

Integration of Hindu Ecological Values in Social Science Education to Increase Environmental Awareness Among High School Students in the City of Mataram

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Abstract

This research aims to analyze the integration of Hindu ecological values in social studies learning and its influence on the environmental awareness of high school students in Mataram City. Additionally, this research identifies the challenges and opportunities in integrating Hindu ecological values into the curriculum, as well as measuring the extent to which students understand and accept these environmental values. The method employed in this research is a qualitative approach, utilizing case study techniques. Data were collected through in-depth interviews and direct observations. The research results indicate that integrating Hindu ecological values, particularly the *Tri Hita Karana* teachings, enhances students' environmental awareness. Although there are challenges related to religious diversity and students' diverse cultural backgrounds, as well as limited teacher training, there is a significant opportunity to develop a more inclusive curriculum grounded in universal ecological principles. This research also highlights the importance of teacher training to ensure the practical understanding and implementation of Hindu ecological values in education. This research contributes to the development of the Social Studies curriculum by integrating ecological values into environmental education.

Keywords

Curriculum; Environment; Hindu Ecological Values; Social Sciences; Value-Based Education

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1. INTRODUCTION

Environmental education is an important element in shaping awareness and pro-environmental behavior among the younger generation, who are the main hope in facing global environmental challenges. In Indonesia, especially in the city of Mataram, the capital of West Nusa Tenggara (NTB) province, there is extraordinary potential for natural wealth, including a long coastline and coastal ecosystems rich in natural resources. However, this natural diversity is often threatened by environmental damage, including marine pollution, beach erosion, and biodiversity loss. Therefore, education needs to integrate local values that prioritize environmental preservation, so that students can understand the importance of maintaining environmental sustainability from an early age (Raharjo et al., 2025).



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Mataram, with its rich culture and diverse population, has great potential to integrate local values, especially in education, drawing on the Hindu-Balinese culture that remains very strong. These values teach the importance of balance between humans, nature, and God, which can serve as a foundation for fostering pro-environmental behavior in children. Therefore, education rooted in local values is important for shaping children's character in Mataram, enabling them to appreciate better and preserve their surroundings. Education that integrates these traditional concepts can help students better understand the impact of human behavior on the environment, as well as develop a more caring attitude toward nature conservation (Mukasyaf, 2024; Parker, 2017).

Although many approaches have been undertaken, such as environmental education programs organized by the government and non-governmental organizations, the integration of local values into the education curriculum, particularly in Social Studies (IPS), has not been optimally implemented. The existing curriculum often emphasizes universal, theoretical approaches that neglect the relevance of local values to students' daily lives. This has led to a gap in students' environmental awareness, particularly due to limited parental involvement in supporting nature-based education. Previous research also shows that nature-based education and parental involvement in developing environmental awareness in early childhood are still under-optimized in many areas, including Mataram (Kadek et al., 2019)(I Made Suparma Netra et al., 2023).

In this study, the Value Education theory serves as the main foundation for the development of students' character. This approach focuses on integrating local values into the curriculum to shape students' behavior and make them more responsive to environmental issues. One of the concepts used is *Tri Hita Karana*, a philosophy originating in Balinese culture that emphasizes the importance of harmony among humans, nature, and God. This concept is highly relevant to apply in Mataram, where local values remain strong and can foster an attitude of environmental care. By integrating these values into environmental education, students not only understand the importance of preserving nature but also learn how to conserve nature in their daily lives (Bricocoli et al., 2022; Chalise, 2022).

This research aims to explore the potential integration of local values into the city of Mataram's education curriculum, with a focus on nature-based education and parental involvement in fostering environmental awareness in early childhood. It is hoped that this research will make a significant contribution to the development of an education curriculum that is more grounded in local values and cultural context. In addition, this research also aims to encourage the more intensive implementation of nature-based education, which can help raise environmental awareness among students and the community. The urgency of this research lies in the need to cultivate a younger generation that is more concerned with environmental preservation and ready to face future environmental challenges. The results of this research are expected to yield recommendations for developing a more applicable curriculum that supports sustainable development in the city of Mataram, NTB. With this research, it is hoped that a more relevant educational curriculum for local environmental challenges can be developed and that it will contribute positively to nature conservation and sustainable development in Mataram.

