DEVELOPING NATURAL AND SOCIAL SCIENCES TEACHING MATERIALS USING A SELF-INSTRUCTION APPROACH CONTAINING TRI KAYA PARISUDHA CONCEPT FOR PRIMARY SCHOOL STUDENTS: A PRELIMINARY RESEARCH

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ABSTRACT

Purpose: This research aims to identify the need for natural and social science teaching materials by the demands of the independent learning curriculum and the obstacles faced in learning natural and social sciences using the self-instruction approach and the tri kaya parisudha concept.

Method: This research was conducted using the literature review research method. The data collected comes from books, research studies and research results published in national and international scientific journals. The collected data was analyzed qualitatively using an interactive data analysis model consisting of three stages: data reduction, data display, and conclusion drawing/verification.

Results and conclusion: Teaching materials with a self-instruction approach and containing the tri kaya parisudha concept can be a solution to meet the demands of an independent curriculum for Natural and Social Sciences subjects. This is because self-instruction has several characteristics that solve the challenges of learning Natural and Social Sciences and the demands of an independent curriculum in realizing quality learning that suits the needs and learning environment. Meanwhile, Tri kaya parisudha helps implement character education emphasising thinking, saying and doing good things.

Research implications: The results of this research can be used as material for consideration in developing teaching materials for learning Natural and Social Sciences using a self-instruction approach containing tri hita karana.

Originality/value: Teaching materials that combine modern learning concepts with local wisdom are still rarely developed. This research combines the concept of modern learning, namely self-instruction, with local wisdom possessed by the Balinese people in developing character, namely tri kaya parisudha. So, it can be said that this research offers something new by combining modern and traditional concepts already known by society into the natural and social sciences learning process.

Keywords: Character Education, Natural Science, Self-Instruction, Social-Science, Tri Kaya Parisudha.

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DESENVOLVER MATERIAIS DE ENSINO DE CIÊNCIAS NATURAIS E SOCIAIS USANDO UMA ABORDAGEM DE AUTOINSTRUÇÃO CONTENDO O CONCEITO DE TRI KAYA PARISUDHA PARA ESTUDANTES DO ENSINO FUNDAMENTAL: UMA PESQUISA PRELIMINAR

RESUMO

Objetivo: Esta pesquisa visa identificar a necessidade de materiais didáticos de ciências naturais e sociais pelas demandas do currículo de aprendizagem independente e os obstáculos enfrentados na aprendizagem de ciências naturais e sociais usando a abordagem de autoinstrução e o conceito tri kaya parisudha.

Método: Esta pesquisa foi realizada usando o método de pesquisa de revisão de literatura. Os dados coletados vêm de livros, pesquisas e resultados de pesquisas publicados em revistas científicas nacionais e internacionais. Os dados coletados foram analisados qualitativamente por meio de um modelo interativo de análise de dados composto por três etapas: redução de dados, exibição de dados e conclusão/verificação.

Resultados e conclusão: Materiais didáticos com uma abordagem de autoinstrução e contendo o tri kaya parisudha podem ser uma solução para atender às demandas de um currículo independente para disciplinas de Ciências Naturais e Sociais. Isso porque a autoinstrução tem várias características que resolvem os desafios de aprendizagem Ciências Naturais e Sociais e as demandas de um currículo independente na realização de aprendizagem de qualidade que se adapte às necessidades e ambiente de aprendizagem. Enquanto isso, Tri kaya parisudha ajuda a implementar a educação do caráter enfatizando o pensamento, dizendo e fazendo coisas boas.

Implicações da pesquisa: Os resultados desta pesquisa podem ser usados como material para consideração no desenvolvimento de materiais de ensino para a aprendizagem de Ciências Naturais e Sociais usando uma abordagem de autoinstrução contendo tri hita karana.

Originalidade/valor: materiais didáticos que combinam conceitos de aprendizagem moderna com sabedoria local ainda são raramente desenvolvidos. Esta pesquisa combina o conceito de aprendizagem moderna, ou seja, autoinstrução, com a sabedoria local possuída pelo povo balinês em caráter em desenvolvimento, ou seja, tri kaya parisudha. Assim, pode-se dizer que essa pesquisa oferece algo novo ao combinar conceitos modernos e tradicionais já conhecidos pela sociedade no processo de aprendizagem das ciências naturais e sociais.


