

## Application of Cultural Philosophy in Holistic Education in Improving Students' Cognitive, Moral and Spiritual

Shanti Paramita<sup>1</sup>, Wayan Suastra,<sup>2</sup> Ananta Wikrama Tungga Atmaja<sup>3</sup>, I Nyoman Tika<sup>4</sup>

Universitas Pendidikan Ganesha  
Email : [shantiiparamita@gmail.com](mailto:shantiiparamita@gmail.com)

### Abstract

*Holistic education based on cultural philosophy offers a comprehensive approach to developing students, covering cognitive, moral, and spiritual aspects. This article discusses the application of Tri Hita Karana (THK) as an example of cultural philosophy in the education system. The method used is a Systematic Literature Review (SLR) by analyzing journals or current research related to applying cultural philosophy to improve students' cognitive, moral, and spiritual aspects. Previous research shows that applying THK values can improve students' academic understanding, form responsible, respectful characters, and successfully instill spirituality and ecological awareness. The article also discusses practical implications for curriculum and educator training. Local wisdom-based curriculum, teacher training, and school collaboration with local communities are key to ensuring successful implementation, with an emphasis on mastering contextual learning methods. The THK approach can create a generation that is not only intellectually intelligent but also has a strong moral character and deep spiritual awareness.*

**Keywords:** *Holistic education, cultural philosophy, Tri Hita Karana, cognitive, moral, spiritual, culture-based curriculum.*

### INTRODUCTION

Education in Indonesia is currently still facing big challenges related to the inequality of traditional education which tends to focus on cognitive aspects. This approach often ignores other dimensions that are also important in individual development, such as moral and spiritual. In this context, education is often trapped in a paradigm that emphasizes academic results only and does not pay attention to the balance between intellectual knowledge and character development and spiritual values. This can lead to students not only being less prepared to face real life challenges, but also lacking ownership moral awareness required in their social interactions (Widodo, 2019).

The importance of holistic education is becoming increasingly clear as a solution to creating a balance between cognitive, moral and spiritual aspects. Holistic education seeks to develop all students' potential in a comprehensive and balanced manner, including intellectual, emotional, social and spiritual aspects. Holistic education has an approach that integrates various aspects of learning in the curriculum and school activities, so that all aspects of the individual can develop optimally and synergize with each other (Widyastono, 2012). According to several researchers, holistic education not only improves students' academic abilities but also forms strong character and high

moral awareness. With this approach, students are expected to become better individuals, able to contribute positively to society and their environment (Yuliana *et al.*, 2020).

In this context, the relevance of cultural philosophy is crucial in providing a holistic educational framework. Cultural philosophy offers a broader perspective on how education should be carried out by taking into account the cultural and spiritual values that exist in society. This approach helps in formulating curricula and teaching methods that not only focus on academic aspects but also integrate human values and spirituality into the learning process. Thus, education can be a tool for building strong character and cultural identity among the younger generation (Fajaryati *et al.*, 2023).

On the other hand, cultural philosophy offers a solid theoretical framework to support holistic education. This philosophy emphasizes the importance of understanding local values and cultural wisdom as a basis for developing an education system. In Ki Hajar Dewantara's view, effective education must be rooted in national culture in order to be able to form individual characters who are not only intelligent, but also have strong personalities and are in harmony with their socio-cultural environment (Noventue *et al.*, 2024). By integrating cultural philosophy, holistic education can provide relevant,

meaningful and in-depth learning experiences for students.

Therefore, the integration of holistic education and cultural philosophy is very important to create an education system that not only prepares students intellectually, but also enriches them with moral and spiritual values. It is hoped that this effort will give birth to a generation that is not only able to compete globally, but also be the guardian of social harmony and local culture. Education based on cultural philosophy provides a new perspective in building individuals who are tough and ready to face the challenges of the modern era without losing their identity (Yusuf, 2023).

Based on the background of the problem that has been described, the author wants to conduct research which aims to analyze the application of cultural philosophy in holistic education and identify implementation strategies and challenges faced, especially in the field of education.

## METHOD

The approach applied in this research is literature study as a methodology for exploring information and literature related to the topic discussed. Secondary sources are research earlier conducted by previous researchers regarding cultural philosophy in holistic education and its relationship to cognitive, moral and spiritual improvement. Data collection is carried out using research techniques or literature review. Data that has been collected from journals or articles is analyzed qualitatively using an inductive approach which refers to the problems formulated and analyzed related to the scope of cultural philosophy and holistic education. Analysis was carried out thematically to identify patterns and main findings which were then validated by triangulating references to ensure the validity of the sources.

