

Analysis of the Application of Positive Psychology Based on *Tri Hita Karana* in Character Education for Inclusive Students: A Literature Review

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ARTICLE INFO

Kata kunci: Positive Psychology, Tri Hita Karana (THK), Character Education

Received : 6, September

Revised : 16, October

Accepted: 18, November

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ABSTRACT

The aim of this study is to evaluate the role of positive psychology, grounded in the concept of *Tri Hita Karana* (THK), in developing character education for inclusive students. Research that combines positive psychology with the *Tri Hita Karana* concept is still scarce, making this study significant in contributing to knowledge on both concepts. In conducting this literature review, a substantial number of documents were examined, including prominent *Sinta* articles, books, and other relevant materials. The findings reveal that: (1) Positive psychology based on the *Parahyangan* concept can help students become more religious and grateful; (2) Positive psychology rooted in the *Pawongan* concept can encourage students to be more tolerant, appreciate one another, care for their surroundings, and communicate effectively; (3) Positive psychology aligned with the *Palemahan* concept can foster greater environmental awareness among students. In conclusion, the *Tri Hita Karana* concept and the application of positive psychology are crucial for the character development of inclusive students.

INTRODUCTION

Character education has become a top priority in educational systems worldwide, including in Indonesia. This type of education emphasizes the importance of building attitudes, behaviors, and personalities based on noble principles (Emalasari & Wulandari, 2022). Character education aims to enhance awareness and understanding through practice, serving as a foundation for addressing current character issues prevalent in education (Wardani et al., 2023). It is particularly crucial in inclusive schools to maintain a balance between regular students and those with special needs (Amka, 2017).

Character education poses unique challenges in inclusive education, where students with diverse special needs learn alongside their peers in the same classroom (Putra & Harsiwi, 2024). Positive psychology provides an excellent approach, focusing on building strengths, self-potential, and overall student well-being (Hadini et al., 2022; Muttaqin, 2021). However, applying positive psychology in character education for inclusive students requires a robust cultural foundation that aligns with local values (Nadhiroh & Ahmadi, 2024). Thus, the concept of *Tri Hita Karana*, rooted in Balinese culture, is vital as a framework for creating meaningful and sustainable character education.

The *Tri Hita Karana* concept emphasizes three primary relationships: *Parahyangan* (human relationships with God), *Pawongan* (human relationships with others), and *Palemahan* (human relationships with nature) (Asih, 2022; Lestari et al., 2024; Rahmi et al.). To achieve a harmonious life, all three components are essential. *Tri Hita Karana* can help inclusive education students understand their roles and responsibilities within their social and natural environments. By integrating *Tri Hita Karana* with positive psychology, a holistic approach to character education may emerge. This integration encourages students not only to recognize and develop their potential but also to foster positive relationships with their social and natural surroundings—key components of well-being (Eva Gajdošová et al., 2020; Kartika & Mahendra, 2021).

Students with special needs often face social and emotional adaptation challenges in inclusive schools. The *Tri Hita Karana* approach to character education highlights the importance of understanding students' positions within society and their environment, beyond merely focusing on individual development (Dwijayanti, 2024). For instance, the *Palemahan* concept can teach students to care for nature through tangible actions such as nurturing plants or keeping the school environment clean. Meanwhile, *Pawongan* encourages students to cultivate respect and cooperation, while *Parahyangan* fosters spiritual awareness and a connection with God, enriching their character education.

Martin Seligman's positive psychology emphasizes individual strengths such as happiness, gratitude, empathy, and a sense of purpose (Buzguta, 2024; Ramadhanti, 2023). From the perspective of *Tri Hita Karana*, applying positive psychology can help inclusive students recognize their potential, feel accepted within their social environment, and understand their roles in maintaining environmental balance. This approach allows students to learn through direct experiences and reinforces their character with positive values. Studies indicate that incorporating local cultural values into character education can yield greater and more sustainable impacts. However, research specifically investigating the use of positive psychology based on *Tri Hita Karana* in the context of inclusive education in Indonesia remains scarce.

