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Utilization of Civic KVS-SAW Evaluation Model in Determining the Effectiveness of Tri Hita Karana in Character Education for Students on Elementary School of Bali Aga

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Abstract: This research was conducted with the aim of obtaining information about the effectiveness level of Tri Hita Karana implementation and Tri Hita Karana aspects which become the main priority to get the coaching in realizing the optimal character education for students on the primary school of Bali Aga. The approach of this research was evaluative research using civic KVS-SAW Model design. The data collection process in this study used questionnaires spread, observation, interview and documentation study. The subjects involved in filling the questionnaire were 30 peoples, consisting of 20 teachers and 30 students spread across several on primary schools Bali Aga (i.e., SD 1 Julah, SD 2 Julah, SD 1 Tigawasa and SD 2 Tigawasa). The analyst technique in this research was quantitative descriptive which was conducted by interpreting the data of evaluation result through comparison between the score of evaluation result with the score of five-scale standard reference assessment. The evaluation results show the effectiveness level of Tri Hita Karana implementation amount of 95.6% which is classified in excellence criteria. The results of evaluation also indicate aspects that become of the targeted priorities, including aspect A1 (the increase of faith) on parahyangan component, B4 aspect (collaboration) on pawongan component and C3 aspect (maintenance of school facilities) on palemahan component.

Key words: Evaluation model, civic KVS, SAW, Tri Hita Karana, character education, collaboration

INTRODUCTION

Civic education has a very strategic position in fostering a sense of patriotism, nationalism, nation-building and character building. Civic education as a vehicle for character education needs to continually adjust in line with changing community needs. Implementation and practice of civic education learning involve only the physical activity and mental activities on low level in dimension of morality and spirituality. The material and model of civics learning which students learn about moral behavior tends to be based only on theories and models of character education that are not following the social reality that grows and develops in Indonesian society and tends to contain efforts of "Westernization" (Kaelan, 2002).

Based on the view of constructivism, knowledge is not an objective reality that exists outside of man. Constructivism in this case is used in the context of knowledge building, values and attitudes as well as specific patterns of action that are meaningful by the subject, especially, in view of the dimensions of the active process that is how the knowledge, values and attitudes and the pattern of action are constructed by subject actively (Farisi, 2005). In line with that ideas, efforts to develop the practice of civics learning in schools also need the development of more holistic and integrative thinking (Djahiri, 2006).

Civics learning that needs to be developed not only to provide the provision of civic knowledge but also civic values and civic skill to the students. Civics learning based on civic knowledge, civic value and civic skill can be said to have run well as long as able to implement the concept of Tri Hita Karana in character education on students. That occurs because of Tri Hita Karana is used as a basic foundation and strong in realizing the good character of the students with the way to show a caring attitude towards nature each other and devoted to God.

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Currently, some elementary schools in the Province of Bali have implemented a model of civics learning that apply civic knowledge, civic value and civic skills through the implementation of Tri Hita Karana in the learning process. However, not all elementary schools can implement Tri Hita Karana well because the growing environment and culture influence at the location of that school was located (especially, schools located in urban areas that tend to be very difficult to implement of Tri Hita Karana). The elementary schools that exist in the village since hereditary preserve Balinese culture (often called Bali Aga) is usually easier to apply the concept of Tri Hita Karana in civics learning.

However, since, the era of technological advancement and even nowadays it has been in the era of the 4.0 Industry revolution all elementary schools (both in urban and rural areas) and even in the elementary school of Bali Aga which in fact is a barometer of elementary school capable of applying the concept of Tri Hita Karana in all learning process, also has started having difficulties in implementing Tri Hita Karana, especially in the civics learning process to get civic knowledge, civic value and civic skill optimally and thoroughly.