## RESULTS AND DISCUSSION

### Basic Concepts of Cultural Philosophy in Holistic Education

Cultural philosophy in holistic education also emphasizes the importance of interaction between individuals and society and the environment. In this context, education cannot be

separated from the social and cultural aspects that surround it. Education must pay attention to the connection between students and their intellectual, emotional, physical, aesthetic, spiritual and social potential (Ika *et al.*, 2024). In this way, students are expected to develop empathy and high social awareness, as well as contribute positively to society. This is in line with the principle of holistic education which prioritizes individual development in a community context.

Apart from that, a holistic approach to education also includes the development of spirituality as the core of the learning process. According to Messi *et al.* (2023), holistic education must be able to build students' spiritual awareness, so that they can find a deeper meaning and purpose in life. Spirituality-oriented education helps students understand their relationship with God and the universe, and encourages them to become better individuals. In this case, education not only functions as a transfer of knowledge, but also as a means to shape students' character and morality.

The implementation of cultural philosophy in holistic education faces several challenges, including educators' lack of understanding of holistic principles and limited resources available. Djafri and Arwildayanto (2022) noted that many educators are still trapped in traditional teaching methods that do not support a holistic approach. Therefore, it is important to provide training and support to educators so that they can apply the principles of holistic education effectively in their daily practice.

The application of cultural philosophy in holistic education accommodates a comprehensive approach to developing the individual as a whole. By integrating cultural values, social interaction, and spirituality into the learning process, education can become more relevant and meaningful for students. Through this approach, it is hoped that students will not only be academically intelligent but also have strong character and high social awareness.

### Students' Cognitive, Moral and Spiritual Development

Students' cognitive, moral and spiritual development in the context of holistic education are interrelated and contribute to the formation of a complete individual. In the cognitive aspect, holistic education encourages students to think critically and creatively through integrated learning. According to Messi *et al.* (2023), this approach allows students to relate knowledge from various scientific disciplines, so that they can understand and apply concepts in more depth. In this way, students not only memorize information, but also learn to analyze and solve problems in everyday life.

The moral aspect of holistic education is very important to shape student character. A good education does not only focus on academic mastery, but also on the development of ethical and moral values. Susetya and Zulkarnaen (2022) show that students' moral reasoning can be influenced by a supportive educational environment, including activities that instill social and religious values. By integrating moral education into the curriculum, students are taught to understand the importance of ethical actions and social responsibility, which in turn helps them become better individuals in society.

On the other hand, students' spiritual development is also a focus in holistic education. Education that pays attention to spiritual aspects helps students find deeper meaning and purpose in life. Djarot (2020) emphasized that developing spiritual intelligence is very important from an early age, because this provides the basis for future intellectual and emotional development. By building spiritual awareness, students are taught to respect themselves and others and understand their relationship with the environment and God.

Overall, holistic education seeks to create a balance between students' cognitive, moral and spiritual development. This is important so that students not only become academically successful individuals but also have good character and high spiritual awareness. With this approach, it is hoped that the younger generation can face life's challenges better and contribute positively to society (Sa'adillah *et al.*, 2021). Therefore, the implementation of holistic education must be a priority in the education

system so that all aspects of student development can be properly accommodated.

### **Strategy for Implementing Cultural Philosophy in Holistic Education**

The strategy for implementing cultural philosophy in holistic education aims to develop individuals as a whole, including intellectual, emotional, spiritual and social aspects. Holistic education views students as complete entities, where every aspect of their lives is interrelated and influences the development of their character and identity. According to Widyastono (2012), holistic education does not only focus on mastering knowledge, but also on developing attitudes and skills that are relevant to the student's cultural context. This is in line with the idea that education must be able to form individuals who are not only academically intelligent, but also have high social and spiritual awareness.

In its implementation, this strategy can be carried out through the integration of local cultural values into the educational curriculum. By relating teaching materials to local culture, students can more easily understand and appreciate their own cultural heritage. For example, learning that involves local arts and traditions can increase students' love of culture and strengthen students' identity (Messy *et al.*, 2023). In addition, an experience-based learning approach is also highly recommended, where students are invited to be directly involved in activities that reflect their cultural values.

The importance of community involvement in the educational process cannot be ignored. Through partnerships with the surrounding community, schools can create a richer and more contextual learning environment. Activities such as community service or community-based projects allow students to learn while contributing to their environment. This supports the development of students' social and emotional intelligence, as well as helping them understand their role in society (Kemdikbud, 2020).

However, the challenges in implementing this strategy need to be considered. Many educators may not have sufficient understanding of the principles of holistic education and how to

integrate them into daily teaching practice. Therefore, training and professional development for teachers is necessary to ensure that they are ready to implement this approach effectively (Ro'fiah *et al.*, 2024). Thus, the application of cultural philosophy in holistic education will not only improve the quality of education but also form a generation that is more sensitive to cultural and social values.

