

The Implementation of a Problem-Based Learning Model Integrating the Catur Asrama Teachings and the Tri Kaya Parisudha Taxonomy to Improve Social Studies Learning Outcomes Among Junior High School Students in Singaraja City

Anak Agung Istri Dewi Adhi Utami¹

Pascasarjana, Universitas Pendidikan Ganesha, Indonesia,

E-Mail: adhi.utami@undiksha.ac.id,

Orchid Id: <https://orcid.org/0009-0003-3498-6170>

I Nengah Suastika²

Professor, Universitas Pendidikan Ganesha, Indonesia,

E-Mail: nengah.suastika@undiksha.ac.id

I Wayan Mudana³

Professor, Universitas Pendidikan Ganesha, Indonesia,

E-Mail: wayan.mudana@undiksha.ac.id

I Putu Sriartha⁴

Professor, Universitas Pendidikan Ganesha, Indonesia,

E-Mail: putu.sriartha@undiksha.ac.id

I Wayan Budiarta⁵

Pascasarjana, Universitas Pendidikan Ganesha, Indonesia,

E-Mail: wyn.budiarta@undiksha.ac.id

ABSTRACT

This study aims to analyze the effect of implementing a Problem-Based Learning (PBL) model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha Taxonomy on the social studies learning outcomes of junior high school students in Singaraja City. The study employed a quasi-experimental approach using a nonequivalent control group design, involving an experimental group and a control group. Social studies learning outcomes were measured across three domains: knowledge, attitudes, and skills. Data were analyzed using descriptive and inferential statistics, specifically through Multivariate Analysis of Variance (MANOVA). The results indicate that the implementation of the PBL model grounded in the values of Catur Asrama and Tri Kaya Parisudha has a significant simultaneous effect on students' social studies learning outcomes compared to conventional instruction. Partially, the PBL model also demonstrates a significant positive effect on the improvement of students' knowledge, attitudes, and skills. These findings suggest that integrating problem-based learning with local wisdom and religious-moral values can enhance learning outcomes in a comprehensive manner. Therefore, a value-based PBL model is recommended as an effective and character-oriented alternative for social studies instruction.

KEYWORDS: Problem-Based Learning; Catur Asrama; Tri Kaya Parisudha; Social Studies Learning Outcomes.

INTRODUCTION

Social Studies (Ilmu Pengetahuan Sosial/IPS), as an academic discipline and educational program, plays a vital role in equipping students with knowledge, attitudes, and skills related to social, economic, cultural, and environmental interactions (Widnyana et al., 2017). Through social studies learning, students are expected to develop critical thinking skills, problem-solving abilities, as well as social awareness and responsibility as members of society (Adnyana et al., 2024). However, classroom realities frequently indicate that social studies instruction still faces various challenges, particularly limited student engagement in the learning process and suboptimal learning outcomes (Werang et al., 2023). Conventional instructional methods that are predominantly teacher-centered and focused on rote memorization remain prevalent. Such approaches are insufficient to stimulate students' curiosity and their ability to apply social studies concepts to real-life contexts (Vygotsky et al., 2012; Sukadi, 2006, 2018).

Efforts to improve social studies instructional practices in schools therefore need to be grounded in a more holistic, humanistic, and religiously informed perspective, integrated with local cultural wisdom (Afnan et al., 2022). From a visionary standpoint, social studies education should not merely aim to develop democratic and rational citizens, as is commonly emphasized in Western educational paradigms (Nilayuniarti and Putra, 2020). Rather, it should also foster scientific insight alongside spiritual awareness, faith, piety, and cultural identity. Similarly, the mission of social studies education should not be limited to socio-pedagogical objectives alone, but should be integratively oriented toward achieving socio-academic, socio-cultural, and socio-religious missions (Budiarta, 2019). Within this conceptual framework, it can be concluded that social studies education in schools cannot be separated from the cultural context of the society in which it is situated (Sururuddin et al., 2025). Fundamentally, social studies education represents a socio-cultural process in which behavior formation, knowledge construction, thinking processes, value internalization, learning approaches, essential cognitive and social skills, and notions of truth are shaped by society's prevailing worldview and values (Giroux, 1981; Pai, 1990; S. Candra et al., 2021; Sukadi, 2006).