Based on the current problems, it is necessary to evaluate the implementation of Tri Hita Karana in character education, especially, on students in the elementary school of Bali Aga which is as the barometer of successful application of character education at elementary school level. Evaluation needs to be done because it's basically to get the right recommendation in doing problem-solving and as input for the decision maker in determining the decision. That statement is following the opinion by Lucy (2013), Singh and Wassermann (2016), Divayana *et al*. (2017, 2018a-e), Van Norman and Parker (2018), Divayana (2017), Hassan and Wium (2014), Mahayukti *et al*. (2018), Andrews and Syeda (2017), Finestack *et al*. (2017), Divayana and Sanjaya (2017), Picciotti *et al*. (2017), Virues-Ortega *et al*. (2014), Suandi *et al*. (2017) and Molas-Gallart (2015). Saucier *et al*. (2014), Wilcox and Heudes (2017), Schwab (2015), Chow and Hollo (2018), Climie *et al*. (2017), Toyoda (2016), Climie and Henley (2016), Mengoni *et al*. (2015), Prinsloo and Harvey (2016), Arnold and Reed (2016), Liu *et al*. (2016), Poldoja *et al*. (2016), Brink and Bartz (2017), Harris-Packer and Segol (2015) and Wotela (2017).

The model used to evaluate the implementation of Tri Hita Karana in the civics learning process to obtain civic knowledge, civic value and civic skill is in the form of civic KVS-SAW evaluation model. This model is a new model innovation that can provide information about aspects of Tri Hita Karana which become the main priority to be developed, so that, later can get civic knowledge, civic value and civic skill in civics learning process at the elementary school level.

This research was motivated from research on the determination of school culture effectiveness and character of junior high school students conducted by Arnyana *et al*. (2017) have similarity with this research in case of the object studied namely student character. The difference lies in the tools used for evaluation where Arnyana *et al*. (2017). Uses the character assessment instrument based on local balinese culture while in this research using the civic KVS-SAW Model instrument. Obstacles that are still found in research conducted by Arnyana *et al*. (2017) namely it was have not evaluation results that indicate the aspects that become the main priority to be implemented in the process of character learning in students. Another research as the background of this research was research conducted by Divayana *et al*. (2017a-e) about instrument development of ANEKA Model which used as evaluation tool of computer learning quality that basically have similarity with this research in the main purpose of research that is to know level of effectiveness quality learning process that focuses on character education. The difference lies in the study about the evaluation model used where the research conducted by Divayana *et al*. (2017a-e). further examines the ANEKA evaluation model (which was used in evaluating the quality of computer learning) while in this study is more about the civic KVS-SAW Model (which is used in evaluating the quality of civics learning). The obstacle found in the research conducted by Divayana *et al*. (2017a-e) was the unfinished evaluation process in determining the quality of computer learning because the result of their research is still limited in determining the validity and reliability of ANEKA evaluation instrument model which later used as evaluation tools to measure the computer learning quality.

Based on the problems that arise, other studies underlying this research and an innovation that can be used as solutions of problems solving, so, it can be explained the problems statement and purpose of this study. The problems statement of this research is how the effectiveness level of Tri Hita Karana implementation in character education for students in the elementary school of Bali Aga. The purpose of this research is to know the effectiveness level of Tri Hita Karana implementation in character education for students in the elementary school of Bali Aga, so that, it can realize the quality of civics learning process with the civic knowledge, civic value and civic skill possessed by each student.