2. METHODS

This study employs a qualitative case study design conducted across several senior high schools (SMA) in Mataram City, an area characterized by strong religious and cultural diversity, including a significant Hindu community. The research focuses on integrating Hindu ecological values into Social Studies (IPS) learning to enhance students' environmental awareness.

The participants in this study comprised three main groups: students, Social Studies teachers, and school principals. A total of 30 informants were involved, comprising 10 students who had studied Social Studies for at least one year and possessed basic knowledge of environmental issues, 10 Social Studies teachers with more than three years of teaching experience at the senior high school level, and

10 school principals who play an active role in curriculum policy and educational implementation in their respective schools. The selection of informants was conducted purposively based on specific inclusion criteria, including direct involvement in Social Studies learning, professional experience, and participation in educational policy-making processes.

Data were collected through three primary techniques: direct classroom and school activity observations to examine the implementation of ecological values in the learning process; in-depth interviews with students, Social Studies teachers, and school principals to explore their understanding of the integration of Hindu ecological values into Social Studies learning and its impact on environmental awareness; and documentary analysis of the curriculum implemented in these schools, including learning materials related to environmental issues and the teaching of Hindu values, particularly the concept of *Tri Hita Karana*.

To ensure data validity and reliability, this study employed triangulation by comparing data from observations, in-depth interviews, and document analysis. In addition, member checking was conducted by seeking feedback from several informants to confirm that the interpretations and research findings were consistent with their experiences (Suharsimi Arikunto, 2019). These procedures were intended to enhance the accuracy and credibility of the research results.

Data analysis was carried out using a thematic analysis approach as proposed by Sugiyono (2023). The analysis process began with transcribing interview data to convert verbal information into analyzable text, followed by initial coding to identify key categories emerging from interviews, observations, and curriculum documents. Subsequently, major themes were identified, including the integration of Hindu ecological values, their influence on Social Studies learning, and their impact on students' environmental awareness. Further analysis involved grouping and interpreting the data to examine how applying these values affects students' environmental awareness, as well as the challenges and opportunities teachers face in implementing a Hindu-values-based curriculum. The final stage consisted of reflecting on the research findings to provide insights into effective strategies for integrating Hindu ecological values, particularly *Tri Hita Karana*, into Social Studies learning in these schools.

The findings of this study are expected to offer new insights into how ecological values embedded in Hindu teachings, especially the concept of *Tri Hita Karana*, can be effectively applied in educational settings to enhance students' environmental awareness. Furthermore, this research is expected to provide recommendations for developing a more environmentally responsive curriculum by integrating relevant Hindu spiritual values.

3. FINDINGS AND DISCUSSIONS

Findings

The Influence of Integrating Hindu Ecological Values into Social Science Education on Environmental Awareness of High School Students in Mataram City

Research conducted in several high schools in Mataram City found that integrating Hindu ecological values into Social Studies education positively impacted students' environmental awareness. Most students taught using an approach that incorporated Hindu values, particularly those related to the relationship between humans and nature, as reflected in *Tri Hita Karana*, showed increased environmental awareness. This highlights the importance of incorporating local cultural values into education to cultivate better character and ecological awareness among young people. Education that integrates these values can create a generation that not only understands the importance of the environment but is also committed to preserving and protecting it. The application of Hindu ecological values in the educational context is expected to foster a deeper awareness of environmental

responsibility among students. Therefore, integrating these values is crucial in cultivating sustainable ecological awareness among students.

Interviews with several teachers and students at a high school in Mataram City reveal that the values in the *Tri Hita Karana* teachings, such as the balance between humans, nature, and God, significantly impact how students perceive and interact with their environment (Mahaardhika & Utari, 2023; Metera et al., n.d.; Wiradika & Jaedun, 2019)(Neumann et al., 2023). For example, one teacher revealed, "When we taught about the relationship between humans and nature through *Tri Hita Karana*, students began to care more about the waste they throw away and their surrounding environment." Students also reported participating more frequently in school greening and environmental cleanup activities after learning the concept.