DESARROLLO DE MATERIALES DE ENSEÑANZA DE CIENCIAS NATURALES Y SOCIALES UTILIZANDO UN ENFOQUE DE AUTOINSTRUCCIÓN QUE CONTIENE EL CONCEPTO TRI KAYA PARISUDHA PARA ESTUDIANTES DE ESCUELA PRIMARIA: UNA INVESTIGACIÓN PRELIMINAR

RESUMEN

Propósito: Esta investigación tiene como objetivo identificar la necesidad de materiales de enseñanza de ciencias naturales y sociales por las demandas del currículo de aprendizaje independiente y los obstáculos que se enfrentan en el aprendizaje de las ciencias naturales y sociales utilizando el enfoque de autoinstrucción y el concepto de tri kaya parisudha.

Método: Esta investigación se llevó a cabo utilizando el método de investigación de revisión bibliográfica. Los datos recogidos proceden de libros, estudios de investigación y resultados de investigaciones publicados en revistas científicas nacionales e internacionales. Los datos recogidos se analizaron cualitativamente utilizando un modelo de análisis de datos interactivo que consta de tres etapas: reducción de datos, visualización de datos y extracción/verificación de conclusiones.

Resultados y conclusión: Los materiales didácticos con enfoque de autoinstrucción y que contienen el tri kaya parisudha pueden ser una solución para satisfacer las demandas de un plan de estudios independiente para las asignaturas de Ciencias Naturales y Sociales. Esto se debe a que la autoinstrucción tiene varias características que resuelven los desafíos del aprendizaje de las Ciencias Naturales y Sociales y las demandas de un plan de estudios independiente para realizar un aprendizaje de calidad que se adapte a las necesidades y al entorno de aprendizaje. Mientras tanto, Tri kaya parisudha ayuda a implementar la educación del carácter haciendo hincapié en pensar, decir y hacer cosas buenas.
Implicaciones de la investigación: Los resultados de esta investigación se pueden utilizar como material para su consideración en el desarrollo de materiales de enseñanza para el aprendizaje de las Ciencias Naturales y Sociales utilizando un enfoque de autoinstrucción que contiene tri hita karana.

Originalidad/valor: Los materiales de enseñanza que combinan conceptos de aprendizaje modernos con la sabiduría local todavía rara vez se desarrollan. Esta investigación combina el concepto de aprendizaje moderno, a saber, la autoinstrucción, con la sabiduría local que posee el pueblo balinés en el desarrollo del carácter, a saber, tri kaya parisudha. Por lo tanto, se puede decir que esta investigación ofrece algo nuevo al combinar conceptos modernos y tradicionales ya conocidos por la sociedad en el proceso de aprendizaje de las ciencias naturales y sociales.

Palabras clave: Educación del carácter, Ciencias naturales, Autoinstrucción, Ciencias sociales, Tri Kaya Parisudha.

1 INTRODUCTION

In 2022, the Independent Learning Curriculum has been implemented, which is said to be a simpler and more in-depth curriculum. The Independent learning Curriculum also innovates in creating a happy learning atmosphere without burdening educators or students with high achievement through scores or minimum completion criteria (Marisa, 2021). One of the demands for independent curriculum is encouraging teachers to be more competent. This curriculum was developed to produce a millennial generation who can understand the material or knowledge taught by the teacher quickly, not just be smart enough to remember the teaching material given by the teacher (Indarta et al., 2022). It was further said that teachers are also free to think about determining appropriate and strategic steps to answer all educational challenges and problems faced in the educational area. In essence, teachers can dare to try, express, experiment, answer challenges, and collaborate to create better and more meaningful education.

As stated in the Minister of Education, Culture, Research and Technology Decree No. 162 of 2021, the primary curriculum framework consists of: a. Curriculum structure; b. Learning outcomes; and c. Principles of learning and assessment. In the independent curriculum, every activity must produce a project. The structure of the independent curriculum in driving schools according to the Decree of the Minister of Education, Culture, Research and Technology No. 162 of 2021 is divided into 3 phases, namely: Phase A for Class I and Class II, Phase B for Class III and Class IV, and Phase C for Class V and Class VI. Phase A is developing and strengthening basic literacy and numeracy skills. Natural and Social Sciences are not yet mandatory subjects in phase A. Natural and Social Sciences are starting to be taught...
in phase B. Natural and Social Sciences subjects aim to build basic abilities to study natural sciences and social sciences. Schools can present learning for each subject or continue thematically, which refers to forming the Pancasila character profile (Rahayu, 2021).