The implementation of a Problem-Based Learning (PBL) model grounded in the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy in social studies instruction is based on the assumption that religious processes (Ilham et al., 2025), socio-cultural dynamics, scientific inquiry, and education constitute an inseparable continuum of human civilization. This belief resonates with Albert Einstein's well-known dictum, "science without religion is lame, religion without science is blind" (as cited in Budiarta, 2019), which implies that science devoid of moral and spiritual grounding becomes directionless, while religion unsupported by scientific reasoning becomes ineffective. Similarly, previous studies (Giroux, 1981; Pai, 1990; Sukadi, 2006) emphasize that education is intrinsically connected to cultural contexts and is shaped by society's prevailing worldview and values. From this perspective, social studies as part of human civilization cannot be detached from the socio-cultural processes and value systems that surround it (Suastika et al., 2022, 2021).

Substantively, this study argues that the local wisdom paradigm of Balinese society regarding learning can be effectively implemented through the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy to realize the fundamental goals of social studies education (Adi et al., 2024). These goals include shaping students into holistic individuals and responsible members of society democratic, ethical, and intellectually competent, as well as emotionally, socially, and spiritually intelligent across all dimensions of human existence (mono-dualistic and mono-pluralistic beings; holistic-humanistic-religious). Such an educational orientation aligns with the principle of think globally, act locally, and commit nationally, as conceptualized by social studies scholars and practitioners in Indonesia (Budiarta, 2019; S. Candra et al., 2021; Sukadi, 2006).

REVIEW OF LITERATURE

Vygotsky, L. S. (1978) in *Mind in Society: The Development of Higher Psychological Processes* emphasizes the perspective of social constructivism, which asserts that learning occurs through social interaction before being internalized at the individual level. Vygotsky (1978) argues that every higher cognitive function initially appears in the social domain and subsequently in the individual domain. This theoretical view highlights the importance of collaborative and contextual learning in fostering students’ understanding and cognitive development.

Giroux (1981) asserts that educational processes cannot be separated from the ideological and cultural contexts of society. Schools function as cultural spaces that shape students’ ways of thinking, attitudes, and values through the instructional practices enacted within them. From the perspective of critical pedagogy, Giroux (1981) conceptualizes education as a cultural process through which local and ideological values are consciously internalized by learners. Accordingly, the integration of the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy into social studies learning can be understood as an effort to contextualize education by grounding it in local cultural values.

Similarly, Pai (1990) states that education cannot be detached from the cultural context in which it is implemented. Schools serve as institutions for the transmission and reconstruction of cultural values; therefore, learning processes should reflect the values, norms, and worldviews of the local community.

Sukadi (2006) conceptualizes social studies education as a reconstruction of cultural experience based on the ideology of Tri Hitha Karana. Through an ethnographic study examining the influence of society on social studies education programs at a public senior high school in Ubud, Bali, Sukadi demonstrates that social studies learning is deeply shaped by cultural and ideological forces within the community. Furthermore, Candra, Lasmawan, and Suastika (2021) emphasize that multicultural education does not merely function to cultivate tolerance toward diversity, but also plays a crucial role in developing social awareness, appreciation of cultural values, and students’ capacity to live harmoniously in a pluralistic society.

Empirical evidence supporting the integration of local wisdom into instructional practice is provided by Budiarta (2019), who found that the Catur Asrama learning approach, when integrated through the Tri Kaya Parisudha taxonomy in civic education, significantly enhanced students’ civic competence. Improvements were observed across the domains of civic knowledge, civic disposition, and civic skills when compared to conventional civic education instruction.

RESEARCH METHODOLOGY

This study employed a quantitative research approach using a quasi-experimental design. The research design involved two groups of classes: the first group served as the experimental group, which received a specific treatment through the implementation of a Problem-Based Learning (PBL) model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy, while the second group functioned as the control group, which was taught using conventional instructional methods.

