

Exploring Students' Perceptions of Newsela Integrated to Tri Hita Karana for Enhancing Students' Reading Comprehension

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Abstract- This study investigated how the Tri Hita Karana philosophy which placed an emphasis on harmony and balance in the relationships between people, the natural world, and the divine coexisted with Newsela, a digital learning platform. The study looked into how students felt about this integration and how it affected their motivation, engagement, and reading comprehension abilities. With 65% of students expressing satisfaction and 100% agreeing that the integration improved their learning engagement, this study, which used a mixed-methods approach, found a positive association between cultural relevance and comprehension. Furthermore, 70% of participants said they felt more confident while confronting complicated literature, and 80% said the reading materials were easier to understand. The results indicated that integrating regional cultural values into instructional materials enhanced students' overall development besides their academic performance. This study promoted an all-encompassing educational strategy that combined technology with conventional values, emphasizing the possibility of creative curriculum that connected with students' cultural identities and improved their educational experiences in general. To further understand the mechanics of this integration in various educational situations, future research directions are suggested.

Keywords: Newsela, Perception, Reading Comprehension, Tri Hita Karana

I. INTRODUCTION

Reading comprehension is a complex mechanism that is based on several skills, which are decoding of the print, and language from decoding process (Hogan et al., 2011; Kim et al., 2011). The major subcomponents of comprehension include word reading, phonological/ morphological awareness, vocabulary, and listening skills (Cárnio et al., 2017; D'Alessio et al., 2019; Harlaar et al., 2012; Li & Wu, 2015; Tong et al., 2017; Yan et al., 2020). The Simple View of Reading model established the fact that reading comprehension is a function of word decoding and linguistic comprehension (Kieffer et al., 2012; Yan et al., 2020). In fact, there are other aspects of prior knowledge, reading practice, and initial reading competencies and approaches that can create a major impact on reading comprehension (Combrinck et al.,

2014; Gilakjani & Sabouri, 2016; Syafitri, 2019). In conclusion, it is pertinent to note that reading comprehension is a multifaceted ability which involves numerous language and cognitive skills (Kieffer et al., 2012).

Among educational tools, Newsela has proved to be beneficial for improving the students' learning outcomes and their interest. It is an educational content platform that enhances reader participation as well as mastery of knowledge in different fields (Patel, 2024a). According to the studies, Newsela increases students' reading aptitudes at the tertiary level and other adult emergent bi/multilingual learners (Housel & Oranjian, 2020). The platform also offers insight-filled reports that allow instructors the means to modify instruction how best to help students develop confidence in mastering their

coursework (Housel & Oranjian, 2020). Newsela complies with the goals of personalized learning which are important for improving the impact of the learning process (Pranolo, 2023). In addition, it is used as a way to increase students' information literacy (Pranolo, 2023). Student participation and discovery techniques promoted by Newsela augment higher-order learning (Sellami et al., 2017). To students with disabilities, technological instructional tools in Newsela involve differentiated instruction, options and alternatives, and reading interest (Mahoney & Hall, 2017). In conclusion, in light of the references analyzed for this paper it can be concluded that Newsela is an effective educational tool in the improvement of student learning, participation rates and performance irrespective of setting or demographic (Mahoney & Hall, 2017; Patel, 2024a).

The Tri Hita Karana philosophy, originating from Bali, Indonesia, emphasizes harmony and balance among three key relationships: the views on the relations of people with God (*parhyangan*), people with other people (*pawongan*), and people with nature (*palemahan*) (Dewi et al., 2022; Ermiana et al., 2023; Mada & Putri, 2023; Redana & Mujiyono, 2023; Sukarna, 2016). This cultural core sentiment all-encompassing theory is used to compel *modus vivendi* to sustain balance which is now considered as required for human existence, satisfaction, and thriving (Dewi et al., 2022; Ermiana et al., 2023; Mada & Putri, 2023; Redana & Mujiyono, 2023). Analyzing Tri Hita Karana has been put into practice in Balinese education, business, travel and tourism sectors, community development (Bithara et al., 2020; N. K. J. Parwati et al., 2022; Permatasari et al., 2020; Solihin & Sumawidari, 2021; Wirahyuni et al., 2021; Wiweka, 2014). Studies show that UNESCO appreciates the embrace of education and character development through (Permatasari et al., 2020)

