



## INTEGRATION OF *TRI KAYA PARISUDHA* VALUES IN THE DISCOVERY LEARNING MODEL IN ELEMENTARY SCHOOL STUDENTS' SCIENCE LEARNING

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### ABSTRAK

Pembelajaran IPA di sekolah dasar tidak hanya berfokus pada pemahaman materi, tetapi juga bertujuan untuk mengembangkan kemampuan berpikir kritis serta membentuk karakter siswa. Namun, pembelajaran di kelas masih banyak yang bergantung pada metode tradisional, sehingga kemampuan pemecahan masalah siswa belum berkembang secara optimal. Artikel ini membahas penerapan nilai Tri Kaya Parisudha dalam model Discovery Learning pada pembelajaran IPA melalui metode studi literatur. Penelitian ini dilakukan dengan mengkaji berbagai referensi ilmiah yang relevan dengan topik tersebut. Hasil kajian menunjukkan bahwa model Discovery Learning dapat mendorong siswa untuk lebih aktif dalam menemukan konsep secara mandiri, sehingga meningkatkan kemampuan berpikir kritis dan pemecahan masalah. Selain itu, nilai Tri Kaya Parisudha membantu membentuk sikap positif dalam berpikir, berkata, dan bertindak pada diri siswa. Kombinasi kedua pendekatan ini menghasilkan pembelajaran yang tidak hanya menekankan kemampuan akademik, tetapi juga pengembangan karakter secara menyeluruh. Oleh karena itu, model ini dinilai sesuai untuk diterapkan dalam pembelajaran IPA di sekolah dasar.

**Kata kunci:** *Discovery Learning, Tri Kaya Parisudha, Ilmu Pengetahuan Alam, Pemecahan Masalah.*

### ABSTRACT

Science learning in elementary schools not only focuses on understanding the material but also aims to develop critical thinking skills and shape students' character. However, classroom learning still largely relies on traditional methods, resulting in students' problem-solving abilities not being fully developed. This article discusses the application of the Tri Kaya Parisudha values in the Discovery Learning model in science learning through a literature study method. The research was conducted by reviewing various scientific references related to the topic. The results of the study indicate that the Discovery Learning model can encourage students to be more active in discovering concepts independently, thereby improving critical thinking and problem-solving skills. Furthermore, the Tri Kaya Parisudha values help shape positive attitudes in thinking, speaking, and acting in students. The combination of these two approaches results in learning that emphasizes not only academic abilities but also comprehensive character development. Therefore, this model is considered suitable for implementation in science learning in elementary schools.

**Keywords:** *Discovery Learning, Tri Kaya Parisudha, Natural Sciences, Problem Solving*





## INTRODUCTION

As the foundation for lifelong learning, basic education is crucial in shaping students' attitudes, abilities, and ways of thinking. At this point, students begin to realize their full potential, including their cognitive, emotional, and psychomotor abilities. Therefore, the implementation of the Independent Curriculum emphasizes a learning process that places students at the center of learning activities, encouraging active involvement and the ability to connect learning material to real-life experiences. In Natural and Social Sciences (IPAS) learning, this approach is aimed at enhancing critical thinking skills, problem-solving skills, and developing students' overall character (Islamiati & Neviyarni, 2023). However, empirical data shows that elementary school students' critical thinking skills are still relatively low. This low level of critical thinking is evident in their inability to analyze problems, provide logical reasoning, and draw conclusions based on facts discovered during the learning process.

However, learning practices in the field still show a tendency to use conventional, teacher-centered methods. The learning process is often one-way, with students receiving more information than actively participating in constructing knowledge (Satar et al., 2025). This situation results in students having less opportunity to explore, analyze, and discover concepts independently. Consequently, students' problem-solving skills have not developed optimally, especially when faced with contextual problems that require reasoning and critical thinking. Furthermore, learning has not yet fully integrated character values systematically, resulting in students' affective aspects receiving less attention. This situation highlights the need for learning innovations that are oriented not only toward conceptual mastery but also toward character development.