Data analysis was conducted using quantitative analytical techniques, including descriptive statistics to describe the mean scores and standard deviations of students’ social studies learning outcomes, and Multivariate Analysis of Variance (MANOVA) to examine the magnitude of the effect of the implementation of the PBL model based on Catur Asrama and the Tri Kaya Parisudha taxonomy on students’ social studies learning outcomes in junior high schools in Singaraja City. Prior to conducting the main hypothesis testing using one-way MANOVA, two statistical assumptions were examined: (1) normality of data distribution for each group and (2) homogeneity of variance across groups (Creswell, 2022). The hypotheses were tested using one-way Multivariate Analysis of Variance (MANOVA), a statistical technique that allows simultaneous examination of the relationships between one or more independent variables (typically treatment conditions) and two or more correlated dependent variables.

MANOVA is commonly applied under two primary conditions. First, when multiple dependent variables are correlated and the researcher intends to perform a single overall test rather than multiple individual tests. Second, when the researcher seeks to understand how an independent variable influences the pattern of dependent variables (Minium, King, & Bear, 1993). In this study, hypothesis testing and data analysis were conducted using MANOVA with the F-test, employing a significance level of 5% ($\alpha = 0.05$). All statistical analyses were performed using SPSS version 18 for Windows.

DATA ANALYSIS AND INTERPRETATION

Knowledge Assessment Scores in the Experimental Group

Based on the frequency distribution of social studies knowledge scores in the experimental group, students’ scores ranged from 35 to 91. The lowest-frequency scores were 39 and 91, each achieved by only one to three students. In contrast, the most frequently obtained score was 78, achieved by 36 students (15.5%), indicating that the majority of students in the experimental group attained relatively high social studies knowledge scores. From the cumulative distribution, 51.5% of students obtained scores of ≤ 70 , and this proportion increased to 78.1% for scores of ≤ 78 . These findings indicate that more than three-quarters of the experimental group achieved social studies knowledge scores in the moderate to good categories. Furthermore, 91.4% of students obtained scores of ≤ 83 , suggesting that nearly all students reached an adequate level of social studies knowledge mastery. The dominant score distribution was concentrated within the 65–83 range, with relatively high frequencies observed at scores of 70, 78, and 83. This pattern indicates that the implementation of the Problem-Based Learning (PBL) model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy in the experimental group effectively promoted students’ mastery of social studies knowledge.

Sekor	Frequency	Percent	Valid Percent	Cumulative Percent
35.00	2	.4	.9	.9
39.00	1	.2	.4	1.3
43.00	3	.6	1.3	2.6
48.00	5	1.1	2.1	4.7
52.00	10	2.1	4.3	9.0
57.00	23	4.9	9.9	18.9
61.00	19	4.1	8.2	27.0
65.00	26	5.6	11.2	38.2
70.00	31	6.6	13.3	51.5
74.00	26	5.6	11.2	62.7
78.00	36	7.7	15.5	78.1
83.00	31	6.6	13.3	91.4
87.00	17	3.6	7.3	98.7
91.00	3	.6	1.3	100.0
Total	233	49.8	100.0	
Total	468	100.0		

Source: Primary Data

Attitude Scores in the Experimental Group

Students' attitude scores in the experimental group ranged from 59 to 111, indicating variation in students' attitudes toward social studies learning. The distribution of attitude scores shows that the highest frequencies were observed within the 78–91 range, with a score of 84 being the most frequently obtained, achieved by 25 students (10.7%). In addition, scores of 85 and 83 also demonstrated relatively high frequencies, obtained by 21 students (9.0%) and 17 students (7.3%), respectively.

These results indicate that the majority of students in the experimental group exhibited positive to highly positive attitudes toward social studies learning. Based on the cumulative distribution, 57.9% of students obtained attitude scores of ≤ 84 , which increased to 78.1% for scores of ≤ 87 , and further to 94.4% for scores of ≤ 91 . These findings suggest that nearly all students in the experimental group achieved a good level of attitude toward social studies learning.

Only a small proportion of students fell into the low-attitude category, as reflected by scores below 70, which occurred with very low frequency. This distribution pattern further supports the effectiveness of the implemented instructional approach in fostering positive student attitudes.