This research aligns with the findings presented by (Nurita, 2022; Rahmi et al., 2024; Suparmini, 2024)(Wiriantari & Rijasa, 2023) indicates that the teachings of *Tri Hita Karana*, which emphasize harmonious relationships among humans, nature, and God, can influence students' environmental behavior. In this context, the ecological values taught in Hinduism can serve as a strong foundation for raising students' awareness of environmental issues (Rasmini, 2022)(Rahmi et al., 2024). This is also supported by evidence that integrating environmental issues into Social Studies education can increase students' environmental awareness, as shown by changes in their attitudes toward plastic waste, reforestation, and nature conservation. Therefore, it is essential to continue developing teaching methods that emphasize these ecological values, ensuring students not only understand the theory but also apply it in their daily lives.

Although awareness increased, some students still found it challenging to apply ecological values outside of the school environment. One student admitted, "I know about the importance of keeping the environment clean, but sometimes it is difficult to keep doing it outside of school." This suggests that education grounded in ecological values should be reinforced through practical activities, such as tree planting and cleanups. Research by (Mukasyaf, 2024) Found that involving students in environmental projects strengthens their awareness and actions. Integrating hands-on experiences into environmental education enables students to apply their knowledge more effectively and builds a stronger sense of environmental responsibility.

The integration of Hindu ecological values in education should be supported by concrete programs that encourage students to participate actively in environmental conservation, ensuring that their awareness translates into tangible action. In this regard, collaboration between schools, families, and the community is crucial. For example, one teacher added, "We invite parents and the community to join the greening activities we are doing at the school." By creating a learning environment that supports the application of ecological values, students not only understand but also internalize and apply them in their daily lives. Therefore, the collaboration between theory and practice in environmental education is crucial to ensure that students not only understand ecological values but also apply them in real life.

In conclusion, integrating Hindu ecological values into Social Science education, particularly through the teachings of *Tri Hita Karana*, has proven effective in raising environmental awareness among high school students in Mataram City. To further strengthen its positive impact, practical activities and collaboration among schools, families, and communities must continue to be encouraged so that students not only have a theoretical understanding but also can contribute to the real preservation and conservation of the environment.

Challenges and Opportunities in Integrating Hindu Ecological Values into the Social Studies Curriculum in Senior High Schools in Mataram City

The main challenge in integrating Hindu ecological values into the Social Studies curriculum is the diversity of students' religious and cultural backgrounds. Some students, especially those from religions other than Hinduism, feel less connected to the teachings of *Tri Hita Karana*, which are the basis of Hindu

ecological values (Marshall, 2025). Findings indicate that integrating religious values into the education curriculum in a pluralistic environment often faces challenges in acceptance, especially for students who do not share the same religious background. In an interview with a high school teacher in Mataram City, it was explained that, "Not all students can immediately accept the teachings of *Tri Hita Karana*, especially those who come from religions other than Hinduism. We need to be more sensitive and inclusive in our approach to them. The need for interdisciplinary learning in observing environmental problems and finding solutions to strengthen student profile skills by (Malikah et al., 2025).

To overcome this challenge, an inclusive and dialogical approach is necessary to bridge differences and foster a deeper understanding of the universal values embodied in *Tri Hita Karana*. Hindu religious education plays a crucial role in fostering character and tolerance among students, particularly in societies characterized by religious and cultural diversity. One student from a religion other than Hinduism also stated, "Although I am not a Hindu, the teaching about the balance between humans, nature, and God is very important and relevant to all of our lives." Therefore, education that integrates ecological values and multicultural characteristics can help students understand and appreciate social diversity, while also promoting religious moderation in daily life.