To improve the quality of learning, methods are needed that emphasize character development in addition to content mastery. Tri Kaya Parisudha is a Balinese local wisdom concept that emphasizes the purification of human thoughts, speech, and actions as the basis of moral and ethical behavior, and in education it is applied as a character education framework that supports students' cognitive and affective development. This concept consists of three interconnected components, namely *manacika* (good thinking), *wacika* (good speech), and *kayika* (good action), which together guide students to think positively, communicate appropriately, and behave responsibly in learning activities and daily life. Needs analysis conducted in elementary schools also indicates that the development of learning models based on Tri Kaya Parisudha is essential because existing instructional practices have not optimally integrated local wisdom values into classroom learning, despite their strong potential to support students' holistic development (Astawan, 2020). The integration of Tri Kaya Parisudha values in education is expected to foster continuous character development alongside academic achievement and create a supportive learning environment for forming morally responsible students (Dewi et al., 2025).

Discovery Learning is an educational approach considered relevant for encouraging active student participation. This approach places a strong emphasis on the process of student discovery of concepts through individual or group study. Students are encouraged to learn through observing, collecting information, processing data, and drawing conclusions based on analysis (Martir et al., 2024). Previous research has shown that Discovery Learning can improve student learning outcomes, critical thinking skills, and active participation in the learning process. In relation to the integration of Tri Kaya Parisudha, this model supports *manacika* through analytical and critical thinking activities, *wacika* through discussion and communication among students, and *kayika* through active engagement in learning tasks and





experiments. Furthermore, research on the application of Tri Kaya Parisudha values shows that the values of manacika, wacika, and kayika can help shape students' positive character, such as thinking well, speaking politely, and behaving positively in everyday life (Dewi et al., 2025). This alignment has also been demonstrated in mathematics learning, where the implementation of a problem-based learning model integrated with Tri Kaya Parisudha significantly improved students' mathematical problem-solving skills while simultaneously strengthening positive character development (Wiradnyana et al., 2024).

The implementation of Discovery Learning, which focuses solely on cognitive aspects, is considered insufficient to fully shape students' character. Effective learning should integrate knowledge with moral values that guide students' behavior throughout the learning process (Nurjihan & Bunawan, 2025). In this context, incorporating the values of *Tri Kaya Parisudha* into the Discovery Learning phase presents a strategy that allows for a more comprehensive educational experience. Through this integration, children learn to think positively, communicate effectively, and behave responsibly, while also learning new concepts. Recent developments also show that the integration of Tri Kaya Parisudha is not limited to classroom interaction but has been successfully incorporated into technology-assisted learning media. Website-based learning media that integrates Balinese local wisdom has been found to increase elementary students' learning interest, indicating that local values remain relevant in supporting innovative digital learning environments (Widiantari et al., 2025).

However, previous research generally focuses on the application of Discovery Learning to improve cognitive aspects only, while research on *Tri Kaya Parisudha* is more directed at character formation without integrating it into a specific learning model. Similarly, although Tri Kaya Parisudha has been integrated with other educational approaches, such as social studies learning based on Tri Kaya Parisudha and *Menyama Braya* to promote students' tolerance, studies integrating these values specifically into Discovery Learning for IPAS remain very limited (Kertih et al., 2025). Thus, there are still limitations in research that combines the Discovery Learning model with the values of *Tri Kaya Parisudha* in science learning in elementary schools. The novelty of this research lies in the integration of the values of *Tri Kaya Parisudha* into the stages of Discovery Learning as an effort to create learning that not only improves students' critical thinking and problem-solving skills but also strengthens overall character formation. Therefore, this research was conducted to provide theoretical and practical contributions in developing more effective, meaningful, and local wisdom-based science learning through a literature study approach.