Therefore, this literature review aims to analyze the application of positive psychology grounded in *Tri Hita Karana* for character education in inclusive students. This approach seeks not only to enhance academic achievement but also to help students become more emotionally, socially, and spiritually balanced individuals. The study also aims to contribute theoretically and practically to developing culturally rooted character education methods tailored to the Indonesian context and adaptable to a more inclusive and meaningful educational system.

Methodology

This study employs an integrative approach to literature review, aiming to gain a comprehensive understanding of the subject by evaluating, comparing, and synthesizing various related literature. The method is grounded in the Literature Review theory developed by Whittemore and Knafl (2005), which emphasizes the importance of integrating diverse types of research to create broader and more thorough interpretations and to identify existing knowledge gaps.

Using the integrative approach, researchers collected data from various sources and research types, including empirical, theoretical, and mixed-method studies. The data were then thoroughly analyzed to identify patterns, themes, and research trends.

The study followed a research protocol that included keyword lists, inclusion and exclusion criteria, and guidelines for assessing the quality of specific studies. Documents published between 2020 and 2024 were included according to the study criteria. Secondary literature sources such as journal articles, academic books, and research reports formed the data sources, derived from academic databases like Scopus, Web of Science, PubMed, and Google Scholar.

The data collection process involved several systematic steps, starting with formulating clear research questions, conducting literature searches using relevant keywords, and screening the literature according to inclusion and exclusion standards. Once the relevant literature was gathered, the quality of each selected study was assessed, and data were extracted for analysis. Finally, content analysis was used to synthesize current findings and provide a deeper understanding of the phenomena under investigation.

RESULTS AND DISCUSSION

The results show that applying positive psychology through the *Tri Hita Karana* concept effectively shapes students' character. Specifically:

- The *Parahyangan* concept fosters religious attitudes and gratitude.
- The *Pawongan* concept promotes social care, tolerance, and communication skills.
- The *Palemahan* concept encourages environmental awareness.

The Role of Positive Psychology Based on the Parahyangan Concept in Developing Inclusive Students' Character

Developing positive emotions, self-confidence, and self-acceptance is often a challenge for inclusive students who face additional learning difficulties. In this context, positive psychology can improve their quality of life and happiness by emphasizing virtues, potential, and gratitude (Eva Gajdošová et al., 2020). The approach, rooted in the *Parahyangan* concept reflecting human relationships with God in Balinese culture, is particularly relevant for helping inclusive students cultivate religious character and gratitude in their daily lives. This ultimately enhances their psychological and spiritual well-being.

Positive psychology, which highlights the importance of gratitude and happiness, helps inclusive students manage stress, build self-acceptance, and appreciate their abilities. The *Parahyangan* concept directs students to view themselves as valuable individuals within a religious context by emphasizing a strong spiritual relationship with God. Gratitude instilled by the values of *Parahyangan* enables inclusive students to view the world more optimistically despite their limitations. Studies suggest that gratitude correlates with increased well-being and reduced symptoms of depression and anxiety (Yudhawati, 2018).

By adopting *Parahyangan* principles in inclusive education, a supportive learning environment can be created to foster religious character development in a positive and inclusive manner. Practices such as communal prayer or spiritual reflection activities can enhance students' spiritual connections with God. Spirituality serves as a significant source of psychological strength for individuals needing emotional support and self-acceptance. Positive psychology refers to this as "spiritual health" (Eva Gajdošová et al., 2020; Muliarta et al., 2024).

Inclusive students are taught to appreciate small achievements and incorporate their relationship with God into their lives. This concept helps develop resilience by teaching them to see challenges as part of God's plan, providing a deeper sense of purpose (Abu Omar et al., 2024).

Teachers also play a vital role in nurturing inclusive students' gratitude and positive mindset through *Parahyangan*-based positive psychology. Research shows that educators who support students' spiritual development are more effective in addressing emotional challenges and improving social relationships. Teachers who embrace *Parahyangan* principles can integrate these values into their teaching activities, creating an environment conducive to religious character development.

In such an environment, inclusive students learn to value their existence, empathize with others, and increase their confidence as individuals cherished by God. The *Parahyangan* approach allows inclusive students to thrive with strong spiritual support, robust religious character, and gratitude as an integral part of their positive identity.