### **Application of Cultural Philosophy in Holistic Education in Improving Students' Cognitive Aspects**

The application of cultural philosophy in holistic education has proven effective in improving students' cognitive, moral and spiritual aspects. Integration of local cultural values into the curriculum can increase students' understanding and involvement in the learning process. According to Supratman *et al.* (2023), the application of Tri Hita Karana (THK) values through a contextual approach in mathematics learning improves students' understanding of concepts and critical thinking skills. In its application, THK-based character values education can be implemented through learning process activities, daily activities in the form of school culture, co-curricular and extra-curricular activities, and daily activities at home and in the community. Integration of local cultural values, as explained by Supratman *et al.* (2023), not only enriches mathematics learning but also supports students' critical thinking skills.

Apart from improving mathematics learning abilities, THK can also improve science subjects. Research conducted by Putra *et al.* (2014) proves that a learning model that emphasizes cognitive conflict with the Tri Hita Karana approach shows a beneficial influence on science learning outcomes. This approach has proven to be more efficient in improving fifth grade students' science learning achievement compared to traditional learning models. At the early childhood level, THK can also play a role in improving the cognitive abilities of early childhood through THK-based learning media. This confirms that THK can be a universal and efficient approach in improving student learning outcomes compared to traditional learning methods. Research on early childhood was

conducted by Widnyani *et al.* (2021) proves that the process of implementing Tri Hita Karana-based puzzle media can improve the cognitive abilities of young children starting from the planning stage to the implementation stage. Efforts to implement these values from planning to implementation show that the success of implementing THK is very dependent on teacher readiness and the educational environment.

Several studies above have highlighted the importance of integrating cultural philosophy in various levels of education, as well as providing empirical evidence that supports the effectiveness of this approach in improving student learning outcomes. However, to increase sustainability, strengthening support from the education system, teacher training and community participation in the learning process based on local cultural values is needed.

### **Application of Cultural Philosophy in Holistic Education in Improving Students' Moral Aspects**

Research related to the application of Balinese cultural philosophy in improving moral aspects conducted by Arsana and Wirastuti (2019) found that the implementation of Tri Hita Karana-based character education in early childhood education was effective in forming attitudes of mutual respect, responsibility and cooperation. These local wisdom values play an important role in supporting the process of cultivating character education. In Bali, there are values that can be used as a mirror in forming individual character. These values develop in society and are very relevant to serve as guidelines in forming a generation with good character, which are implemented through Tri Hita Karana. Apart from that, other research states that the application of Tri Hita Karana values in character education is effective in forming attitudes of mutual respect, responsibility and cooperation among students (Puspayanti *et al.*, 2023). These two studies confirm that THK values, such as mutual respect, responsibility and cooperation, are an important foundation in developing individual character. This shows that local wisdom values are not only relevant in traditional societies but also have a strategic place in the modern education system.

Increasing moral values by implementing THK in education was proven again by research conducted by Dwijayanti (2024) with research results showing that the implementation of Tri Hita Karana values at SD Inpres 3 Sausu had a positive effect on the formation of students' morals and character. Essence from Parahyangan, Pawongan, and Pabelasan which were integrated through various school programs and activities succeeded in increasing students' spiritual, social and ecological awareness. The successful implementation of THK, as proven by Dwijayanti's (2024) research at SD Inpres 3 Sausu, further strengthens the argument that local values such as Parahyangan, Pawongan, and Pabelasan can be integrated effectively in school programs. The positive effects on students' spiritual, social and ecological awareness highlight the importance of a holistic approach in character education that does not just focus on individual aspects but also students' relationships with the social and natural environment.

Several studies above confirm that character education based on local wisdom such as THK can be a relevant model to be adopted in various regions, not only in Bali but also outside the region by adapting to local values. However, the success of this implementation is highly dependent on the commitment of schools, teachers and communities to keep cultural values relevant and applied consistently in daily activities.

### **Application of Cultural Philosophy in Holistic Education in Improving Students' Spiritual Aspects**

The application of cultural philosophy in holistic education also strengthens students' spiritual aspects. Mahendra and Kartika (2019) stated that the Tri Hita Karana values can be a basis for strengthening Pancasila-based leadership, which includes aspects of spirituality and morality. The Tri Hita Karana concept, which includes Parahyangan, Pabelasan, and Pawongan, can help a leader be accountable for his performance. By applying this concept, leaders can create harmonious relationships, so they are able to provide positive and beneficial feedback to the community or group they lead. In addition, research by Ratnada et al. (2020)

provides data analysis results showing that the learning model *Team Games Tournament* Tri hita Karana based has a contribution to the social and spiritual attitudes of students in Theme 7 Class V students.