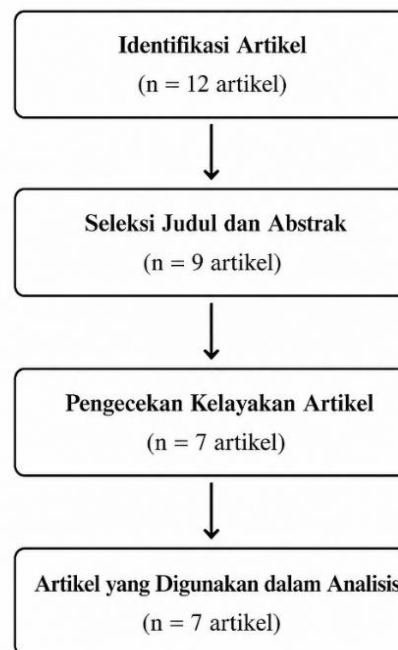
## RESEARCH METHODS

This study employed a literature review method with a qualitative approach. The research was conducted to analyze and synthesize various scientific studies related to the integration of Tri Kaya Parisudha values into the Discovery Learning model in IPAS learning at elementary schools. This approach was chosen because it allows researchers to examine existing findings without conducting direct field experiments. The focus of the study is to identify relationships between learning models, local wisdom values, and students' cognitive and character development. Furthermore, the literature review approach enables researchers to compare findings from different studies and identify common themes, research gaps, and opportunities for future investigations.

The data in this study were obtained through the exploration of scientific articles from Google Scholar and Garuda databases. The search was carried out using keywords such as

“Discovery Learning,” “Tri Kaya Parisudha,” “IPAS learning,” “critical thinking,” and “character education.” The articles selected were national journals published between 2020 and 2025 to ensure the relevance and recency of the data. Selection criteria included relevance to the topic, availability of full text, and alignment with research objectives, while irrelevant and duplicate articles were excluded from the analysis. This systematic selection process was intended to ensure that only high-quality and relevant studies were included, thereby increasing the credibility and reliability of the research findings.

Based on the search results, 12 articles were initially identified from various databases. After a screening process based on titles, abstracts, and full-text content, 7 articles were selected as the main data sources for this study. The data analysis was conducted using qualitative techniques, including data reduction, data presentation, and conclusion drawing. This process was carried out to identify patterns and relationships between Tri Kaya Parisudha values and the Discovery Learning model in IPAS learning at elementary schools. The synthesis of the selected studies also enabled the researchers to compare research outcomes across different educational settings and identify consistent trends regarding the effectiveness of the proposed learning approach. Figure 1 illustrates the article selection flowchart used in this study to show the systematic process of screening and selecting relevant literature.



**Figure 1. Article Selection Flowchart**

## RESULTS AND DISCUSSION

### Result

To support the analysis of the relationship between Tri Kaya Parisudha values and the Discovery Learning model in IPAS learning, several relevant previous studies were reviewed and synthesized. The selected studies include research focusing on Discovery Learning implementation, character education based on local wisdom, and IPAS learning within the Merdeka Curriculum. These studies were chosen because they provide strong theoretical and

empirical support for the integration of learning models and character values in elementary education. The summary of the reviewed studies is presented in Table 1.

**Table 1. Article Analysis**

No.	Researcher	Research Focus	Research Method	Research Findings	Research Relevance
1.	Tapa dan Sujana (2020)	Implementation of Discovery Learning in IPAS learning	Experimental	Learning became more active and meaningful.	Supports the effectiveness of Discovery Learning.
2.	I Made Ari Winangun et al. (2021)	Character education based on local culture.	Descriptive	Character values improved learning outcomes and social attitudes.	Supports the integration of <i>Tri Kaya Parisudha</i> .
3.	Islamiati dan Neviyarni (2023)	IPAS learning in the Merdeka Curriculum	Literature review	IPAS develops critical thinking skills and character.	Relevant to strengthening students' character.
4.	Previous related studies	Character-based Discovery Learning	Classroom Action Research and experiments	Student participation increased by more than 75% and learning outcomes improved by 10–20%.	Strengthens the effectiveness of discovery-based learning.
5.	Local culture studies in elementary schools	Integration of local culture in learning	Qualitative	Cultural values foster discipline, responsibility, and tolerance.	Supports student character development.

Based on the results of the literature study analysis, the integration of the *Tri Kaya Parisudha* values in the Discovery Learning model in elementary school science learning has a positive influence on the development of students' cognitive, affective, and psychomotor abilities. The *Manacika Parisudha* value (thinking well) supports students' critical thinking skills when making observations, identifying problems, and drawing conclusions in the Discovery Learning stage. The *Wacika Parisudha* value (speaking well) contributes to improving students' communication skills through discussions, presentations, and expressing opinions politely. Meanwhile, the *Kayika Parisudha* value (doing good) strengthens students' attitudes of discipline, responsibility, and cooperation during experimental activities and learning practices.