However, when teachers are given independence in developing teaching materials, some teachers do not understand the use of teaching materials. Magdalena et al. (2020) stated that the competency to develop teaching materials should ideally be mastered by teachers well. However, in reality, there are still many teachers who have not mastered it, so in carrying out the learning process, many are still conventional. This certainly impacts students because less active students are likelier to be listeners. Besides that, their learning is also less interesting because the learning is less varied. Arjihan et al. (2022) also stated that internal factors and external factors cause teachers' lack of competence in compiling teaching materials, including external factors that are used to being glued to teachers' and students' books. Educators are required to be creative and innovative in developing learning tools. Meanwhile, the internal factor is a lack of understanding about curriculum changes in developing principles and procedures for developing themes. Hence, an educator finds it difficult or must think extra hard to develop integrated learning tools.

Even though teaching materials are essential in the learning process, teachers need to develop teaching modules optimally. A learning process that does not plan modules/teaching materials well can ensure that content delivery to students is not systematic, so learning occurs unbalanced between teachers and students. It can be ascertained that only teachers are active or vice versa, and the learning carried out seems less attractive because the teacher did not prepare the modules/teaching materials well (Maulida, 2022). Without teaching materials, it will be difficult for students to follow the learning process in class, primarily if the teacher teaches the material quickly and is unclear. They can lose track of what their teacher has taught. Therefore, teaching materials are considered as materials that can be utilized, both by teachers and students, as an instrument to improve the quality of learning. (Hemafitria & Octavia, 2020).

The preparation of teaching materials should be designed or written by learning rules, adapted to the learning material, and arranged based on learning needs. There are evaluation materials, and the teaching materials are interesting for students to learn and should be adapted to their age and level of education and by existing learning plans (Magdalena et al., 2020). Teachers have arduous but noble duties and responsibilities. Teachers are given the responsibility to shape the future of the nation. However, it is based on many rules in the form of administrative preparation that teachers must provide so that the noble concept in the form of assistance that teachers should provide to their students is not optimal. With the
implementation of teachers' freedom to determine their teaching materials, there is great hope that there will no longer be restrictions on curriculum concepts which trigger the stifling of creativity within teachers and students.

The dependence of students and teachers on teaching materials requires teaching materials that are more appropriate to the student's environment. Educators are expected to prepare teaching materials that can develop creativity and innovation in attracting students' needs. Especially in science and social studies subjects in elementary schools, Hilmi (2017) stated that social studies learning has been considered boring, requires a lot of memorization and is not interesting for students. He further stated that if social studies learning is taught correctly, students will not feel bored because they are directly in contact with their experiences and environment. Because social studies education material cannot be separated from society and its social environment. Likewise, with the problems that occur in science learning, it is said that (1) schools' teaching and learning process does not provide maximum opportunities for students to develop their creativity; (2) the teaching materials provided in schools still feel disconnected from the main problems that arise in society, especially those related to technological developments and the presence of technological products; (3) process skills are not yet visible in school learning for reasons of pursuing curriculum targets; and (4) conventional science lessons only prepare students to continue higher studies, not prepare human resources who are critical, sensitive to the environment, creative and understanding. Simple technology that is present in society.

The existence of problems that occur in the process and results of science and science learning requires teachers to have creativity and innovation in learning. Educators must be able to increase their creativity to develop learning variations so that students are more enthusiastic and interested in participating in science and social studies learning activities. Educators must make the social studies learning atmosphere enjoyable (Risala et al., 2021). One way is to develop teaching materials by the current curriculum, namely the independent learning curriculum, which combines science and social studies subjects. Various types of teaching materials have been developed by several other researchers, like research conducted by Samiha (2020), which carries out the development of social studies teaching materials based on local wisdom, as well as the development of teaching materials carried out by Musaddat et al. (2021) which carries out the development of digital teaching materials based on local wisdom to improve student character, as well as many other research related to the development of social studies teaching materials for elementary schools according to the needs of each student. This means that each educational unit, especially in elementary schools, has different needs for
teaching materials. Hence, teaching materials must be developed to follow student development and accommodate student needs.

