentage		45,38	46,92	-	-
Total Percentage Achievement Rate		92,3			

The validity results for the various gift media with Tri Hita Karana content are 92.3% in the very valid category, suitable for use without revision. The results of the validity of the material on various gift media with Tri Hita Karana content are shown in the following table.

<https://doi.org/10.58421/gehu.v5i1.995> 655 Table 3. Results of the Validity of Various Gift Materials with Tri Hita Karana Content

Content No.	Aspects	Expert I	Expert II	Quantity	Percentage (%)
1	Curriculum	13	14	14	12,62
2	Material	20	19	39	35,13
3	Evaluation	8	10	18	16,22
4	Language	20	20	40	36,03
Quantity		61	63	111	100
Percentage		46,92	48,46	-	-
Total Percentage Achievement Rate		95,38			

The validity results for the various gift media materials with Tri Hita Karana content are 95.39% in the very valid category, suitable for use without revision. The results of the Small Group Trial of Diversity Domino Cards (Variety Gifts) were tested in small groups of 9 students. The results of the small group trials are shown in the following table. Table 4. Results of Small Group Trials of Various Gift Media with Tri Hita Karana Content

Content No.	Aspects	I	II	III	IV	V	VI	VII	VIII	IX	Volume
1	Media	18	16	16	18	16	16	17	16	149	30,2
2	Material	28	28	28	29	30	30	33	29	30	265
3	Benefits	8	8	8	9	8	10	10	8	10	79
Quantity		54	52	52	56	54	56	59	54	56	493
Percentage rate (%)		9,2	8,9	8,9	9,6	9,2	9,6	10,1	9,2	9,6	84,27

The results of the small-group trial of Media Kagift Ragam with Tri Hita Karana Content were 84.27% in the very feasible category. The validity results for the various gift media with Tri Hita Karana content are 92.3% in the very valid category, suitable for use without revision. The validity results for the various gift media materials with Tri Hita Karana content are 95.39%, placing them in the very valid category, suitable for use without revision. The results of the small-group trial of various gift media with Tri Hita Karana content were assessed by nine students; the acquisition rate was 84.27% in the very feasible category. The validity of the

development of a variety of gift media with Tri Hita Karana content. In accordance with previous research, the modified domino card media is highly valid, and the practical results obtained are highly practical [32], [33]. Other research results show that, in accordance with the validation criteria set by the validators, the culture-based domino card media created obtained very high media and material validity [12]. Results of the Practicality of Diversity Domino Card Media (Variety Gifts) with Tri Hita Karana Content The practicality of various gift media in conveying Tri Hita Karana content, as assessed by four classroom expert teachers, is shown in Table 5. The results of the Percentage of practicality of various gift media with the content of Tri Hita Karana 86.05 in the category are very practical.

<https://doi.org/10.58421/gehu.v5i1.995> 656 The results of this practicality test are consistent with previous research, which found that the level of practicality of the modified domino card learning media is very practical, based on the average score of the teacher's response questionnaire [34]. Students love and are interested in the game of dominoes because it offers interesting gameplay and a simple way to play, and at the evaluation stage, it shows very practical results when used in elementary school learning [35].

Domino Card Media has a unique feature, namely learning while playing, to engage students in ongoing subjects and serve as a practical educational medium [36]. Table 5. Practicality of Kado Ragam Media with Tri Hita Karana Content By Teacher No. Aspects I II III IV Quantity Percentage (%) 1 Attraction 18 16 16 18 68 27,42 2 Content 14 13 14 12 53 21,37 3 Usage 14 14 13 14 55 22,18 4 Language 10 9 9 10 38 15,32 5 Evaluation 9 8 9 8 34 13,71 6 Quantity 65 60 61 54 248 100 Percentage (%) 23,21 21,78 21,78 19,28 - -