	Frequency (f)	Percentage (%)	Cumulative Frequency
59 – 64	3	1,3	3
65 – 70	2	0,9	5
71 – 76	17	7,3	22
77 – 82	57	24,5	79
83 – 88	98	42,1	177
89 – 94	39	16,7	216
95 – 100	6	2,6	222
101 – 106	0	0,0	222
107 – 112	1	0,4	223
Total	233	100,0	—

Source: Primary Data

Skills Scores in the Experimental Group

Based on the grouped frequency distribution table, the majority of students' skills scores in the experimental group were concentrated in the 79–84 interval, with 79 students (33.9%) falling within this range. The next most dominant interval was 85–90, comprising 60 students (25.8%), followed by the 73–78 interval with 54 students (23.2%).

This distribution indicates that most students were categorized as having moderate to high skill levels, while only a small number of students demonstrated low skill levels. Specifically, only 9 students (3.9%) were in the lowest skill interval (61–66). Overall, the skills score distribution was skewed toward the upper-middle and high intervals, suggesting that social studies instruction in the experimental group was effective in developing students' skills.

Value Interval	Frequency (f)	Percentage (%)	Cumulative Frequency
61 – 66	9	3,9	9
67 – 72	21	9,0	30
73 – 78	54	23,2	84
79 – 84	79	33,9	163
85 – 90	60	25,8	223
91 – 96	10	4,3	233
Total	233	100,0	—

Source: Primary Data

Regarding Research Hypothesis 1 (H1), which states that “there is a significant simultaneous effect on the improvement of social studies learning outcomes—knowledge, attitudes, and skills—among junior high school students in Singaraja City through the implementation of a Problem-Based Learning (PBL) model based on the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy compared to conventional learning,” the hypothesis was accepted. Based on the results of the MANOVA presented in the Multivariate Tests table, the significance value was Sig. = 0.000 ($p < 0.05$) across all multivariate test criteria, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. These results indicate a statistically significant simultaneous effect of the PBL model integrated with Catur Asrama and Tri Kaya Parisudha on students' social studies learning outcomes in the domains of knowledge, attitudes, and skills compared to conventional instructional models. Therefore, the first hypothesis was accepted.

Research Hypothesis 2 (H2) states that “there is a significant partial effect on the improvement of social studies learning outcomes in the knowledge domain among junior high school students in Singaraja City through the implementation of a PBL model based on the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy compared to conventional learning.” The hypothesis was accepted. The results of the subsequent univariate (partial) analysis indicate that the PBL model integrated with Catur Asrama and Tri Kaya Parisudha had

a significant effect on students' social studies knowledge outcomes. This finding suggests that students who participated in PBL-based instruction demonstrated superior conceptual understanding and cognitive competence in social studies compared to those who received conventional instruction.

Research Hypothesis 3 (H3) proposes that "there is a significant partial effect on the improvement of social studies learning outcomes in the attitude domain among junior high school students in Singaraja City through the implementation of a PBL model based on the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy compared to conventional learning." The hypothesis was accepted. The partial analysis results reveal that the implementation of the PBL model grounded in Catur Asrama and Tri Kaya Parisudha significantly enhanced students' attitudes. This instructional model promotes active engagement, collaboration, responsibility, and the internalization of moral values aligned with the principles of Tri Kaya Parisudha, thereby fostering positive student attitudes toward social studies learning.

Research Hypothesis 4 (H4) states that "there is a significant partial effect on the improvement of social studies learning outcomes in the skills domain among junior high school students in Singaraja City through the implementation of a PBL model based on the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy compared to conventional learning (Maksum et al., 2021)." The hypothesis was accepted. The partial test results demonstrate that the PBL model integrated with Catur Asrama and Tri Kaya Parisudha had a significant positive effect on students' skill development. Problem-based learning provides opportunities for students to develop critical thinking, problem-solving, communication, and collaboration skills, which are not optimally fostered through conventional instructional approaches.