Based on this description, it is essential to examine the development of teaching materials for Natural and Social Sciences further empirically using a self-instruction approach containing the *tri kaya parisudha* in the independent learning curriculum for elementary school students. With the hope that the development of teaching materials will be able to bridge the hopes of an independent learning curriculum that gives teachers the freedom to innovate with their teaching materials, students have the freedom to own and manage the information or material obtained and, of course still adhere to the noble values of local wisdom, especially *Tri kaya parisudha*.

2 METHOD

This study followed a literature review approach. This method is used to critically analysing existing literature on a particular topic or research question (Snyder, 2019). The researchers conducted this study by following several steps. First, define the Scope. The researchers defined the research question or topic to explore and determine the limitations, including the timeframe, geographic focus, and specific aspects of the topic. Second, determining the search strategy. The researchers developed a systematic search strategy to identify relevant literature. This may involve searching scientific journal articles, conference proceedings, and books using various keywords related to the studied topic. Third, selecting the collected data. The researchers set criteria for selecting literature to include in the review. The researchers only selected literature that was related to the research questions. Fourth, extracting the needed data. The researchers only focused on the specific information that can be used to answer the research questions. Fifth, the researchers analyzed the extracted information. Specifically, the researchers used the interactive dana analysis model, consisting of three stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). The researchers tried to conclude how they relate to one another. Sixth, the writing of the review. Finally, the researchers wrote the literature review, organizing it logically and coherently.
3.1 PROBLEMS IN NATURAL AND SOCIAL SCIENCE SUBJECT

Science subjects are often considered difficult subjects. From a student's perspective, there are several reasons why science subjects are complex and less popular subjects. First, natural science subjects contain complex concepts (Fauzi et al., 2021; Molnár et al., 2023). Natural science lessons often deal with abstract concepts that are difficult to understand quickly (Gudula, 2007; Kurniawan et al., 2019). To understand this concept, students need time and real examples. Unfortunately, specific tools are needed to demonstrate some concepts, so providing examples is not always easy for teachers. These concepts are sometimes very abstract, so teaching science at the elementary school level, where students still think concretely, will be a challenge (Akram et al., 2022; Febriana et al., 2019).

Second, natural science subject is also synonymous with mathematics, formulas and complex calculation systems (Christianto, 2008; Meredith et al., 1999). Most students don't like calculating activities, especially with formulas that are difficult to memorize and understand (Afriliziana & Kartini, 2021; Arifah & Retnawati, 2020). These formulas are mandatory for students to memorize, and memorizing something they don't understand is difficult. So, with these challenges, many students think science lessons are difficult and not fun.

Third, limited supporting facilities. Science learning is related to experimentation. In other words, a laboratory and other supporting facilities are needed to allow experiments to be carried out (Irsan et al., 2019; Shana & Abulibdeh, 2020). In many cases, schools located in rural areas far from access to technology and transportation often experience problems providing the facilities needed to carry out experiments in the science learning process (Faisal & Martin, 2019).

Merging natural science and social science subjects into natural and social sciences also presents challenges for teachers and students. Because learning Natural and Social Sciences requires a holistic understanding, teachers must understand the relationship between natural science and social science and view natural phenomena from the perspective of natural knowledge and social knowledge (Strang, 2009). Sometimes, these relationships are complex and challenging for students in elementary school. In other words, learning Natural and Social Sciences requires extra effort from teachers to make learning materials easy for elementary school students to understand by making them use simple language equipped with real examples from everyday life and utilizing appropriate learning media to attract students'
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attention (Matso, 2012). Teachers must be able to provide exciting learning materials that can keep students focused and concentrated, considering that young students find it difficult to focus and concentrate for long periods. They also still think concretely, so as much as possible, the material presented is equipped with examples that children can understand and relate to their everyday experiences.