Total Percentage (%) 86,05 Using domino learning media, students can learn while playing, a practical approach that children enjoy. Students can benefit from playing while learning with their classmates by using game-based learning to understand abstract and fun subjects [37]. Results of Quantitative Test Analysis of Diversity Domino Card Media (Variety Gifts) with Tri Hita Karana Content The results of the quantitative test consisted of

the analysis-prerequisite tests, namely normality, homogeneity, Box's M test, and multicollinearity. Table 6. Normality Test Results of Learning Activity and Learning Outcomes Variable Experiments Kolmogorov-Smirnova Shapiro-Wilk Statistic Df Sig. Statistic Df Sig. Experimental Learning Outcomes Experiments ,131 30 ,197 ,942 32 ,103 Experimental learning activity Experiments ,078 30 ,200* ,980 32 ,836 Control Learning Outcomes Experiments ,137 30 ,155 ,945 30 ,127 Activeness of Learning Control Experiments ,075 30 ,200* ,982 30 ,880 The results of the normality tests for learning activity and learning outcomes were based on the Kolmogorov-Smirnov and Shapiro-Wilk tests, both with p-values > 0.05, indicating that both data sets are normally distributed. Table 7. Homogeneity Test Results of Various Gift Media with Load Tri Hita Karana No. Homogeneity Test Significance results

<https://doi.org/10.58421/gehu.v5i1.995> 657 1 Learning Activity Based on Average 0,538 2 Learning Outcomes Based on Average 0,988 The results of the homogeneity test of activeness and interest in learning were tested with a statistical Levene's test, with the acquisition of the significance of both data > 0.05, which means that the data is homogeneously distributed. The use of MANOVA also requires a test of homogeneity of variance matrices, performed with the Box's M test in SPSS 26.0 for Windows. The results of the variancecovariance matrix homogeneity test, namely the Box's M homogeneity test, are presented in Table 8. Table 8. Box's M Homogeneity Test Results Box's M 4,719 F 1,516 df1 3 df2 753065,910 Sig. ,208 Based on Table 8, it appears that the value of F = 1.544 with a significance value of 0.208. The significance figure was greater than 0.05 (p > 0.05). This shows that the variancecovariance matrix between dependent variables is not different, in other words. So, the variance matrix for the variables of activity and learning outcomes is the same (homogeneous). The multicollinearity test aims to determine whether there is a relationship between two bound variables. Multicollinearity can be assessed using Pearson's correlation in SPSS 26.0 for Windows. The results of the multicollinearity test are presented in Table 9. Table 9. Multicollinearity Test Results

Variable Activeness Learn Learning Outcomes Activeness of learning Pearson Correlation 1 ,208 Sig. (2-tailed) ,105 N 62 62 Learning Outcomes Pearson Correlation ,208 1 Sig. (2-tailed) ,105 N 62 62 Based on Table 9, it appears that the Pearson Correlation value (r) is 0.184 with a significance value of 0.208. The correlation value was smaller than 0.8, and the significance value was greater than 0.05 ($p > 0.05$). This shows that the correlation value between the activeness variable and learning outcomes is not significant. Thus, it can be concluded that there is no correlation between the variables of activity and learning outcomes, and that there is no multicollinearity. The results of the data analysis are presented in the appendix.

3.2 Discussion

Domino cards here are not like dominoes in general [38]. The technique of the diversity domino card game modifies the rules of the domino card game used by previous researchers,

<https://doi.org/10.58421/gehu.v5i1.995> 658 namely by throwing one card, then having students pair the answers that match the questions on the cards. Once you put the questions and answers on the dominance card one by one, the next card will follow. The paired answers must match the question. At this stage, students must really understand the material to match the questions to the answers. This activity can also have a positive impact on students because a combination of practice activities packaged as domino card games can strengthen skills in collaborating with peers, understanding questions, and matching questions to answers [39]. The validity of the development of a variety of gift media with content Tri Hita Karana. In accordance with previous research, the modified domino card media is highly valid, and the practical results obtained are highly practical [32], [33]. Other research results show that, in accordance with the validation criteria that the validators have set, learning media in the form of domino card media based on the Balinese local wisdom culture Tri Hita Karana that was created, obtained the results of the validity of the media, and the material is very valid [12]. The results of this practicality test are consistent with previous research, which found that the level of practicality of the modified domino card learning media is very practical, based on the average score of the

teacher's response questionnaire [34]. Students love and are interested in the game of dominoes because it offers interesting gameplay and a simple way to play, and at the evaluation stage, it shows very practical results when used in learning in elementary school [35]. Domino Card Media has a unique feature: learning while playing, which engages students in ongoing subjects and serves as a practical educational medium [36]. The results of the effectiveness test showed an increase in student learning outcomes, with scores falling into the medium category. These findings show that domino card media developed using the ADDIE model have improved students' understanding of PPKn material [32]. The learning atmosphere when using dominoes becomes fun, which increases students' interest in understanding the learning materials and can improve student learning outcomes [40]. Students taught with domino cards achieved better learning outcomes than those taught with conventional methods [41], [42]. The application of domino cards in learning meets students' needs, improves understanding of the material in context, accommodates diverse learning styles, and increases student engagement by emphasizing students' involvement in composing dominoes, answering questions, and solving problems. The domino game emphasizes the responsive aspect created from student feedback to the material presented. In addition, the educational aspect ensures that the material aligns with the curriculum and learning objectives [43]. The integration of local wisdom into Pancasila Education learning can improve students' contextual understanding [44], [45]. Learning based on Tri Hita Karana local wisdom can serve as a guide for students' lives, helping them remain pious towards god, love fellow humans, and protect the universe [45], [46].