Incorporation of Tri Hita Karana in curricular practices may help students to develop moral and social values and academic competencies effectively (Mayuni et al., 2023; Trisnawati & Sukmana, 2020; Wirahyuni et

al., 2021). It also creates a right learning environment, with right values being imparted to the learners, such as the value of the environment, corporate responsibility and spiritual quality (Redana & Mujiyono, 2023). Furthermore, the implementation of Tri Hita Karana in curricula enhances the molding of character and the attitude of students more positively (Jaya, 2019; Mayuni et al., 2023). Such an approach is compatible with the principles of the character education practice and benefits the students' physical, socio-emotional, and academic well-being (Jaya, 2019; Permatasari et al., 2020). Through this framework, the educational institutions will be preparing the individual for a complete, a balanced, and a morally sound person academically, spiritually, morally and socially (Jaya, 2019; Sedana et al., 2022).

Studies showed that incorporating Tri Hita Karana into education can enhance learning achievement, students' character, and learning atmosphere (Jaya, 2019; Trisnawati & Sukmana, 2020). Students and teachers have showed positive attitude towards the assertion that such values should be incorporated in the process of learning (Wirahyuni et al., 2021). It has also been introduced in text books and been utilized as reference to design of assessment instruments as well as the educational tourism (Mayuni et al., 2023; Paragae, 2023; N. N. Parwati & Trianasari, 2016). The philosophy has also been practiced in running of various institutions especially in the fields of education, practicing on sustainability (Anggreswari & Gorda, 2020; N. K. J. Parwati et al., 2022; Solihin & Sumawidari, 2021). In conclusion, the current literature proves that Tri Hita Karana is popular in different kinds of education and can help to achieve more balanced students' characters and harmonious learning-teaching processes.

The combination of Newsela with the Tri Hita Karana philosophy can make students improve their reading skills and their moral and social knowledge (Fioretti et al., 2019; Popovici & Opriș, 2024; Zhang, 2022). Understanding a different way of thinking or experiencing the world is one of Newsela's

strong suits, as Well-Being Logics further indicate the opportunity to develop students' critical thinking and moral reasoning (Hafizi, 2023; Rahiem et al., 2020; Thompson & Sorbet, 2020). Introducing the Tri Hita Karana the concept, students can understand and assess the moral and social order of contents that are studied (Agnello & Agnello, 2019; Parinduri et al., 2020; Rahmat et al., 2023). Such, together can foster the value of nature, people, and balance interactions (Bakhurst, 2018; Cam, 2016; Fauzy, 2021). Furthermore, the use of such technologies as Newsela with moral education will help to develop engaged learning environments including for students with SEND (Bamkin, 2018; Jamieson, 2020; Karagianni & Drigas, 2023).

While it is evident that Newsela avails numerous benefits in learning institutions and Tri Hita Karana is also used to promote reading comprehension, material dearth exists executing the two in tandem. Although, research shows that Newsela enhances reading and interest in reading (Housel & Oranjian, 2020; Patel, 2024b) and Tri Hita Karana enhances character building (Redana & Mujiyono, 2023; Trisnawati & Sukmana, 2020), however, Newsela integrated with Tri Hita Karana has not been investigated. This gap offers potential for more study on how every aspect of those integrated values encompassed in Tri Hita Karana can support the Learn with Newsela's feature to help students develop academic skills and moral character.

The goal in the present research was to see students' attitude toward Newsela and its integration with the Tri Hita Karana philosophy on their reading comprehension. Thus, aiming at exploring students' perceptions of the benefits and difficulties of reading Newsela's diversification thus aligned with the overall value of Tri Hita Karana, the research is conducted. The intended purpose is to evaluate how this integration impacts the students' reading, their attitudes towards the subject matter, ethical development and social skills.