The opportunity to integrate Hindu ecological values remains significant, especially within the broader context of Environmental Education. The ecological values contained in *Tri Hita Karana* can be interpreted within the framework of universal values, such as sustainability, natural resource management, and environmental care (Neumann et al., 2023). This aligns with UNESCO's research (1977), which states that Environmental Education can be implemented inclusively, grounded in universal values, thereby fostering broader acceptance across diverse societies. One of the teachers added, "We always try to explain that although *Tri Hita Karana* comes from Hindu teachings, the message it contains is universal and can be accepted by all." This holistic and interdisciplinary approach can enhance students' understanding of the importance of these values in both global and local contexts. Hindu religious education must address this challenge with a relevant, adaptable approach so that ecological values can be accepted and internalized by all students.

To overcome these challenges, teacher training is crucial. Teachers with a deep understanding of Hindu teachings and their ecological values will be more effective in integrating them into the learning process. One teacher stated, "Training on how to teach these values to students from different backgrounds is essential, because how we teach them will determine their acceptance of the material." This training should include innovative teaching methods and effective communication techniques to bridge the differences in students' backgrounds. According to Indriyani (2019), training that focuses on strengthening teachers' understanding of religious and ecological values can improve the quality of learning, making it easier for students to accept and apply the material taught. Practical training should also involve collaboration with the local community to enrich students' learning experiences and connect ecological values with real-life practices.

Overall, the challenges of integrating Hindu ecological values into the social studies curriculum in Mataram City High Schools can be overcome through an inclusive, adaptive approach, with appropriate teacher training and support, and community collaboration. In this way, education that integrates ecological values can foster students' broader awareness and understanding of the importance of preserving natural systems, which are not only beneficial for the environment but also for creating a more harmonious and sustainable society.

To What Extent do Students Understand and Accept Hindu Ecological Values in Social Studies Learning?

Students' understanding of Hindu ecological values varies depending on their religious and cultural backgrounds. Students from Hindu families generally have a better understanding of ecological concepts within *Tri Hita Karana* teachings, such as the importance of maintaining harmony between humans and nature (Lewin, 2019; Mandra & Dhammananda, 2020; Mukasyaf, 2024a). For example, a

Hindu student at a high school in Mataram City stated, "Since childhood, I have been taught to protect nature, because it is part of the teachings of *Tri Hita Karana*. I find it easier to understand these ecological values." Hindu religious education plays a crucial role in fostering this understanding by teaching values that promote harmony and environmental sustainability. This aligns with *Tri Hita Karana*, which emphasizes the harmonious relationship among humans, God, and nature. Research supports this finding, indicating that values aligned with students' religious beliefs are more easily understood and accepted. Therefore, strengthening Hindu Religious Education that integrates ecological values becomes crucial for shaping a generation that is not only faithful but also environmentally conscious.

However, for students of religions other than Hinduism, understanding and accepting Hindu ecological values requires a more inclusive approach. Some students from religions other than Hinduism showed interest in these ecological values, even though they felt less directly connected to Hindu teachings. One student from the Islamic faith said, "I do not fully understand Hindu teachings, but the values about caring for nature and human relationships with the environment are important to me." This shows that understanding Hindu ecological values can be expanded by connecting them to more universal environmental values that are acceptable to all students, regardless of their religious background. A social studies teacher added, "We teach these values by linking them to more global environmental concepts, such as sustainability and waste management, which are relevant to all students." Therefore, designing a curriculum that inclusively incorporates ecological values is important so that all students can contribute to environmental conservation.

A study by (Budiadnya, 2019), (Andari, 2024), (Redana & Mujiyono, 2023, 2023; Suparmini, 2024) Showed that an approach based on global environmental issues, such as climate change and waste management, can be more readily accepted by students, even if they do not fully understand the underlying religious teachings. This research aligns with the results of interviews with students who stated, "Although I do not know much about *Tri Hita Karana*, I am interested in the teaching of caring for nature because environmental problems are becoming increasingly real around us." This confirms that the acceptance of Hindu ecological values can be further enhanced by incorporating them into a broader curriculum and connecting them to environmental issues relevant to students' daily lives. Thus, integrating ecological values into education can serve as a bridge connecting diverse religious and cultural backgrounds, fostering collective awareness and environmental protection. Education that emphasizes these ecological values can help foster better environmental awareness among students, regardless of their religious background.