ACKNOWLEDGEMENTS

<https://doi.org/10.58421/gehu.v5i1.995> 659 I'm much obliged to the: Postgraduate Program, Basic Education Program, Universitas Pendidikan Ganesha Bali, supervisor 1: Dewa Bagus Sanjaya, and supervisor 2: I Wayan Suastra.

REFERENCES

[1] D. B. Sanjaya et al., 'The implementation of balinese follore-based civic education for strengthening character education', *Cypriot J. Educ. Sci.*, vol. 16, no. 1, pp. 303–316,

2021, doi: 10.18844/cjes.v16i1.5529. [2] I. W. Kertih and I. P. Sriartha, 'Nangun Sad Kerthi Oriented Heutagogy Approach In Social Studies Learning And Its Impact On Social Care Attitudes And Digital Skills', in The 1st International Conference Of Social Studies, Universitas Lambung Mangkurat, 2022, p. 88. doi: <https://doi.org/10.20527/sscp.vi.525>. [3] N. M. N. W. Paramita and D. B. Sanjaya, 'Peran Lingkungan Sekolah dan Sikap Disiplin dalam Membentuk Semangat Belajar Pendidikan Pancasila terhadap Siswa Fase A Sekolah Dasar', *JlIP - J. Ilm. Ilmu Pendidik.*, vol. 8, no. 5, pp. 4793–4800, 2025, doi: 10.54371/jiip.v8i5.7856. [4] M. D. Siregar, I. W. Lasmawan, and I. Putu, 'Learning Module for IPAS Based on Tesuling Local Cultural Values : Instilling Global Diversity and Religious Moderation in Elementary Students', *Educ. Process Int. J.*, vol. 18, no. 18, p. 1, 2025, doi: 10.22521/edupij.2025.18.433 Learning. [5] R. Nur Aisah, S. Masfuah, and W. Shokib Rondli, 'Analisis Fkator Penyebab Kesulitan Belajar PKn di SD', *Didakt. J. Ilm. PGSD STKIP Subang*, vol. 8, no. 1, pp. 671–685, 2022, doi: 10.36989/didaktik.v8i1.339. [6] I. A. P. Y. P. Dewi, I. M. Yudana, and D. B. Sanjaya, 'Penerapan Model Kooperatif Tipe Jigsaw dalam Meningkatkan Hasil Belajar dan Sikap Sosial Dalam Mata Pelajaran PPKn Pada Siswa Kelas VIII B Di SMP Negeri 5 Singaraja', *J. Media Komun. Pendidik. Pancasila Dan Kewarganegaraan*, vol. 2, no. 2, pp. 218–226, 2021. [7] R. Lastari and D. Saragi, 'Analisis Permasalahan Pembelajaran Pendidikan Kewarganegaraan (PKn) Pada Siswa Madrasah Ibtidaiyah Negeri 8 Langkat', *J. Manaj. Pendidik. Dasar, Menengah dan Tinggi [JMP-DMT]*, vol. 4, no. 2, pp. 145–149, 2023, doi: 10.30596/jmp-dmt.v4i2.14708. [8] N. T. Prasetyowati, Sutoyo, and S. Supeni, 'Implementasi Pendidikan Antikorupsi dalam Rangka Penguatan Nilai Karakter Kejujuran pada Peserta Didik', *J. Ilm. Kaji. Pendidik. Kewarganegaraan*, vol. 11, no. 2, p. 47, 2022. [9] D. N. Sidabalok, D. K. Sari, G. E. Manullang, I. B. Nst, O. C. Nainggolan, and W. M. Siregar, 'Analisis Permasalahan Pembelajaran Pendidikan Kewarganegaraan (PKN) pada SD Negeri 106160 Tanjung Rejo, Kecamatan Percut Sei Tuan, Deli Serdang, Sumatera Utara', *Pubmedia J. Penelit. Tindakan Kelas Indones.*, vol. 1, no. 3, p. 6, 2024, doi: 10.47134/ptk.v1i3.527. [10] S. Hauri, H. Rianto, and Moad, 'Penerapan Model Kooperatif Tipe Jigsaw Untuk Meningkatkan Minat Belajar Siswa Pada