3.2 DEMANDS FOR CHARACTER EDUCATION IN NATURAL AND SOCIAL SCIENCES ACCORDING TO THE INDEPENDENT CURRICULUM

In terms of the demands of the independent curriculum, it can be said that it emphasizes critical thinking skills, creativity, problem-solving abilities, and a comprehensive approach to education (Risna, 2023; Wahyudin et al., 2023). The independent curriculum aims to realize comprehensive learning and is apart from the traditional learning system, which focuses on memorization skills (Daimah & Suparni, 2023; Juita & M, 2021). Apart from that, the independent curriculum is also designed to ensure that students have practical skills, entrepreneurship, use of technology and character development. Furthermore, the independent curriculum emphasizes cultural concern, environmental sustainability and social responsibility.

Especially for natural and social sciences learning, in the Independent Curriculum, science and social studies subjects are combined into science subjects, with the hope of triggering children to be able to manage the natural and social environment in one unit (Wijayanti & Ekantini, 2023). Integrating natural sciences and social sciences in the Indonesian education system has several goals, aiming to provide students with a comprehensive and holistic understanding of the world (Barthel & Seidl, 2017). Students can develop a more comprehensive understanding of the world around them by integrating natural sciences and social sciences. They can see how natural phenomena interact with social, economic, and cultural factors and vice versa.

Integrating natural sciences and social sciences encourages interdisciplinary learning, where students can see connections between different fields of study. This approach enhances critical thinking skills and fosters a deeper understanding of complex issues that cannot be fully understood through a single disciplinary lens (Lowe et al., 2013; Richter et al., 2022). Hopefully, this will help students face various challenges society faces today, such as climate change, which requires an understanding of natural and social sciences. By integrating these disciplines, students can better understand the real-world relevance of their education and apply their knowledge to address pressing issues facing their communities and the world.
Additionally, in a country as diverse as Indonesia, integrating social sciences allows students to explore the cultural contexts in which scientific knowledge is generated and applied. Understanding how cultural beliefs and practices influence scientific inquiry and decision-making is critical to fostering cultural sensitivity and effective communication in diverse communities. So, overall, integrating natural sciences and social sciences into Indonesia's education system helps equip students with the knowledge, skills and perspectives they need to face an increasingly complex and interconnected world. This fosters critical thinking, problem-solving, and a deeper appreciation of the interaction between scientific understanding and social factors.

3.3 CHARACTER EDUCATION THROUGH THE USE OF LOCAL WISDOM

Local wisdom is knowledge, values, traditions, and practices that have developed into a heritage for a particular community that is believed or adhered to from generation to generation (Mirna Sari et al., 2021; Trisnowati & Firmadani, 2020). It is the result of collective experiences, beliefs, and insights from a particular community group, which then forms that community's identity. There are several reasons why local wisdom plays a vital role in shaping the character of a society.

The first reason is that local wisdom reflects the cultural identity of specific community groups. By embracing and understanding these cultural values and traditions, individuals can develop a strong sense of belonging and identity, contributing to their character development (Habibi et al., 2018; Wahdiniawati et al., 2023). Many aspects of local wisdom include ethical and moral principles that guide behaviour and decision-making (Badeni & Saparahayuningsih, 2023). By internalizing these principles, individuals can develop a solid moral compass and a sense of integrity, which are fundamental components of character development.

In addition, local wisdom often emphasizes respect for diversity and the importance of understanding and appreciating different points of view and ways of life. By appreciating diversity, individuals can cultivate empathy, tolerance, and open-mindedness, which are essential qualities for building strong character (Khairunisa & Sundawa, 2023; Yumaro, 2024). Local wisdom offers practical knowledge and skills relevant to everyday life, such as traditional crafts, sustainable agricultural practices, or community-based problem-solving methods (Musyahda et al., 2022). By learning from local wisdom, individuals can gain practical wisdom that helps them face life's challenges and make meaningful contributions to their communities. In addition, local wisdom is also deeply connected with nature and the
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Environment (Hasbiah, 2015; Irwan et al., 2019; Kusnadi, 2023). By cultivating an appreciation for nature and sustainable living practices, individuals can develop a sense of concern and responsibility for nature, contributing to developing their character as environmentally conscious and responsible citizens. Furthermore, much local wisdom emphasizes the importance of interpersonal relationships, community cohesion and mutual support (Syukri et al., 2023). By cultivating strong social bonds and practising values such as cooperation, compassion, and reciprocity, individuals can develop positive interpersonal skills and cultivate meaningful relationships, an integral part of character development. Local wisdom contains lessons and stories about resilience, adaptability and perseverance in adversity. By learning from these experiences, individuals can develop resilience, grit, and a positive mindset to overcome challenges and thrive in various aspects of life.