Overall, the findings confirm that the Problem-Based Learning (PBL) model based on the implementation of Catur Asrama and the Tri Kaya Parisudha taxonomy is more effective than conventional learning models, both simultaneously and partially, in improving junior high school students' social studies learning outcomes across the domains of knowledge, attitudes, and skills in Singaraja City (Qondias et al., 2022).

DISCUSSION

The findings of this study indicate that the implementation of a Problem-Based Learning (PBL) model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy has a significant effect on improving junior high school students' social studies learning outcomes in Singaraja City, both simultaneously and partially across the domains of knowledge, attitudes, and skills (Mahartini et al., 2024). These results affirm that social studies instruction designed to be contextual, participatory, and value-oriented can produce more optimal learning outcomes than conventional instructional approaches. Empirically, the MANOVA results yielded a significance value of $p < 0.05$, indicating meaningful differences between the experimental and control groups across all learning outcome dimensions. This demonstrates that the effectiveness of the PBL model is not confined to a single learning domain, but extends comprehensively to students' cognitive, affective, and psychomotor development.

Descriptive data reveal that the majority of students in the experimental group achieved social studies knowledge scores in the moderate to good categories, with score concentrations in the upper-middle range. This condition suggests that problem-based learning effectively enhances students' conceptual understanding of social studies content. Theoretically, this finding aligns with constructivist learning perspectives, which posit that knowledge is actively constructed by learners through meaningful learning experiences (Piaget; Vygotsky). The PBL model positions students as problem solvers who are required to analyze real-world situations, formulate hypotheses, and propose solutions, thereby fostering the development of higher-order thinking skills. The integration of the Catur Asrama teachings provides a developmental learning framework aligned with the maturity level of junior high school students, while the principle of manacika within Tri Kaya Parisudha encourages students to think critically, ethically, and responsibly. Consequently, the improvement in students' knowledge is not merely quantitative, but also epistemologically meaningful.

The results further indicate that most students in the experimental group demonstrated positive to highly positive attitudes toward social studies learning. These attitudes were reflected in active engagement, learning enthusiasm, and cooperative behaviors during the instructional process. From a theoretical standpoint, this finding can be explained through social learning theory (Bandura), which asserts that attitudes and behaviors are shaped through social interaction and learning experiences. The PBL model facilitates intensive peer interaction through group discussions, presentations, and collective reflection, enabling social values and positive learning attitudes to develop organically. Moreover, the integration of the wacika and kayika principles of Tri Kaya Parisudha plays a critical role in shaping students' attitudes. Students are not only encouraged to think critically, but also to communicate and act ethically (Wiradnyana et al., 2024). As a result, social studies learning functions as a medium for moral value internalization, fostering responsible and positive learning attitudes.

Students' skills data indicate that the majority of learners in the experimental group achieved good to very good skill levels, with dominant scores in the upper-middle range. This suggests that PBL-based instruction effectively develops students' learning skills. Theoretically, PBL is consistent with the experiential learning approach (Kolb), which emphasizes learning through direct experience. In the PBL process, students actively engage in problem identification, data collection, analysis, and presentation of findings, allowing critical thinking, communication, and collaboration skills to develop simultaneously. The reinforcement of local values through the kayika principle of Tri Kaya Parisudha strengthens the skills dimension by guiding students to act concretely and responsibly in completing learning tasks. Thus, the skills developed are not merely technical in nature, but are also embedded with ethical and social values aligned with the objectives of social studies education.

Based on the descriptive findings, analytical results, and theoretical justification, it can be concluded that the effectiveness of the PBL model integrated with Catur Asrama and Tri Kaya Parisudha lies in its capacity to combine modern pedagogical approaches with local wisdom and religious-moral values. This model not only enhances students' academic achievement, but also fosters attitudes and skills consistent with the goals of national education. Accordingly, this study reinforces the argument that effective social studies instruction should be designed in a holistic, contextual, and value-based manner, capable of bridging the mastery of knowledge with the development of students' character and social competence.