Pembelajaran Ppkn Kelas X Akl 1 SMK Negeri 1 Kendawangan Kabupaten Ketapang.', J. Pendidik. Kewarganegaraan dan Karakter, vol. 2, no. 1, p. 10, 2022. [11] M. Afnan, I. W. Lasmawan, and I. G. Margunayasa, 'Media Pembelajaran IPS Berbasis Android pada Topik Globalisasi di Sekitarku Bermuatan Tri Hita Karana untuk Siswa Kelas VI Sekolah Dasar', Mimb. PGSD Undiksha, vol. 10, no. 1, pp. 1–8, 2022. [12] R. D. Agriani and S. Q. Ain, 'Pengembangan Media Pembelajaran Kartu Domino Berbasis Budaya Melayu Riau pada Mata Pelajaran Matematika Materi Pecahan untuk Kelas IV di SDN 141 Pekanbaru', Tambusai J. Pendidik. Tambusa, vol. 8, no. 2, pp. 46812–46829, 2024. [13] N. W. Pitriani and Sariyasa, 'Game Based Learning Berorientasi Kahoot! Meningkatkan Motivasi Belajar Siswa Kelas V Sekolah Dasar', J. Kependidikan, vol. 13, no. 1, pp. 643–650, 2024. [14] A. Dalle and M. Usman, 'The Effectiveness of Domino Card Games to Improve German Language Vocabulary The Effectiveness of Domino Card Games to Improve German Language Vocabulary', in *Journal of Physics: Conference Series*, 2018, pp. 2–5. doi: 10.1088/1742-6596/1028/1/012099. [15] W. Wijaya, Musmulliadi, S. Rejeki, S. Mahoni, S. Z. Aini, and N. Nana, 'Meningkatkan Motivasi Belajar Siswa melalui Penerapan Metode Pembelajaran Problem Based Learning Berbantuan Media Kartu Domino pada Mata Pelajaran PPKn Kelas VII D', *Pendek. J. Pendidik. Berkarakter*, vol. 6, no. 3, pp. 209–215, 2023. [16] S. Nelwati and H. Rahman, 'Pengembangan Media Kartu Domino Pada Pembelajaran Matematika Materi Bangun Ruang', *J. Ris. Pendidik. Dasar Dan Karakter*, vol. 4, no. 1, p. 22, 2022. [17] N. K. A. Cahayanti and D. P. Ambara, 'Media Domino Berbasis Multimedia Interaktif pada Aspek Kognitif Anak Usia Dini', *J. Pendidik. Anak Usia Dini Undiksha*, vol. 9, no. 2, p. 134, 2021, doi: 10.23887/paud.v9i2.35383.

<https://doi.org/10.58421/gehu.v5i1.995> 660 [18] Noviarni, I. M. Hsibuan, E. Nurdin, and R. Amelia, 'The Development of Mathematics Learning Media Course Modules integrated with Riau Malay Culture on Mathematics Education Students of State Islamic University Sultan Syarif Kasim Riau', *J. Rev. Pembelajaran Mat.*, vol. 8, no. 2, pp. 121–135, 2023. [19] I. P. G. Diatmika and S. Rahayu, 'Harnessing local creativity for