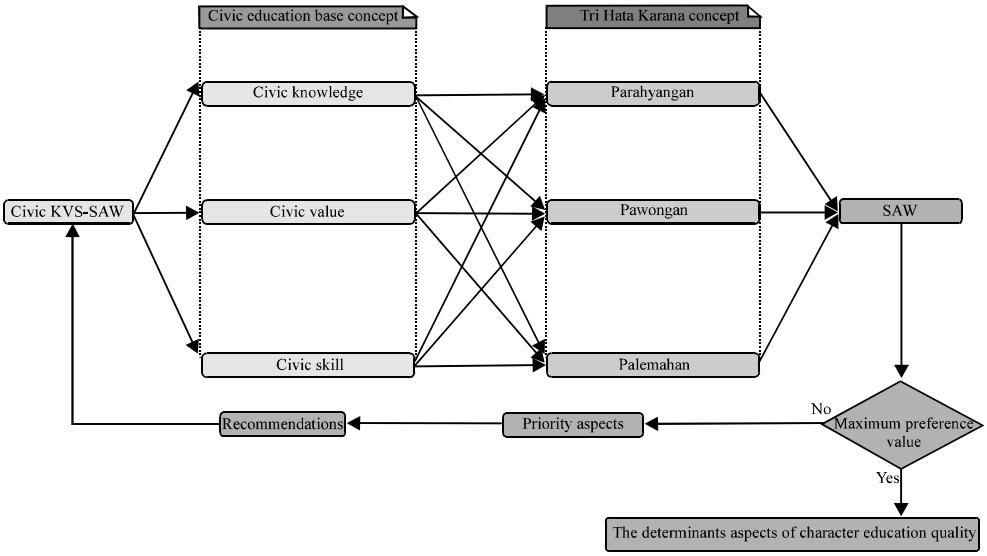

Fig. 1: Design of civic KVS-SAW Model

MATERIALS AND METHODS

Research approach: The approach of this research was evaluative research using civic KVS-SAW Model.

Research object: The object of this research was character education based on Tri Hita Karana. The selection of this object was based on the fading of student's character because their unpreparedness in adopting and following technological developments.

Research subject: The subjects involved in this study consist of teachers and students. The determination of research subject was based on the use of purposive sampling technique. The number of teachers involved was 20 and the number of students was 30.

Research location: The location of this research was carried out on several elementary schools of Bali Aga in Bali Province, such as SD 1 Julah, SD 2 Julah, SD 1 Tigawasa and SD 2 Tigawasa using the setting of civics learning classes.

Data collection: The tools used in performing data collection include questionnaires, observation guides, interview guides and documentation photos. Questionnaires are used to obtain quantitative data that will be used as preliminary data in the process of SAW calculation in the determination of the aspects that become the main priority and need to be coached in realizing the quality of character education. The observation guidelines are used for guidance on observing the utilization of the civic KVS-SAW Model used in the evaluation. Interview guides are used to obtain complete information about the constraints found in this study, so that, it can be used as a basis for the recommendation. Documentation photos are used as authentic evidence of this research process.

Design of research stages: The design of the stages performed in the study followed the design of civic KVS-SAW Model which can be shown in Fig. 1. Civic KVS-SAW Model is formed based on 3 concepts, such as civic education base concept, Tri Hita Karana concept and SAW (Simple Additive Weighting) concept. In this model, 6 components are interconnected with each other including the three components contained in the civic education base concept and 3 components contained in the Tri Hita Karana concept. The result of the average score obtained by the respondents on 6 components (the relation between civic education base components and Tri Hita Karana components) then calculated using SAW method to obtain the effectiveness level and priority aspects to get particular attention. The effectiveness level was obtained based on the average preference value while the determination of the priority aspects to get particular attention was obtained based on the minimum preference value of each aspect on each component of Tri Hita Karana. If Tri Hita Karana aspect shows minimum preference value then become priority aspect and recommended for to get coaching whereas if Tri Hita

Table 1: Five-scale standard reference assessment

Effectiveness level	Criteria
90-100	Excellence
80-89	Good
65-79	Moderate
40-64	Less
0-39	Poor

Karana aspect shows maximal preference value then becomes strong aspect of character education quality determinant.

Data analysis technique: The data collected in this study were analyzed using quantitative descriptive analysis technique by interpreting the data obtained from the comparison between the evaluation scores using the civic KVS-SAW Model with the standard score of character education evaluation. The standard score of character education evaluation adopts the score of five-scale standard reference assessment shown in Table 1.

RESULTS AND DISCUSSION

The evaluation results of Tri Hita Karana implementation in character education for students on the elementary school of Bali Aga can be shown in Table 2. Based on the evaluation data shown in Table 2 above it can be calculated using SAW method to obtain the effectiveness level of Tri Hita Karana implementation and Tri Hita Karana aspects that become the main priority that need to be considered and need to be coached in realizing the quality of character education on elementary school of Bali Aga. Those SAW calculation process can be explained as follows.