First, the purpose of the study relates to the preservation of the integrative objective

that was set earlier: improve students' reading comprehension using Newsela and Tri Hita Karana combined with moral and social values for people's education. The research aims at promoting students' engagement and motivation for reading and consequently improve learning outcomes by comparing students' perceptions. Also it enriches culturally responsive education by considering how native values can be implemented into contemporary media of teaching aids. The findings are hoped to be enlighten teachers and policy makers who wish to blend technology with the conventional values towards embracing evolution of better curriculum and teaching techniques. Therefore, the study emphasizes on the prospect of enhancing practice-based education, the personal and academic success of learners, and the recognition of the interaction of technological advancement with the culture in learning institution; it also flags ideas of future research.

The main goal of the present research study was to understand the students' attitude towards comprehending texts using Newsela with Tri Hita Karana philosophy integration. This would include an assessment of the manner in which students perceived the reflections towards this integration in enhancing their learning such as their reader outcome, level of interest in materials and general learning experience. To rationalize the focus of this study, the following research questions are posed: The study aims to establish the following research questions: (1) What is the students' attitude towards the inclusion of Newsela in their reading comprehensions? The area that comprises this study is the Tri Hita Karana philosophy as follows: (2) As a what extent does the Tri Hita Karana philosophy enhance or reduce students' participation and appreciation of written contents. And (3) How does the perception of optimum cultural philosophy mix students have towards the approaches applied in their learning when incorporating the use of technology?

II. METHODS

In order to understand students' perception about the integrated use of Newsela inculcate with the Tri Hita Karana philosophy for improving the reading comprehension of the students, the proposed study is based on both quantitative and qualitative approach. The mixed-methods approach is where the research utilizes both quantitative and qualitative research to ensure that it gains an understand (Bagnini & Russo, 2021; Campbell et al., 2012; Guetterman & Perez, 2023). The quantitative data of the students' perception, participation and estimated effects on reading proficiency will be collected by means of surveys & questionnaires gauging the overall satisfaction, subjective changes and connection with Tri Hita Karana principles. Further, qualitative methodology, especially the semi-structured interviews, will help to give more objective idea about students' feelings and perceptions, their examples and experiences, sources influencing reading comprehension, and challenges met. For this study, a purposive sampling technique would be applied. According to Pinandhita & Daroin (2023) as well as Tscherning & Mathiassen (2010), purposive sampling is a nonprobability based sampling technique where the researcher includes only those participants within the research who are relevant the purpose and characteristics of the research question. The samples in this study were the third semester students of Dwijendra University, who have

selected the Interpretive Reading Course which adopts Newsela that connects to Tri Hita Karana. There are 20 participants under the quantitative phase of the study, and 5 students under the qualitative part of the study Data analysis will be performed by comparing statistical data and using thematic analysis to give an understanding of the trends and features peculiar to this group of students. This approach therefore seeks to give an overall picture of the perception of students towards this strategy with a view of gaining insight into the impact of this strategy in increasing comprehension of reading as well as the understanding of moral and social values.

III. RESULT AND DISCUSSION

Quantitative Finding

As an analysis of the results of the administered questionnaires highlighted noteworthy, students responded positively to the incorporation of Newsela with the Tri Hita Karana Principles in their academic activities. From these students' outcomes, the integration was found not only to improve the ability to read and comprehend but also, the ability to identify something that they are interested in and feel a connection to their culture promoting the utilization of this new teaching method in the classroom. Below is the analysis of the questionnaire that was predefined and presented in form of tables.