technological advancement : Uncovering MSME innovations rooted in Sumbawa cultural wisdom', *Edelweiss Appl. Sci. Technol.*, vol. 9, no. 4, pp. 2561–2570, 2025, doi: 10.55214/25768484.v9i4.6606. [20] I. W. Kertih, 'Tri Hita Karana Based Subak in Strengthening Character and Social Studies Learning Outcomes of Elementary School Students', *Int. Conf. Soc. Sci. Educ.*, no. September, pp. 123–135, 2023. [21] L. T. S. Wahyuni, N. A. P. Lestari, I. M. A. Dharma, I. W. Lasmawan, and I. W. Suastra, 'Eksistensi Kearifan Lokal Bali Pada Kurikulum Merdeka di Sekolah Dasar', *J. Paedagogy*, vol. 10, no. 3, p. 666, 2023, doi: 10.33394/jp.v10i3.7573. [22] I. W. H. Sanjaya, I. W. Lasmawan, and I. W. Kertih, 'Pengaruh PjBL Terintegrasi Kearifan Lokal Tri Hita Karana untuk Meningkatkan Keterampilan Berkolaborasi Siswa Sekolah Dasar', *Nusant. J. Pendidik. Indones.*, vol. 5, no. 1, p. 1, 2025, doi: <https://journal.rumahindonesia.org/index.php/njpi/article/view/685>. [23] I. N. Sudiana, I. Ayu, M. Darmayanti, I. P. M. Dewantara, and I. M. H. Sukmayasa, 'Tri Hita Karanabased interactive e-worksheet for Indonesian language subjects to improve literacy skills and prevent bullying in elementary schools', *Edelweiss Appl. Sci. Technol.*, vol. 8, no. 6, pp. 7663–7674, 2024, doi: 10.55214/25768484.v8i6.3663. [24] C. Istri, R. Sari, I. Triyuwono, and B. Hariadi, 'Corporate social responsibility model based on Tri Hita Karana philosophy', *Cogent Soc. Sci.*, vol. 10, no. 1, p. 2, 2024, doi: 10.1080/23311886.2023.2295056. [25] P. S. Andika and N. W. S. Binawati, 'Penerapan Ajaran Tri Hita Karana Dalam Tradisi Baris Tengklong di Pura Tambang Badung Kelurahan Pemucutan Denpasar', *Ganaya J. Ilmu Sos. P. S.*, Binawati, N. W. S. (2021). Penerapan Ajaran Tri Hita Karana Dalam Tradisi Baris Tengklong di Pura Tambang Badung Kelurahan Pemucutan Denpasar. *Ganaya J. Ilmu Sos. Dan Humaniora*, 4(4), 1015– 1026. <https://ja>, vol. 4, no. 4, pp. 1015–1026, 2021. [26] I. G. N. Santika, I. W. Suastra, and I. B. P. Arnyana, 'Membentuk Karakter Peduli Lingkungan Pada Siswa Sekolah Dasar Melalui Pembelajaran Ipa (Forming the Character of Caring for the Environment in Elementary School Students through Science Learning)', *J. Educ. Dev. Inst. Pendidik. Tapanuli Selatan*, vol. 10, no. 1, pp. 207–212, 2022. [27] D. Puspita Sari and Desniarti, 'Pengembangan LKPD berbasis problem based instruction (PBI) untuk

kemampuan pemecahan masalah matematika siswa', JPMI (Jurnal Pembelajaran Mat. Inov., vol. 7, no. 1, p. 132, 2024, doi: 10.22460/jpmi.v7i1.21297. [28] N. Emi Mai Saroh and M. T. A. R. Hidayat, 'Pengaruh Penggunaan Media Domino Card Pengalamanku Terhadap Hasil Belajar Siswa Kelas II UPT SDN 203 Gresik', NUSRA J. Penelit. dan Ilmu Pendidik., vol. 4, no. 3, pp. 781–792, 2023. [29] Wiratmini, I Made Ardana, and I.P.B. Mardana, 'Pengembangan Media Kartu Domino Pada Pembelajaran Ipa Dengan Topik Hewan Dan Tumbuhan Di Lingkungan Rumahku Untuk Siswa Kelas Iv Sd', J. Teknol. Pembelajaran Indones., vol. 11, no. 2, pp. 120–134, 2021, doi: 10.23887/jurnal_tp.v11i2.630. [30] I. N. Sudianta, D. B. Sanjaya, and I. N. Suastika, 'Penerapan Media Kado Ragam Untu Meningkatkan Hasil Belajar Pendidikan Pancasila Siswa Kelas V SDN 3 Renon', Pendas J. Ilm. Pendidik. Dasar, vol. 10, no. 2, p. 254, 2025. [31] I. M. Tegeh, Pudjawan, and N. Jampel, Model Penelitian Pengembangan. Singaraja: Graha Ilmu, 2014. [32] A. T. Murtidi and R. Iskandar, 'Jurnal basicedu', Basicedu, vol. 9, no. 4, pp. 1257–1266, 2025. [33] A. Takda and L. M. Galib, 'Pengembangan Media Pembelajaran Kartu Domino Fisika Pada Materi Suhu Dan Kalor Kelas XI SMA Development Of Physics Domino Card Learning Media For Temperature And Heat Material For Class XI High School', Penelit. Pendidik. Fis., vol. 10, no. 1, pp. 26–33, 2025. [34] Ariani, Hasbi, and B. I. Rn, 'Pengembangan Media Pembelajaran Kartu Domino Modifikasi pada Mata Pelajaran Akidah Akhlak Kelas VII di MTS Yayasan Al- Hidayah Pendahuluan Metode', IJIER, vol. 2, no. 1, pp. 39–48, 2025. [35] N. Nasuiton, 'Pengembangan Media Pembelajaran Berbentuk Komik pada Pembelajaran Matematika Materi Pecahan Kelas V Sekolah Dasar', Al Yazidiy J. Sos. Hum. dan Pendidik., vol. 5, no. 1, pp. 124– 129, 2023, doi: 10.55606/ay.v5i1.295. [36] R. T. Wulandari and E. Heldayani, 'Pengembangan Media Pembelajaran IPA Berupa Kartu Domino Modifikasi pada Materi Struktur dan Fungsi Tumbuhan Kelas IV SD', JOTE, vol. 4, no. 1, pp. 149–