An educational approach that integrates Hindu ecological values is not only beneficial for Hindu students but can also enrich the understanding of students from other religious backgrounds, fostering a broader understanding of environmental responsibility. This collaboration between theory and practice in education is crucial, as it enables students not only to acquire knowledge about ecological values but also to apply them in their daily lives.

Discussion

Integrating Hindu Ecological Values into Social Studies Education (IPS) in Senior High Schools in Mataram City: A Critical and Reflective Analysis

The research findings indicate that applying Hindu ecological values in high school education in Mataram City not only raises students' environmental awareness but also provides a solid foundation for value-based multicultural education. This value-based education, which teaches the importance of harmonious relationships between humans, God, and nature, is highly relevant in Mataram City, which has a high level of religious and cultural diversity. By applying the principle of *Tri Hita Karana*, students are taught to appreciate nature and diversity, which, in turn, enriches their experience of interacting with others from different religious and cultural backgrounds. For example, at SMA Negeri 1 Mataram, the implementation of Hindu ecological values successfully raised students' awareness about the importance of nature conservation through the Green School program, which involved all students in

tree planting and waste management activities (Budiadnya, 2019). Nevertheless, some students from Muslim and Christian religious backgrounds expressed that they found it difficult to understand the Hindu values taught in that context fully. This indicates that although the program has a positive impact on environmental awareness, the approach used still needs to strengthen its inclusivity aspects to be accepted by all students from different religious backgrounds.

This aligns with previous research by (Andari, 2024b) Mandra & Dhammananda, 2020; Nurita, 2022; Rahmi et al., 2024), which highlights the importance of multicultural education in creating space for understanding diversity within a broader educational context. The results of this study are also consistent with our findings, which show that although Hindu values can support environmental awareness, there is a need to develop a more inclusive curriculum that is acceptable to all students, not just those who are Hindu. This is considering that Mataram City is a city with religious and cultural diversity, with the majority of its population being Muslim. In research by (Mukasyaf, 2024; Parker, 2017) It is stated that value-based education should address universal aspects acceptable to all students, without disregarding local values. Based on this, the implementation of *Tri Hita Karana* at SMA Negeri 1 Mataram should further emphasize universal ecological principles, such as nature conservation and respect for existing life, which are acceptable to all religions, including Hinduism, Islam, Christianity, and others.

Recommendations for Further Implementation are that Hindu ecological value-based education in high schools in Mataram City should be developed with a more inclusive approach. This can be achieved by introducing universal concepts in nature conservation that all religious groups accept. For example, teaching about the importance of maintaining natural balance and respecting all living beings should be seen as a shared value that does not belong to any particular religion, but rather as a principle applicable to everyone, regardless of the students' religious backgrounds. In addition, the curriculum taught needs to be more sensitive to cultural and religious diversity, so that every student feels valued and not marginalized by teachings related to a specific religion. The application of Hindu ecological values in education at SMA Negeri 1 Mataram has great potential to increase students' awareness of nature conservation and biodiversity. However, to strengthen the implementation of value-based education in schools with high religious diversity, a more inclusive approach is needed, one that can accommodate all students without disregarding local and different religious principles. Thus, education based on *Tri Hita Karana* can serve as a model for schools in Mataram City in building a more harmonious, environmentally conscious society while still respecting existing religious and cultural diversity.

Student Diversity and Multicultural Education

One of the main challenges in implementing Hindu ecological value-based education is the religious and cultural diversity of students. This diversity, as a key factor in learning, requires deeper attention in the context of education that integrates specific religious teachings, in this case Hinduism, with universal environmental issues. According to Andari (2024), multicultural education must bridge differences in students' religious and cultural backgrounds and provide space for a deeper understanding of diversity. In the context of value-based Hindu education, this application means teaching students to respect and understand existing diversity while integrating ecological principles applicable across various cultures. Specifically, in the city of Mataram, which has high religious and cultural diversity, this presents both a challenge and an opportunity to create more inclusive and respectful education. The implementation of Hindu value-based education in some high schools in Mataram City not only increases students' awareness of the importance of environmental preservation but also teaches the values of togetherness and interreligious harmony. The values of *Tri Hita Karana* (three causes of well-being), which emphasize harmonious relationships between humans, God, and nature, can serve as a bridge for understanding the diversity of religions and cultures present in schools. However, to achieve a deeper understanding of this diversity, a more sensitive approach to students' religious and cultural backgrounds is needed.