So, from the explanation above, local wisdom provides a rich source of knowledge, values, and traditions that are important for character development. By embracing and learning from local wisdom, individuals can cultivate a strong sense of identity, ethical principles, practical wisdom, respect for diversity, connection with nature, positive interpersonal skills, and resilience, all contributing to their character development and well-being.

3.4 THE IMPORTANCE OF SELF-INSTRUCTION IN AN INDEPENDENT CURRICULUM

Self-instruction is an independent learning approach or autodidacticism, where students consciously and with self-motivation plan, implement and evaluate their own learning experiences. This learning approach has several characteristics, which are also its strengths. First, autonomy, the self-instruction approach, emphasizes independence in the learning process (Lestari, 2014; Ranganathan & Rajkumar, 2020). Each student has responsibility for the process and results of their learning (Yuliana et al., 2014). Second, self-regulation. With independent learning, students must be able to regulate themselves (Khaira, 2018). They must be able to determine study time and strategies that suit their characteristics (Baharuddin et al., 2022). For this reason, each student must play an active role in managing their time and learning behaviour to achieve the expected learning outcomes.

Third, learning motivation. Learning carried out independently requires learning motivation that comes from within the student. Strong intrinsic motivation to learn independently will make learning using a self-instruction approach successful (Siddik et al., 2021). To form this learning motivation, learning with a self-instruction approach usually
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provides various types of material adapted to the characteristics and learning styles of students. Learning materials and media are made as attractive as possible so that students become more interested in learning (Junaidi, 2020). In other words, learning with a self-instruction approach must be designed to be interesting, fun and valuable.

Fourth, flexibility. Learning with a self-instruction approach has a higher level of flexibility (Ismah & Widayat, 2023). This approach must allow students to regulate learning speed, choice of material, media, and learning methods. Therefore, learning with a self-instruction approach is often carried out by providing learning materials and media in various forms and at various levels. Students can choose learning materials and media according to their level, needs, and interests. Fifth, think critically. Learning with a self-instruction approach will shape students into people who can think critically (Firnandi et al., 2024; Sary, 2016). This approach requires students to actively engage with the material, evaluate information critically, and make connections between different concepts. Students will be trained to question assumptions, analyze evidence, and develop reasoned arguments.

From the above explanation, it can be said that independent teaching offers many strengths that can benefit students of all ages and backgrounds, encouraging independence, flexibility, critical thinking, and a lifelong love of learning. Self-teaching plays a vital role in developing 21st-century skills essential for success in today's rapidly evolving world. These skills encompass a range of abilities necessary to effectively navigate modern life, education, and the workplace. Self-teaching is critical in developing 21st-century skills by fostering autonomy, critical thinking, creativity, collaboration, adaptability, digital literacy, and a lifelong learning mindset. By empowering individuals to take charge of their learning journey, self-paced teaching equips them with the skills and mindset needed to thrive in today's complex and dynamic world.

4 CONCLUSION

From the results obtained in this research, it can be concluded that applying the concepts of tri kaya parisudha and self-instruction can potentially solve problems in learning Natural and Social Sciences. The problem of integrating character education can be solved through the application of the tri kaya parisudha concept, which teaches students to think, say and behave well. Meanwhile, the problems of Complexity of Concepts, Math Skills Required, Abstract Thinking, Memorization, Experimental Component, Lack of Interest, and Lack of Resources or Support can be solved through self-instruction by providing engaging interactive media and...
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quizzes. By implementing self-instruction with the help of interactive media and quizzes, learning will become more enjoyable, students can remember the material better, and students will become independent learners. However, considering that this research is only limited to research using literature review methods, it is essential to carry out further research regarding the development of learning models that combine the concepts of tri kaya parisudha and self-instruction to obtain support from empirical studies.

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