Table 1. Overall Satisfaction with the Integration of Newsela and Tri Hita Karana

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | I am satisfied with the use of Newsela integrated with the Tri Hita Karana principle in learning. | 20% | 45% | 20% | 15% | 0% |
| 2 | The use of Newsela, which incorporates the Tri Hita Karana principle, makes learning more engaging. | 45% | 55% | 0% | 0% | 0% |
| 3 | I feel that learning using Newsela with Tri Hita Karana is effective in helping my understanding. | 30% | 45% | 15% | 10% | 0% |

Table 1 analyses students' satisfaction with the integration of Newsela and Tri Hita Karana principles in the teaching-learning process. They also reveal that overall satisfaction is approved since 20% of students strongly agreed and 45% of those agreed with the statement. Furthermore, 45% strongly believe and 55% partly believe that

this integration increases the interest in learning known as perceived stimulation. In addition, 30% strongly endorse the statement that the integration really helps them to understand, and 45% partially agree, which shows a rather strong perception of the method.

Table 2. Self-Reported Improvements in Reading Comprehension

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | I find it easier to understand reading texts after using Newsela integrated with Tri Hita Karana. | 40% | 40% | 5% | 15% | 0% |
| 2 | Learning with Newsela helps me understand topics that I previously found difficult to grasp. | 25% | 55% | 15% | 5% | 0% |
| 3 | I feel more confident in understanding more complex readings after using Newsela. | 30% | 40% | 20% | 10% | 0% |

Table 2 summarized students' opinion on the aspect of how the intervention facilitated by the Newsela integrated with Tri Hita Karana improved on students' ability to comprehend on the reading. The extract also shows a positive attitude toward the change, where 80 percent of the students strongly agree or agree that they understand reading texts more easily. Also, for the component, 80% of the students believed that

with Newsela, concepts that were hard for them to understand in the past helps to explain the topic. Moreover, 70% of the students mentioned that they feel more confident when it comes to the understanding of material that has been read and suggesting that integration improves their confidence while trying to comprehend challenging texts.

Table 3. Level Engagement dan Motivation

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | I feel more motivated to read after using Newsela with the Tri Hita Karana integration. | 35% | 40% | 10% | 15% | 0% |
| 2 | I feel more engaged in reading activities that use Newsela. | 35% | 40% | 10% | 15% | 0% |
| 3 | Learning using Newsela integrated with Tri Hita Karana makes me more enthusiastic about attending class. | 30% | 55% | 5% | 10% | 0% |

Table 3 evaluates the extent to which integration influences student's motivation and engagement on reading activities. 35% strongly agree while 40% agree they have increased in motivation to read after using the

integration. Further, there is an agreement with the statement that the use of Newsela makes the learning activities more engaging to read, 35% of students stated strong agreement, and 40% stated agree.

Table 4. Relevance of the Tri Hita Karana Principle in Learning

| No | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | The Tri Hita Karana principle makes me feel more connected to local learning and culture. | 40% | 35% | 5% | 15% | 5% |
| 2 | I feel that the principles of Tri Hita Karana support my understanding of the values contained in the reading text. | 15% | 40% | 20% | 25% | 0% |
| 3 | Learning with integration Tri Hita Karana enhances my understanding of the relationship between humans, nature, and God. | 50% | 45% | 0% | 5% | 0% |

Table 4 is focused on students' attitudes concerning the applicability of the Tri Hita Karana principle in learning process. 39% strongly agreed and 34% agreed that the principle encourages the establishment of contact to culture, thus marking high cultural sensitivity. Further, 15% of the respondents strongly agree and 40% agree that it helps to comprehend values in the reading texts; and it reveals moderate correlation with content. As it pertains to this particular principle, 50% strongly agree and 45% agree that implementing this principle improves their apprehension of the interdependence between humans and their environment and God which shows the holistic approach of the principle.

From the Tables 1 and 2, we can deduce that the integration of Newsela to Tri Hita Karana principles has certain positive impacts to the students' reading comprehension. The results represent 65% of the students satisfied with the integration incorporated; the same as 100% of the student who agreed that it increases learning participation. Further, respondents expressed easier understanding of texts for reading by 80% and increased confidence in tackling difficult readings by 70%, an indication that the learning materials'

engagement and cultural relevance are responsible for the improvements. Also, 75 percent students said they had enhanced motivation to read likely to improve their understanding. Positive relationships between engagement and comprehension, cultural relevance and understanding, satisfaction and confidence were also reported, thus confirming that the integration leads to positive feedback loop that enriches the learning process.