One example of applying these values can be seen at SMA Negeri 1 Mataram, where the "Green School" program involves all students in environmental activities such as tree planting and waste management. In this program, Hindu ecological values that teach a harmonious relationship with nature are taught to students of various religions, including Islam and Christianity. Nevertheless, there are some challenges in fully integrating these values. Some students from Islamic religious backgrounds feel that some of the values taught are too closely tied to Hinduism, making them feel less connected to the material. To bridge this gap, State Senior High School 1 Mataram held an interfaith discussion forum where students could share their perspectives on how the principles of nature conservation can be accepted within the context of their respective religions. In this discussion, it was found that, despite their different religions, all students agreed that nature conservation is a universal value accepted by all religions and cultures. This proves that value-based Hindu education can be widely accepted if packaged within an inclusive context that prioritizes universal principles such as harmony and sustainability.

According to research by Suryana (2023) at SMA Negeri 2 Mataram, despite efforts to teach diversity values in schools, the teaching is often limited to theory without practical implementation that directly involves students. Suryana notes that despite the implementation of a multicultural education curriculum, students feel less engaged in direct experiences that could enrich their understanding of cultural and religious diversity. In contrast to these findings, at SMA Negeri 1 Mataram, the implementation of the Green School program, grounded in Hindu ecological values, provides students with opportunities to engage directly with concepts of diversity, not only in a cultural context but also in the universal context of environmental preservation.

Similarly, research by (Andari, 2024b; Ni Wayan Rasmini, 2022b) also shows that multicultural education, which not only teaches about religious diversity but also promotes universal principles such as respect for nature, is more effective at fostering a deep understanding of diversity. This aligns with our findings at State Senior High School 1 Mataram, where the implementation of *Tri Hita Karana*, which teaches harmony between humans and nature, was accepted by students from various religions and cultures, provided the approach prioritizes universal principles. Based on these findings, we recommend that high schools in Mataram City, such as SMA Negeri 1 and SMA Negeri 2, develop a more inclusive curriculum that not only teaches specific religious values but also integrates universal principles that are acceptable to all students, regardless of their religious background. This approach could involve practical activities that allow students to directly understand and experience the values being taught, such as nature conservation programs involving all students, interfaith dialogs, and a shared understanding of the importance of diversity. The implementation of Hindu value-based education in high schools in Mataram City holds great potential to increase environmental awareness and promote multicultural education. However, to increase its effectiveness, a more inclusive approach is needed that prioritizes universal principles acceptable to all students, regardless of their religion and cultural background. By involving students in practical experiences and creating space for interreligious dialogue, Hindu value-based education can be more widely accepted and have a greater impact in building a harmonious, environmentally conscious society.

Integrating Hindu Ecological Values with Universal Principles

Hindu ecological value-based education, especially when integrated with *Tri Hita Karana* teachings, can be highly beneficial for fostering students' environmental awareness. However, to achieve broader impact, these teachings need to be linked to more universal environmental principles. For example, global issues such as climate change, waste management, and environmental sustainability are relevant to all religions, including students from faiths other than Hinduism. By connecting Hindu ecological values with these issues, education will be more easily accepted by all students, regardless of their religious background.

As stated by Rahmi et al. (2024) and Wiriantari & Rijasa (2023), integrating value-based ecological

character education with hands-on experiences, such as nature conservation and preservation activities, will deepen students' understanding of the importance of nature conservation. In this way, students not only learn about conservation theory but also engage directly in real actions related to their environment. This is an important step in shaping students' environmentally conscious character and equipping them with the skills needed to address increasingly pressing environmental issues.