CONCLUSION

Based on the research findings, hypothesis testing, and discussion, several conclusions can be drawn. First, the implementation of a Problem-Based Learning (PBL) model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy has a significant simultaneous effect on improving junior high school students' social studies learning outcomes in Singaraja City across the domains of knowledge, attitudes, and skills. This is evidenced by the MANOVA results, which yielded a significance value of $p < 0.05$, indicating that the value-based PBL model is more effective than conventional instructional approaches.

Second, with respect to the knowledge domain, the implementation of the PBL model based on Catur Asrama and Tri Kaya Parisudha has a significant positive effect on students' social studies learning outcomes. Problem-based learning encourages students to actively construct conceptual understanding, engage in critical thinking, and connect social studies content with real-world issues, thereby optimizing students' knowledge acquisition.

Third, in the attitudinal domain, the PBL model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy also demonstrates a significant effect. The integration of the manacika, wacika, and kayika values within the learning process fosters positive student attitudes, including responsibility, cooperation, honesty, and social awareness, as reflected in students' active participation during social studies instruction.

Fourth, in the skills domain, the value-based PBL model is shown to have a significant impact on the enhancement of students' skills. This model provides opportunities for students to develop critical thinking, problem-solving, communication, and collaboration skills through learning activities that require active engagement and experiential learning.

Overall, the findings of this study confirm that the Problem-Based Learning model integrated with the teachings of Catur Asrama and the Tri Kaya Parisudha taxonomy is an effective instructional approach for comprehensively improving students' social studies learning outcomes across the cognitive, affective, and psychomotor domains, and is highly relevant to educational goals that emphasize a balance between knowledge mastery and character development.