Qualitative Finding

Using the interview responses on Newsela integrated with the principles of Tri Hita Karana, it is possible to perform a thematic analysis in order to gain additional information on the general tendencies in students' perceptions and experiences in connection with the given topic. Here are the key themes derived from the responses:

1. The issue of relevance of content in knowledge sharing is therefore very essential, followed by the issue of accessibility of content.

Achievability and counsel contents in Changes in Newsela tools and instruments are critical handling with students and colleague students. Newsela provides articles which can

be comprehensible and aligned to different levels or customized according to the students' context. This approach complies with principles of Tri Hita Karana; hence tripartite is the equal balance and integration in education. An example response highlights this connection: "Therefore, I think that Newsela in reading instruction alongside the Tri Hita Karana system is quite appropriate. Newsela offers wide ranging articles that can be easily found online with the option to modify the level of difficulty of the text to suit the student's skill set hence aligning itself to the Tri Hita Karana principle of balance between human and the environment and also between humans and God."

2. Integration of Values

Values in education especially through the Tri Hita Karana improves students' reading stratagem since it will support them understand the requirements of the society, physical environment, as well as the spirits within us. Besides enhancing the chances of effectively acquiring improved reading skills, this kind of learning also benefits the classroom large education experience. For example, one student said, "I feel that the integration of Newsela with Tri Hita Karana makes learning more engaging and beneficial because this approach not only develops reading skills but also introduces students to very important cultural values."

3. Engagement Enlightenment and motivation

Newsela has enhanced the level of motivation and participation of respondents in carrying out reading tasks. Numerous articles and the opportunities to engage are provided on the platform, that is why the studied material promotes an active participation in the discussions and accomplishing of the assignments. For example, one of the participants mentioned, "I have always had a positive impression using Newsela during reading lessons related to Tri Hita Karana. The articles that were available allowed me to gain an insight as to various matters more in depth, the principles studied within Tri Hita Karana emphasized to me the intertwining of learning process with the harmonious life balance."

4. As part of critical thinking skills Self and peer assessments Commonweal critical evaluation Discussion of key ideas.

Tri Hita Karana's implementation in coding enhances discussion and analysis of the student concerning the texts they are assigned to read. Most students think that, thanks to this approach, they can draw parallels between what they are learning in class and virtues and principles that should be adhered to within and outside the classroom. For instance, one student said, "I think that with the increase of Newsela that incorporates with Tri Hita Karana, learning becomes attractive. While there are a number of articles related to the Tri Hita Karana concept, I am getting the impression sometimes that the link is weaker between the concept and the assigned reading material. But when there is a piece of related article that challenges me to ponder on it and probably talking with friends."

5. Different Encounters with Participation

Analyzing the experiences of the students concerning their involvement in coding activities the level of participation is revealed. Higher learning was reported by all the students; although some revealed that their level of participation did not enhance equally suggesting that results differ from one student to another. This implies that it's personal and does depending on engagement and the kind of tasks set in the platform. For instance, the following student commented, "While I am more alert in English and reading abilities, I don't understand how the tried and tested integration of Newsela with Tri Hita Karana add more fun in learning". Other times, I get the impression I am gaining more knowledge about the text than realizing its connection with cultural standards.

6. Holistic Educational Approach

The educational approach to guidance acknowledges intellectual, social and spiritual dimensions of learning and is based on the principle of Tri Hita Karana. It would be about this framework that can help students participate in any kind of educational process that will help them become developed people. For Instance, "By accessing Newsela, students

can read lesson material that is educative and at the same time promotes Tri Hita Karana; the duality in education between the material and the spirit.”

Lastly, the present study on thematic analysis indicates that students’ attitude is positive regarding the combination of Newsela with the ideas of Tri Hita Karana. The learners admire the topicality and convenience of the material, values being specified, and stimulation of a deeper level of engagement. However, there are diverse results concerning participation rates suggesting that research focusing on the type of teaching and the characteristics of the tasks that are being set may increase participation for all the students. In general, these principles allow for a more comprehensive view of the learning process and directs learning aspirations toward academic, as well as personal and social goals.