Challenges and Solutions in Integrating Hindu Ecological Values into Daily Life

Although the teachings of *Tri Hita Karana* can enrich students' awareness of the importance of environmental preservation, the biggest challenge is integrating these values into students' daily lives. This relates to how students from religious backgrounds other than Hinduism respond to this teaching. A more holistic approach that combines theoretical education with hands-on conservation practice will have a greater impact.

One solution is to introduce Hindu ecological values in a global context. By linking these values to broader environmental issues, such as waste management and climate change, education will ensure the message is acceptable to all students. This will strengthen students' understanding not only of the importance of nature conservation but also of their role in addressing larger global issues. Overall, this research provides clear insights into the importance of integrating Hindu ecological values into Social Studies education in Mataram City. However, the challenges posed by students' religious and cultural diversity must be given serious attention. By applying multicultural education theory, an inclusive curriculum, and connecting Hindu ecological values with universal environmental principles, education can enrich students' environmental awareness and encourage concrete action to conserve nature. This value-based education, which values diversity, will not only create students who care about the environment but also students with the character and skills to face increasingly pressing environmental challenges.

The integration of Hindu ecological values into Social Sciences (IPS) education at Mataram City High School shows a positive impact on students' environmental awareness. This research emphasizes the importance of the *Tri Hita Karana* teachings in fostering harmonious relationships between humans and nature. These findings have been proven to enhance students' understanding of nature conservation. However, despite the findings providing supportive insights into the contribution of Hindu ecological values to environmental awareness, several important issues need deeper analysis, particularly concerning student diversity, multicultural contexts, and more inclusive approaches (Budiadnya, 2019; Juliani et al., 2024; Narti, 2024; Suasthi et al., 2019).

One of the main challenges identified in the findings is the students' religious and cultural diversity. This diversity is a very important factor to consider in Hindu ecological value-based education. Theoretically, multicultural education offers a more inclusive approach by recognizing and valuing students' diverse backgrounds in the learning process (Parker, 2017; Andari, 2024; Alamsah, 2024; Lindqvist et al., 2019; Raharjo et al., 2025). Multicultural education aims to foster cross-cultural understanding, recognize the diversity of student identities, and address existing inequalities within the education system. In this case, applying Hindu values directly to students from other religions can pose challenges to acceptance, especially if the approach is not sufficiently inclusive.

Hindu religious education that integrates ecological values needs to be introduced in a manner that acknowledges plurality and fosters interreligious dialogue. In this context, research emphasizes the importance of an inclusive approach that is relevant to students' life contexts, thereby bridging cultural and religious differences. Therefore, education must connect Hindu ecological values with more universal environmental principles, such as sustainability and the conservation of nature. This will facilitate the acceptance of these values by all students, regardless of their religious background. Based on multicultural education theory, as proposed by Gay (2010), it is important to design a curriculum that not only accommodates student diversity but also values these differences through an approach that is sensitive to different cultural and religious values. Inclusive education that accommodates

diversity will increase opportunities for students from various religious backgrounds to feel valued and engaged in the learning process.

The application of Hindu ecological values in the context of education in Mataram City must acknowledge that, although the *Tri Hita Karana* teachings are highly relevant in the Hindu context, these values can be accepted by students of other religions if linked to more general principles that can be widely applied in daily life. In this regard, multicultural theory emphasizes the importance of implementing education that not only promotes interreligious tolerance but also respects universal values that all parties can accept and appreciate. Additionally, the integration of ecological values into character education also needs further analysis. Value-based ecological character education can create students who not only possess academic knowledge but also have a character committed to environmental sustainability. However, to achieve this, Hindu ecological value-based education needs to combine theoretical learning with real-world practice, such as conservation programs that directly involve students in nature preservation activities.