Normalization stage: Based on the consideration of civic education as evaluation components then those

Table 2: Evaluation results of Tri Hita Karana implementation in character education for students on the elementary school of Bali Aga

	Civic education components		
Tri Hita Karana aspects	Civic knowledge	Civic value	Civic skill
A; Parahyangan			
A1; Increase of faith	4.24	4.12	4.10
A2; Increase of piety	4.32	4.18	4.16
B; Pawongan			
B1; Mutual cooperation	4.26	4.18	4.12
B2; Serving each other	4.06	4.04	4.08
B3; Effective communication	4.14	4.10	4.06
B4; Collaboration	4.02	4.06	4.08
B5; Responsible	4.10	4.08	4.04
B6; Learning culture	4.18	4.12	4.14
B7; Democratic	4.12	4.08	4.04
B8; Discipline	4.16	4.12	4.10
B9; Mutual respect	4.30	4.20	4.14
C; Palemahan			
C1; Maintenance of school environment	4.40	4.26	4.22
C2; Maintenance of school buildings	4.22	4.12	4.06
C3; Maintenance of school facilities	4.14	4.08	4.04
C4; Maintain school cleanliness	4.24	4.16	4.12

components are included in the benefit attribute. The calculation process of normalization can be calculated based on the following Eq. 1 (Jampel *et al*., 2017):

$$r_{ij} = \begin{cases} \dfrac{x_{ij}}{\underset{i}{\text{Max}}\, x_{ij}} & \text{if } j \text{ is benefit attribute} \\ \dfrac{\underset{i}{\text{Min}}\, x_{ij}}{x_{ij}} & \text{if } j \text{ is cost attribute} \end{cases} \quad (1)$$

where r_{ij} is the normalized performance rating of the alternative A_i on the attribute C_j; i = 1, 2, ..., m dan j = 1, 2, ..., n (Divayana and Sugiharni, 2016). Referring to that equation, then the calculation of normalization can be done as follows:

$$r_{11} = \frac{4.24}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.24}{4.40} = 0.964$$

$$r_{21} = \frac{4.32}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.32}{4.40} = 0.982$$

$$r_{31} = \frac{4.26}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.26}{4.40} = 0.968$$

$$r_{41} = \frac{4.06}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.06}{4.40} = 0.923$$

$$r_{51} = \frac{4.14}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.14}{4.40} = 0.941$$

$$r_{61} = \frac{4.02}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.02}{4.40} = 0.914$$

$$r_{71} = \frac{4.10}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.10}{4.40} = 0.932$$

$$r_{81} = \frac{4.18}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.18}{4.40} = 0.950$$

$$r_{91} = \frac{4.12}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.12}{4.40} = 0.936$$

$$r_{101} = \frac{4.16}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.16}{4.40} = 0.945$$

$$r_{111} = \frac{4.30}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.30}{4.40} = 0.977$$

$$r_{121} = \frac{4.40}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.40}{4.40} = 1.000$$

$$r_{131} = \frac{4.22}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.22}{4.40} = 0.959$$

$$r_{141} = \frac{4.14}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.14}{4.40} = 0.941$$

$$r_{151} = \frac{4.24}{\max\{4.24; 4.32; 4.26; 4.06; 4.14; 4.02; 4.10; 4.18; 4.12; 4.16; 4.30; 4.40; 4.22; 4.14; 4.24\}} = \frac{4.24}{4.40} = 0.964$$

$$r_{12} = \frac{4.12}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.12}{4.26} = 0.967$$

$$r_{22} = \frac{4.18}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.18}{4.26} = 0.981$$

$$r_{32} = \frac{4.18}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.18}{4.26} = 0.981$$

$$r_{42} = \frac{4.04}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.04}{4.26} = 0.948$$

$$r_{52} = \frac{4.10}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.10}{4.26} = 0.962$$

$$r_{62} = \frac{4.06}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.06}{4.26} = 0.953$$

$$r_{72} = \frac{4.08}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.08}{4.26} = 0.958$$

$$r_{82} = \frac{4.12}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.12}{4.26} = 0.967$$

$$r_{92} = \frac{4.08}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.08}{4.26} = 0.958$$

$$r_{102} = \frac{4.12}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.12}{4.26} = 0.967$$