The Role of Positive Psychology Based on the "Pawongan" Concept in Developing Inclusive Students' Character

In Balinese culture, the *Pawongan* concept, part of *Tri Hita Karana*, emphasizes harmonious relationships among humans (Dwijayanti, 2024; Muniksu & Muliani, 2020). This concept is highly applicable in inclusive education, fostering tolerance, social care, and communication skills among students. These principles align with positive psychology's focus on enhancing individuals' strengths and virtues (Hude et al., 2020; Nihayah et al., 2021; Suroyyah & Harmanto, 2021; Wiguna, 2017). By integrating *Pawongan* values, inclusive students learn to engage positively and empathetically within their social environment, which is crucial for their broader societal involvement.

Tolerance as a Core Element

The ability to accept and appreciate others' uniqueness without prejudice or discrimination – tolerance – is central to inclusive education (Mursyidah et al., 2022). By emphasizing *Pawongan*, students are taught to value differences, whether physical, cognitive, or environmental, fostering positive interactions with peers (Asih, 2022). Research shows that promoting tolerance in inclusive educational settings enhances students' confidence, social skills, and sense of belonging. Furthermore, it contributes to reducing conflicts and enhancing social harmony among inclusive and regular students (Amahoru & Ahyani, 2023).

The collaborative learning environment fostered by *Pawongan*-based positive psychology allows students to build stronger understanding and respect for diversity. Such practices cultivate a sense of inclusivity, fostering tolerance as a robust character trait.

Social Care Development

Positive psychology through *Pawongan* encourages inclusive students to develop social care—recognizing and addressing others' needs when required. This moral obligation reflects the interconnectedness of human relationships, where mutual support strengthens bonds. Studies by Suroyyah and Harmanto (2021) highlight that applying social values in inclusive schools enables students to experience positive social support. This fosters empathy and strengthens their ability to express care toward peers. Social care, as promoted by *Pawongan*, is crucial for forming healthy social relationships, particularly in inclusive settings.

Communication Skills Enhancement

Effective communication is essential for inclusive students to meet their needs and build positive relationships with peers and teachers (Khoirunisa et al., 2024; Yanuar et al., 2023). Research indicates that allowing inclusive students to interact freely with their environment significantly enhances their communication skills and builds meaningful connections. The *Pawongan* approach encourages openness, honesty, and respect in communication, which aligns with positive psychology's emphasis on creating supportive relationships.

By integrating *Pawongan* values into inclusive education, students learn the importance of constructive communication, laying the foundation for mutual respect and deeper understanding.

The Role of Positive Psychology Based on the "Palemahan" Concept in Developing Inclusive Students' Character

The *Palemahan* concept, focusing on harmony between humans and the natural environment, complements inclusive education by fostering environmental awareness and responsibility (Lestari et al., 2024; Redana & Mujiyono, 2023). Positive psychology, with its emphasis on strengths like empathy, gratitude, and responsibility, aligns well with *Palemahan* in motivating students to care for nature and utilize their potential.

Instilling Environmental Responsibility

Through direct experiences with nature, inclusive students develop a sense of responsibility for their surroundings, as evidenced by studies like Dwijayanti (2024). Positive psychology enhances this process by highlighting the emotional benefits of environmental care, helping students feel pride and happiness in contributing positively.

Fostering Emotional Well-Being

Caring for the environment nurtures students' emotional well-being by providing them with meaningful activities. The synergy between *Palemahan* and positive psychology teaches inclusive students that their actions have value, fostering resilience and self-esteem.

CONCLUSION

The study demonstrates that applying positive psychology through the *Tri Hita Karana* principles—*Parahyangan*, *Pawongan*, and *Palemahan*—plays a vital role in developing inclusive students' character. Each element complements the others, creating a holistic approach:

- *Parahyangan* strengthens spiritual and religious character.
- *Pawongan* fosters social skills like tolerance, empathy, and effective communication.
- *Palemahan* encourages environmental responsibility and emotional well-being.

Integrating positive psychology with local cultural values offers a culturally sensitive framework for character education in inclusive settings. It fosters self-acceptance, positive social relationships, and environmental care among inclusive students.

Future research should adopt empirical methods, such as quantitative or mixed approaches, to objectively measure the impact of this framework on character development. Expanding its application in multicultural and general educational settings can further validate its effectiveness and adaptability across diverse educational contexts.

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