Although this research highlights the importance of applying *Tri Hita Karana* teachings to shape students' character to care for the environment, the biggest challenge remains integrating these values into students' daily lives. A more holistic approach, as suggested by (Das, 2020; Jayawardhana & Weerakoon, 2024; Rahmi et al., 2024)(Rahmi et al., 2024). It would be highly beneficial for encouraging students not only to understand ecological concepts but also to engage directly in conservation and natural preservation activities. By integrating these values into education, we not only enrich students' understanding of the importance of natural preservation but also shape their character in the face of increasingly pressing environmental issues.

It is also important to reflect on how students from religions other than Hinduism respond to teachings from other religions. In this context, the Hindu ecological value-based education approach needs more attention from a diversity perspective. Students from religions other than Hinduism may feel less connected to *Tri Hita Karana*'s teachings, despite the ecological values they contain being highly relevant to all religions. One solution is to introduce Hindu ecological values in a global context, linking them to broader environmental issues such as climate change, waste management, and sustainable development. This will ensure that the message conveyed is acceptable to all students, not only from a religious perspective but also from a global and universal perspective (Ni Wayan Rati et al., 2025; Sholicha et al., n.d.).

Overall, this research provides a clear understanding of the importance of integrating Hindu ecological values into high school social studies education in Mataram City. However, the challenges posed by students' religious and cultural diversity must receive serious attention. A more inclusive approach, grounded in multicultural education theory, will enable students from diverse religious backgrounds to feel valued and engaged in the learning process. Additionally, strengthening character education based on ecological values can enrich students' environmental awareness and contribute to more tangible nature conservation. Therefore, it is essential to develop a curriculum that not only teaches Hindu ecological values but also connects them with universal environmental principles that all students universally accept.

4. CONCLUSION

This research shows that applying Hindu ecological values in senior high school education in Mataram City has significant potential to increase students' awareness of nature conservation and to strengthen multicultural education. By applying the *Tri Hita Karana* principle, which emphasizes harmonious relationships among humans, God, and nature, students are taught to appreciate the religious and cultural diversity around them. However, while these values can strengthen environmental awareness, the main challenge lies in developing a more inclusive approach, given the

students' diverse religious and cultural backgrounds. At SMA Negeri 1 Mataram, for example, the Green School program, grounded in environmental conservation, has successfully engaged students from various religions in activities such as tree planting and waste management. Nevertheless, some students from non-Hindu religious backgrounds feel less connected to the Hindu religious values being taught. This indicates that to create truly inclusive education, a more principles-based approach is needed, one that is acceptable to all religions and cultures.

The limitations of this study include: Limited Sample Size: This study was conducted at only a few high schools in Mataram City, which may not fully reflect conditions in other areas with different levels of religious and cultural diversity. Untested Long-Term Impact: This study has not yet measured the long-term impact of applying Hindu ecological values on students' attitudes and behaviors after they graduate or further interact with society. Focus on Environmental Activities: This research primarily highlights the application of Hindu ecological values in environmental activities, without examining their integration into classroom religious, ethical, or cultural teaching.

This research contributes to the development of literature on Hindu values-based education and multiculturalism by demonstrating how ecological principles can be applied in a multicultural educational context. This research also enriches our understanding of how value-based education can be more widely accepted if packaged within an inclusive context that prioritizes universal principles. More operational recommendations that can be implemented include: (1) Inclusive Curriculum Development: There is a need to develop a curriculum that integrates Hindu ecological values with universal principles acceptable to all students, regardless of their religious background. (2) Implementation of Inclusive Practical Activities: Schools need to develop environmental programs that are more inclusive of students from diverse backgrounds, such as joint tree planting programs, waste management, and interfaith discussion forums on the importance of nature conservation. (3) Teacher Training: Teachers need to be given special training to teach with a more inclusive approach, sensitive to students' religious and cultural diversity, and emphasizing universal principles. (4) Program Evaluation and Development: Further research involving more schools and long-term evaluation needs to be conducted to measure the effectiveness of implementing Hindu ecological values in multicultural education. By following these operational recommendations, Hindu value-based education can be more readily accepted by students in high schools in Mataram City and other areas. This will contribute to the formation of a more harmonious, inclusive, and environmentally conscious society, while still respecting existing cultural and religious diversity.

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