$$r_{112} = \frac{4.20}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.20}{4.26} = 0.986$$

$$r_{122} = \frac{4.26}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.26}{4.26} = 1.000$$

$$r_{132} = \frac{4.12}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.12}{4.26} = 0.967$$

$$r_{142} = \frac{4.08}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.08}{4.26} = 0.958$$

$$r_{152} = \frac{4.16}{\max\{4.12; 4.18; 4.18; 4.04; 4.10; 4.06; 4.08; 4.12; 4.08; 4.12; 4.20; 4.26; 4.12; 4.08; 4.16\}} = \frac{4.16}{4.26} = 0.977$$

$$r_{13} = \frac{4.10}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.10}{4.22} = 0.972$$

$$r_{23} = \frac{4.16}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.16}{4.22} = 0.986$$

$$r_{33} = \frac{4.12}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.12}{4.22} = 0.976$$

$$r_{43} = \frac{4.08}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.08}{4.22} = 0.967$$

$$r_{53} = \frac{4.06}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.06}{4.22} = 0.962$$

$$r_{63} = \frac{4.08}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.08}{4.22} = 0.967$$

$$r_{73} = \frac{4.04}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.04}{4.22} = 0.957$$

$$r_{83} = \frac{4.14}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.14}{4.22} = 0.981$$

$$r_{93} = \frac{4.04}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.04}{4.22} = 0.957$$

$$r_{103} = \frac{4.10}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.10}{4.22} = 0.972$$

$$r_{113} = \frac{4.14}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.14}{4.22} = 0.981$$

$$r_{123} = \frac{4.22}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.22}{4.22} = 1.000$$

$$r_{133} = \frac{4.06}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.06}{4.22} = 0.962$$

$$r_{143} = \frac{4.04}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.04}{4.22} = 0.957$$

$$r_{153} = \frac{4.12}{\max\{4.10; 4.16; 4.12; 4.08; 4.06; 4.08; 4.04; 4.14; 4.04; 4.10; 4.14; 4.22; 4.06; 4.04; 4.12\}} = \frac{4.12}{4.22} = 0.976$$

That normalization results, then converted into matrix form as follows:

$$R = \begin{pmatrix} 0.964 & 0.967 & 0.972 \\ 0.982 & 0.981 & 0.986 \\ 0.968 & 0.981 & 0.976 \\ 0.923 & 0.948 & 0.967 \\ 0.941 & 0.962 & 0.962 \\ 0.914 & 0.953 & 0.967 \\ 0.932 & 0.958 & 0.957 \\ 0.950 & 0.967 & 0.981 \\ 0.936 & 0.958 & 0.957 \\ 0.945 & 0.967 & 0.972 \\ 0.977 & 0.986 & 0.981 \\ 1.000 & 1.000 & 1.000 \\ 0.959 & 0.967 & 0.962 \\ 0.941 & 0.958 & 0.957 \\ 0.964 & 0.977 & 0.976 \end{pmatrix}$$

Stage of the ranking: Based on the R matrix and the weighting of each civic education components by experts with the several compositions, i.e, civic knowledge = 30%, civic value = 40% and civic skill = 30% then the calculation process to obtain a preference value which will be used to determine the ranking can be shown as follows:

$$V_1 = (0.30)(0.964)+(0.40)(0.967)+(0.30)(0.972) = 0.967$$

$$V_2 = (0.30)(0.982)+(0.40)(0.981)+(0.30)(0.986) = 0.983$$

$$V_3 = (0.30)(0.968)+(0.40)(0.981)+(0.30)(0.976) = 0.976$$

$$V_4 = (0.30)(0.923)+(0.40)(0.948)+(0.30)(0.967) = 0.946$$

$$V_5 = (0.30)(0.941)+(0.40)(0.962)+(0.30)(0.962) = 0.956$$

$$V_6 = (0.30)(0.914)+(0.40)(0.953)+(0.30)(0.967) = 0.945$$

$$V_7 = (0.30)(0.932)+(0.40)(0.958)+(0.30)(0.957) = 0.950$$

$$V_8 = (0.30)(0.950)+(0.40)(0.967)+(0.30)(0.981) = 0.966$$

$$V_9 = (0.30)(0.936)+(0.40)(0.958)+(0.30)(0.957) = 0.951$$

$$V_{10} = (0.30)(0.945)+(0.40)(0.967)+(0.30)(0.972) = 0.962$$

$$V_{11} = (0.30)(0.977)+(0.40)(0.986)+(0.30)(0.981) = 0.982$$

$$V_{12} = (0.30)(1.000)+(0.40)(1.000)+(0.30)(1.000) = 1.000$$

$$V_{13} = (0.30)(0.959)+(0.40)(0.967)+(0.30)(0.962) = 0.963$$

$$V_{14} = (0.30)(0.941)+(0.40)(0.958)+(0.30)(0.957) = 0.953$$

$$V_{15} = (0.30)(0.964)+(0.40)(0.977)+(0.30)(0.976) = 0.973$$

Based on the results shown in Table 3, it can be seen some aspects of Tri Hita Karana who need to get coaching, so that, later can realize the quality of character education for students in the elementary school of Bali Aga includes: aspects in the parahyangan study that need to get coaching, i.e, A1 (increase of faith) because this aspect shows the lowest preference value (0.967) compared with some aspects of the parahyangan study, aspects in pawongan study that need to get coaching are B4 (collaboration) because this aspect shows the lowest preference value (0.945) compared with some aspects in pawongan study and aspects in palemahan study that need to get coaching are C3 (maintenance of school facilities) because this aspect shows the lowest preference value (0.953) compared to some aspects in the palemahan study.

Based on Table 3 can also be seen the effectiveness level of Tri Hita Karana implementation amount of 0.956-95.6%. If it is matched with five-scale standard reference assessment (as shown in Table 1), the effectiveness of Tri Hita Karana's implementation in character education for students in elementary school of Bali Aga is excellence, so that, it will be able to realize a good learning process of civics and each student have civic knowledge, civic value and civic skills.

The results of this study have shown an accurate calculation process in obtaining the priority aspects to be coached in realizing character education, so, this result is very appropriate to be used in response to obstacles found in previous research was conducted by Arnyana *et al*. (2017) that was showing the incapacity in pointing out the aspects that are the top priority in character learning. Despite having the advantage in providing innovation as answers to other research constraints but this research has constraints namely have not been able to show the correlation value of each aspect of Tri Hita Karana affecting the effectiveness level of each civics learning component such as civic knowledge, civic value and civic skill.

Table 3: Recapitulation of the ranking results

Tri Hita Karana aspect	V	Rank	Preference value
C1; Maintenance of school environment; Palemahan	V_{12}	1	1.000
A2; Increase of piety; Parahyangan	V_2	2	0.983
B9; Mutual respect; Pawongan	V_{11}	3	0.982
B1; Mutual cooperation; Pawongan	V_3	4	0.976
C4; Maintain school cleanliness; Palemahan	V_{15}	5	0.973
A1; Increase of faith; Parahyangan	V_1	6	0.967
B6; Learning culture; Pawongan	V_8	7	0.966
C2; Maintenance of school buildings; Palemahan	V_{13}	8	0.963
B8; Discipline; Pawongan	V_{10}	9	0.962
B3; Effective communication; Pawongan	V_5	10	0.956
C3; Maintenance of school facilities; Palemahan	V_{14}	11	0.953
B7; Democratic; Pawongan	V_9	12	0.951
B5; Responsible; Pawongan	V_7	13	0.950
B2; Serving each other; Pawongan	V_4	14	0.946
B4; Collaboration; Pawongan	V_6	15	0.945
Effectiveness level			0.965

CONCLUSION

The evaluation model of civic KVS-SAW that used to evaluate the Tri Hita Karana implementation in character education for students on elementary school Bali Aga has been able to show accurate calculation result to describe effectiveness level that is valid and following the actual condition and also can show the aspects which is a priority for given coaching or attention. Future work that can be done to overcome the obstacles found in this research is to perform calculations using path analysis to determine the correlation value in each aspect of Tri Hita Karana which affect the civics learning components.

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