REFERENCES

- Adi, W. N. M. S., Nyoman, D., & Nyoman, L. H. N. (2024). Pengembangan E-Modul Pendidikan Agama Hindu Dan Budi Pekerti Berbantuan Edutainment Berorientasi Tahapan Catur Asrama Dan Efektivitasnya Dalam Meningkatkan Hasil Belajar Pendidikan Agama Hindu Dan Budi Pekerti Pada Siswa Kelas Iv Sekolah Dasar. *JURDIKSCA: Jurnal Pendidikan Agama Hindu Mahasiswa Pascasarjana*, 3(1), 25-35.
- Afnan, M., Lasmawan, I. W., & Margunayasa, I. G. (2022). Media Pembelajaran IPS Berbasis Android pada Topik Globalisasi di Sekitarku Bermuatan Tri Hita Karana untuk Siswa Kelas VI Sekolah Dasar. *Mimbar PGSD Undiksha*, 10(1), 1-8.
- Adnyana, K. S., Lasmawan, I. W., Kertih, I. W., & Margunayasa, I. G. (2024). Developing Natural and Social Sciences Teaching Materials Using a Self-Instruction Approach Containing Tri kaya parisudha Concept for Primary School Students: a Preliminary Research. *Revista de Gestao Social e Ambiental*, 18(3), 1-16.
- Budiarta, I. W. (2019). PENERAPAN PENDEKATAN BELAJAR CATUR ASRAMA MELALUI TAKSONOMI TRI KAYA PARISUDHA DALAM PKN (Studi Quasi Experiment Terhadap Peningkatan Kompetensi Kewarganegaraan Siswa SMA Negeri Di Kota Singaraja). *Jurnal Media Komunikasi Pendidikan Pancasila Dan Kewarganegaraan*, 1(1), 36–53. <https://doi.org/10.23887/jmppkn.v1i1.10>
- Creswell, J. W. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sixth Edition). Sage Publications.
- Giroux, H. A. (1981). *Ideology, culture & the process of schooling*. Temple University Press ; Falmer Press.
- Ilham, M. F., Hanif, M. A., Ubaidillah, H., & Wahyudi, D. (2025). Peran Lembaga Pendidikan Agama Hindu dalam Mendorong Pendidikan Yang Berkelanjutan. *Litera Inti Aksara*, 89-92.
- Mahartini, K. T., Suastra, I. W., Sudiana, I. N., Gading, I. K., & Sanjaya, D. B. (2024). Crafting cultural narratives: developing storybooks enriched with Bali's local heritage to improve students' understanding of spiritual and social attitude. *Edelweiss Applied Science and Technology*, 8(6), 9322-9327.
- Maksum, A., Widiyana, I. W., & Marini, A. (2021). Path Analysis of Self-Regulation, Social Skills, Critical Thinking and Problem-Solving Ability on Social Studies Learning Outcomes. *International Journal of Instruction*, 14(3), 613-628.
- Nilayuniarti, N. P., & Putra, D. K. N. S. (2020). Meningkatkan Kompetensi Pengetahuan IPS Melalui Model Pembelajaran Discovery Learning Berbasis Tri Hita Karana. *Mimbar PGSD Undiksha*, 8(3), 445-456.
- Pai, Young. (1990). *Cultural foundations of education*. Merrill Pub. Co.
- Qondias, D., Lasmawan, W., Dantes, N., & Arnyana, I. B. P. (2022). Effectiveness of Multicultural Problem-Based Learning Models in Improving Social Attitudes and Critical Thinking Skills of Elementary School Students in Thematic Instruction. *Journal of Education and E-learning Research*, 9(2), 62-70.
- S. Candra, I.W. Lasmawan, & I.N. Suastika. (2021). NILAI-NILAI MULTIKULTURAL DALAM KEHIDUPAN SISWA. *Jurnal Pendidikan IPS Indonesia*, 5(1), 11–20. <https://doi.org/10.23887/pips.v5i1.241>
- Suastika, I. N., Sudika Mangku, D. G., Rai Yuliantini, N. P., & Lasmawan, I. W. (2022). The Multi-Etnik Community Integration Model in Bali: Philosphical Base and Proto Multiculturalism in Balinese Society. *International Journal of Criminology and Sociology*, 9, 1226–1236. <https://doi.org/10.6000/1929-4409.2020.09.142>
- Suastika, N. I., Suartama, K. I., Sanjaya, D. B., & Arta, K. S. (2021). Application of multicultural-based learning model syntax of social studies learning. *Cypriot Journal of Educational Sciences*, 16(4), 1660–1679. <https://doi.org/10.18844/cjes.v16i4.6030>
- Sukadi. (2006). *Pendidikan IPS sebagai rekonstruksi pengalaman budaya berbasis ideologi Tri Hita Karana: Studi etnografi tentang pengaruh masyarakat terhadap program pendidikan IPS pada SMU Negeri 1 Ubud, Bali*. Universitas Pendidikan Indonesia.
- Sukadi. (2018). *Rekonstruksi Model Pendidikan Multikultur Berbasis Enclaves Hindu, Buda, Kristen dan Islam Dalam Pembelajaran IPS-SMP di Provinsi Bali*.
- Sururudin, M., Lasmawan, I. W., Arnyana, I. B. P., Margunayasa, I. G. Development and effectiveness of metacognitiveoriented integrated science-social learning devices (MOSSLDs) towards elementary student critical thinking abilities and learning outcomes. *MULTIDISCIPLINARY SCIENCE JOURNAL*. 1-9.
- Werang, B. R., Suarjana, I. M., Dewi, K. K., & Asaloei, S. I. (2023). Indonesian language teachers' teaching performance and students' learning outcomes. *International Journal of Evaluation and Research in Education*, 12(3), 1271-1277.
- Vygotsky, L. S., John-Steiner, Vera., & Vygotsky, L. S. /Cole, Michae. (2012). *Mind in Society*.
- Widnyana, I. G., Sujana, I. W., & Putra, I. K. A. (2017). Pengaruh Model Pembelajaran Role Playing Berbasis Tri Hita Karana Terhadap Kompetensi Pengetahuan IPS Siswa Kelas IV SD Gugus Untung Surapati Kecamatan Denpasar Timur Tahun Pelajaran 2016/2017. *Mimbar PGSD Undiksha*, 5(2).
- Wiradnyana, I. G. A., Lasmawan, I. W., Suastra, I. W., & Suarni, N. K. (2024). Problem-based learning with tri kaya parisudha model to improve the mathematical problem-solving skills and character of elementary school students. *Revista de Gestao Social e Ambiental*, 18(2).