The results of the study show that learning that integrates elements of character education and discovery activities is able to create a more active, meaningful and contextual learning atmosphere compared to conventional learning that is still teacher-centered (Tapa &



Sujana, 2020). Furthermore, the implementation of Discovery Learning combined with the *Tri Kaya Parisudha* values has been proven to significantly increase student learning participation. Several studies have shown that student engagement levels increased by more than 75% after teachers implemented discovery-based learning integrated with character education. Student learning outcomes also improved, as seen in the 10–20% increase in average class grades and learning completion after implementing the character-based Discovery Learning model (Winangun et al., 2021).

The integration of *Tri Kaya Parisudha* values also influences the formation of students' positive character within the school environment. During the stimulation and problem statement stages, students are encouraged to think positively and respect their classmates' opinions as an implementation of the values of *Manacika* and *Wacika* Parisudha. Furthermore, during the data collection and data processing stages, students learn to cooperate, take responsibility, and maintain proper behavior during group activities as a form of applying *Kayika* Parisudha. The findings indicate that learning which integrates local cultural values with innovative learning models is able to enhance students' social awareness and tolerance from an early age.

In addition, the research findings reveal that the successful integration of *Tri Kaya Parisudha* values into Discovery Learning is influenced by teachers' readiness in designing learning activities that are appropriate to the characteristics of elementary school students. Teachers play an important role in relating science and social studies (IPAS) materials to everyday life contexts so that students can more easily understand the meaning of learning and apply it in real behavior. The use of interactive learning media, direct observation activities, and reflective discussions are supporting factors for successful learning implementation. Nevertheless, several studies still found obstacles, including teachers' limited understanding of local culture-based character education and the lack of varied learning media that support Discovery Learning.

### **Synthesis of Findings**

Based on the analysis of various articles, it was found that the integration of the *Tri Kaya Parisudha* values into the Discovery Learning model has a positive impact on improving learning outcomes, activeness, critical thinking skills, and character development in elementary school students. *Manacika* values help students think positively and critically, *Wacika* values enhance polite communication skills, while *Kayika* values foster discipline, responsibility, and cooperation during learning. These findings indicate that the integration of local wisdom into learning activities provides balanced support for students' cognitive, affective, and behavioral development. The consistent implementation of these values throughout the learning process enables students to develop not only academic competence but also positive attitudes that are essential for lifelong learning and responsible citizenship.

Discovery-based learning combined with character education has also been shown to create a more active, contextual, and meaningful learning process. In addition to improving academic performance, the integration of local cultural values also supports the strengthening of the Pancasila Student Profile in the Independent Curriculum. However, the effectiveness of learning implementation is still influenced by teacher competence, the use of learning media, and the supportive school environment. Therefore, collaboration among teachers, schools, and other educational stakeholders is essential to ensure that the integration of *Tri Kaya Parisudha* values is implemented consistently and effectively in classroom practice. Continuous professional development for teachers and the availability of innovative learning resources are



also important factors in maximizing the benefits of Discovery Learning integrated with local wisdom for elementary school students.

## Discussion

Based on the results of the review, the integration of Tri Kaya Parisudha values within the Discovery Learning model shows a strong alignment with the implementation of the Merdeka Curriculum in IPAS learning at elementary schools. The Merdeka Curriculum emphasizes student-centered learning that is active, meaningful, and contextual, which is in line with the principles of Discovery Learning that encourage students to construct knowledge through direct learning experiences. This is supported by Satar et al. (2025), who explain that innovative learning models such as Discovery Learning are designed to improve student engagement and conceptual understanding through active participation. In addition, the integration of Tri Kaya Parisudha values strengthens this process by embedding moral guidance in thinking, speaking, and acting throughout learning activities, as emphasized by Dewi et al. (2025).