<https://doi.org/10.58421/gehu.v5i1.995> 661 155, 2022. [37] Y. Anabella and D.

Wulandari, 'Development of Domino Card Media in IPAS to Improve Learning Outcomes

Students of SD Negeri Patemon 02 Gunung Pati District , Semarang City', JIPPIPA, vol. 10, no. 10, pp. 7361–7372, 2024, doi: 10.29303/jppipa.v10i10.7373. [38] N. Azahra, S. Enggar, and K. Dewi, 'Can Domino Card Be Effective in Elementary School Instruction?', EEJ, vol. 1, no. 2, pp. 112–119, 2022, doi: 10.53088/eej.v1i2.123. [39] M. Y. F. Sodiq, M. Sholihah, and D. P. Anggraini, 'Media Dominasi Untuk Siswa Kelas IX SMA/MA', J. Pendidik. Biol., vol. 12, no. 2, pp. 99–107, 2021. [40] S. N. Ajizah, E. W. Andjariani, and G. K. Dewi, 'Pengembangan Kartu Domino Pecahan Sebagai Media Pembelajaran Matematika Kelas II Sekolah Dasar', JIIP, vol. X, no. X, pp. 465–471, 2024. [41] S. S. Rahayu, B. Usodo, and I. Slamet, 'International Journal of Multicultural and Multireligious Understanding The Use of Domino for Teaching Geometri', Int. J. Multicult. Multireligious Underst., vol. 8, no. 2, pp. 34–39, 2021. [42] D. Bagus, R. Astid, and W. P. Hadi, 'Chemical domino card game integrated with " Jamu Madura " natural materials in improving students ' science literacy', 2024. doi: 10.1051/e3sconf/202449901018. [43] V. Afwi and N. Wahyuningtyas, 'Pengembangan Media Domino Aktif Responsif Edukatif Untuk Meningkatkan Keaktifan Belajar Siswa', Pendidik. IPS Indones., vol. 9, no. 2, pp. 1–14, 2024, doi: 10.23887/pips.v8i2.5116. [44] I. W. Kertih and I. G. Margunayasa, 'Developing Natural And Social Sciences Teaching Material Using A Self Intruction Approach Containing Tri Kaya Parisudha Concept For Primary School Students: A Preliminary Research', RGSA, vol. 2, no. 4, pp. 1–16, 2024, doi: 10.24857/rgsa.v18n3118. [45] I. G. A. A. Wulandari, I. W. Lasmawan, N. K. Suarni, and I. G. Margunayasa, 'Overcoming plagiarism through habituation on appreciating each human work: Balinese culture implementation of Tri Hita Karana on learning in higher education I', Nature, vol. 18, no. 1, pp. 130–138, 2024, doi: 10.55951/nuture.v18i1.549. [46] I. M. Sutajaya, W. S. Wrpala, I. M. O. Riawan, and N. P. S. R. Dewi, 'Implementation of Tri Hita Karana with Socio-Cultural Ergonomic Oriented on the Kecak Dance Performance to Improve Community Health and Supporting Cultural Tourism in Peliatan Ubud Gianyar Implementation of Tri Hita Karana with Socio-Cultural Ergonomic O', 2019. doi: 10.1088/1742-6596/1503/1/012053.

Sources

1 <https://ell.stackexchange.com/questions>
INTERNET
<1%

EXCLUDE CUSTOM MATCHES OFF

EXCLUDE QUOTES OFF

EXCLUDE BIBLIOGRAPHY ON