The two studies above bring the conclusion that cultural philosophies such as Tri Hita Karana are not only the basis for holistic education, but also an effective tool for integrating spirituality into formal learning. However, successful implementation requires consistent support from the curriculum, teachers and community to ensure that these values are implemented in a sustainable manner and are relevant to the needs of students in the modern era.

### **Practical Implications for Curriculum Design and Educator Training**

Based on previous research, the application of cultural philosophies such as Tri Hita Karana (THK) in holistic education has significant practical implications for curriculum design and educator training. Local values integrated in education not only improve students' cognitive, moral and spiritual aspects, but also demand a systematic approach in curriculum development and increasing the capacity of educators.

1. Local Wisdom Based Curriculum Design  
Research shows that integrating Parahyangan, Pawongan, and Pabelasan values into the curriculum can improve overall student learning outcomes. Therefore, the curriculum must be designed to include local wisdom in various subjects such as the following:

- Mathematics and science can be taught through a THK-based contextual approach, such as using problems that are relevant to the harmony of nature and the environment (Supratman et al., 2023; Putra et al., 2014).
- Character education can integrate THK values to form students' attitudes of responsibility, mutual respect and cooperation (Arsana & Wirastuti, 2019).
- Co-curricular activities can be designed to put these values into practice, such as environmental conservation projects that instill Paringan concepts or mutual cooperation-based social activities to strengthen Pawongan.

Curriculum design also needs to be flexible to provide space for other local values outside Bali so that they can be applied in various other cultural contexts.

2. **Educator Training to Improve Competency**  
Educators play a key role in the successful implementation of cultural philosophy in education. Research by Ratnada et al. (2020) and Widnyani et al. (2021) shows that the success of THK integration depends on teacher competence in understanding and applying these values in learning. Therefore, educator training needs to include:
  - **Increased Understanding of Local Values:** Teachers need to understand cultural philosophies such as THK and their relevance to holistic education, so as to be able to integrate these values effectively into subjects.
  - **Mastery of Contextual Learning Methods:** Training must include experience-based teaching techniques, such as problem-based learning or the Team Games Tournament model based on cultural values (Ratnada et al., 2020).
  - **Increasing Creativity in Learning Media:** Teachers need to be trained to develop learning media based on local culture, such as the use of THK-based puzzles which have been proven to improve the cognitive abilities of young students (Widnyani et al., 2021).
3. **Collaboration with Local Communities**  
Involvement of local communities in curriculum design and educator training is essential to ensure cultural values are implemented appropriately. Schools can work with traditional leaders, cultural figures, or local organizations to provide additional training for teachers and provide learning resources that are relevant to the local cultural context.
4. **Value-Based Monitoring and Evaluation**  
Implementation of a local wisdom-based curriculum requires regular evaluation to assess its success in achieving holistic education goals. Indicators of success must include the achievement of students' cognitive, moral and spiritual aspects, as well

as educators' satisfaction with curriculum implementation.

With this approach, curriculum design and educator training can be designed to ensure that cultural values such as THK are not simply understood theoretically, but also applied practically in everyday learning, producing students who are balanced intellectually, morally and spiritually.

## CONCLUSION

The application of cultural philosophy, especially Tri Hita Karana (THK) values, in holistic education has been proven to have a positive impact on students' cognitive, moral and spiritual aspects. Values such as Parahyangan, Pawongan, and Pabelasan are not only relevant as a foundation for character education but can also be integrated into the curriculum and learning practices, creating harmony between students, society, and the environment. This approach supports students' overall development, including intellectual intelligence, social awareness, and spiritual depth. Previous research shows that THK can be applied at various levels of education through contextual learning methods, co-curricular activities and culture-based learning media. Apart from that, this approach is relevant for forming leadership based on morality and spirituality, which is in line with the values of Pancasila. Therefore, education based on cultural philosophy is not only a solution to improve the quality of learning but also to create a generation that is balanced intellectually, morally and spiritually. This step is very relevant in facing global challenges, while preserving valuable local cultural values.

## SUGGESTION

Suggestions for further research are that cultural philosophical values such as Tri Hita Karana (THK) need to be more integrated into the educational curriculum, especially in various subjects and extracurricular activities, teacher training related to the implementation of cultural philosophy in holistic education needs to be carried out on an ongoing basis, it is necessary further research to explore the application of other local wisdom values outside Tri Hita Karana in the context of holistic education in

different regions, and finally there is a need to periodically evaluate cultural philosophy-based education programs to ensure their effectiveness.

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