The findings also indicate that Discovery Learning integrated with Tri Kaya Parisudha values can improve both cognitive and affective aspects of students. In the Discovery Learning process, students are guided to observe, collect information, analyze data, and draw conclusions independently, which fosters critical thinking skills and active learning participation (Martir et al., 2024; Prasetyo & Abduh, 2021). This model also reduces the dominance of teacher-centered learning and encourages students' engagement in constructing knowledge. Furthermore, research by Tapa dan Sujana (2020) and Widiartini et al. (2025) shows that Discovery Learning combined with Tri Kaya Parisudha significantly improves learning outcomes and student competencies, including literacy and conceptual understanding. The integration of character values at each stage of learning also contributes to improving student activeness by more than 75% and learning outcomes by 10–20% as reported in several reviewed studies.

In addition to academic improvement, the integration of Tri Kaya Parisudha values plays a significant role in strengthening students' character development in elementary education. The value of *Manacika* supports positive thinking and respect for others' opinions during learning discussions, while *Wacika* encourages polite and effective communication among students. Meanwhile, *Kayika* is reflected in students' disciplined behavior, responsibility, cooperation, and active participation in learning activities, including experiments and observations (Utami & Suarningsih, 2025; Wardhani et al., 2024). This aligns with Kertisari et al. (2025), who emphasize that local wisdom-based education contributes to tolerance, discipline, and moral behavior in elementary students. Therefore, the integration of Tri Kaya Parisudha not only enhances academic learning but also strengthens character formation and cultural preservation in education.

The comparison with previous studies shows consistency with Prasetyo dan Abduh (2021), who found that Discovery Learning significantly improves student activeness in elementary education. Similar findings are also reported by Tunnisa et al. (2025) and Nurjihan & Bunawan (2025), who state that Discovery Learning positively influences learning outcomes and student engagement in IPAS learning. However, this study provides a more specific contribution by integrating Tri Kaya Parisudha values into the Discovery Learning process within a literature review approach. Previous studies generally focused either on Discovery Learning or character education separately, while this study emphasizes their integration within the context of the Merdeka Curriculum and strengthening the Pancasila Student Profile.



Additionally, studies by Wiyanta et al. (2025) and Sari et al. (2025) also support the importance of local wisdom integration in creating contextual and meaningful learning experiences in elementary education.

Theoretically, this study strengthens constructivist learning theory, where students actively construct knowledge through experience, exploration, and reflection. It also expands the concept of character education based on local wisdom, showing that learning should integrate cognitive, affective, and psychomotor domains simultaneously (Leech Morejon, 2025; Suparya et al., 2025). From a practical perspective, these findings can serve as a reference for teachers in designing IPAS learning that is active, contextual, and character-oriented. Teachers can integrate Tri Kaya Parisudha values at each stage of Discovery Learning, such as observation, discussion, experimentation, and conclusion drawing. Furthermore, this study can be used as a consideration for schools and policymakers in strengthening character education and implementing the Merdeka Curriculum more effectively in elementary schools.

## CONCLUSION

Based on the results of the literature review, it can be concluded that the integration of the Discovery Learning model and Tri Kaya Parisudha values has a complementary role in improving the quality of IPAS learning in elementary schools. Discovery Learning encourages students to actively construct knowledge, thereby enhancing critical thinking, curiosity, and learning activeness. Meanwhile, Tri Kaya Parisudha functions as a character foundation that guides students in thinking, speaking, and behaving properly. The combination of both creates learning that balances cognitive development and character formation. These findings indicate that integrating innovative learning models with local wisdom provides a more comprehensive educational approach that addresses both intellectual and moral aspects of student development.

This integration also contributes to improving students' problem-solving skills and character development. Students are trained to identify problems, analyze information, and draw conclusions systematically while being guided to act responsibly, honestly, and ethically. Therefore, this approach is effective in creating meaningful and holistic learning experiences that support both academic achievement and character building. In addition, the consistent application of Tri Kaya Parisudha values throughout the learning process encourages students to internalize positive behaviors that can be practiced not only in the classroom but also in their daily lives.

For future development, this concept has strong potential to be expanded into learning models, teaching materials, or digital learning media. Further research is recommended to test its effectiveness through experimental or classroom action research in real learning settings. In addition, its application can be extended to other subjects and educational levels to strengthen character-based learning more broadly in the future. Collaboration among researchers, teachers, and curriculum developers will also be important to design learning innovations that effectively integrate local wisdom with student-centered instructional models. Such efforts are expected to contribute to the sustainable implementation of character education while improving the quality of learning outcomes across various educational contexts.

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