Discussion

The outcome of this study is demonstrating a positive effect of Newsela and Tri Hita Karana philosophy integration on students’ reading skills. Another 65% of students declared that they were satisfied with this integration while 100% appreciated that it helped to boost their learning engagement. These findings corroborate the literature on accuracy and timing with regards to culturally responsive pedagogy as well as engagement in enhancing literacy.

Incorporation of Newsela’s inclusive and multicultural material with the comprehensive doctrines of Tri Hita Karana relativities aids in understanding the pieces more than reading alone. This is in line with the findings of Housel & Oranjian (2020) who pointed out that to teach adult, emergent bilingual or multilingual learners effectively, educators or teachers need to post interesting and related content. Their study shows that it is possible to develop instruments which improve learners’ satisfaction and performance and can be used, therefore, to support the ideas of the current study to the young learners.

In addition, the finding pointed out that the students who participated in the study perceived more benefits, such as 80% of them

reported that they found reading texts easier to comprehend, and 70% of them reported to feel more confident while handling labor market texts. This enhancement in understanding has been brought about by an increased use of culturally related content; the students are in a position to relate to what they are reading hence promoting their motivation in reading. In line with this view, Gilakjani & Sabouri (2016) illustrate and explicate some aspects of appreciable concerns in relation to EFL learners’ reading comprehensibility where motivation and, thereby, engagement plays a crucial role for the acumen.

Because positive interactions were established between, on one hand, engagement and comprehension as well as, on the other hand, cultural relevance and comprehension, it is again seen how local philosophies embodied in suitable modern tools create a virtuous circle that optimizes learning and teaching. This idea can also be seen in the work of Hafizi (2023), which makes a point of moral education character development and practical possibility of the inclusion of culture in education arguing that the enhancement of learning achievements is accompanied by formation of the students’ personalities.

Further, receiving and analyzing students’ perceptions of how cultural values can be addressed in the context of information and communication technology use and concerns in innovative practices in education are still under-discussed. In the opinion of Guetterman & Perez (2023), mixed-methods research may give vast information about education phenomena, considering education phenomena’s complexity since this type of research allows understanding the possibilities of implementing rational approaches to learning’s optimization.

Thus, the adoption of the Tri Hita Karana concept that is based on a balance between people, the environment, and gods regarding Sel. The study conclusions indicate that culture-sensitive content leads to not only instructional learning but also enhances social and emotional learning for students. This is especially true in the current world, especially since education is expanding to requirements

for the development of socially competent persons to enhance socio-emotional learning.

Finally, the study raises the questions about the further investigation of how the principles of Tri Hita Karana could be effective while using Newsela, which is a digital learning tool. According to literature, there is lack of studies which examine the joint mediation role of these two components to improve reading comprehension. Future research may examine whether the features the Newsela app, including the ability to adjust for the font, the diversity of the articles provided, or others, may be used to support the Tri Hita Karana values to make a learning experience more holistic and efficient.

Therefore, incorporating the Newsela newspaper and the Tri Hita Karana concept can be considered an effective way of enhancing students' reading comprehension.

IV. CONCLUSION

In conclusion, this research suggests that the proposed approach of applying Newsela with Tri Hita Karana philosophy as an effective method for teaching the students how to understand a material. The result shows that this integration not only enhances students' participation and satisfaction but also enhances students' sense of cultural values to support learning, facilitating the students' learning experience. The large majority of students spoken to were content with this combined approach, noting how it served to make reading materials more readily available and sensitive to culture. Furthermore, there is a need to call for the overall development of education system that enhance the academic performance of students as well as transforming them into responsible, moral, and social beings. It challenges teachers and policy makers to bring innovation on how to integrate technology and head on adapt cultural practices in the innovative systems and curricula that can have relevance to students' identities. It is hoped that in the context of the presented research further investigations of similar integrations in various educational environments will continue to enrich the debate on the practices of effective education and culture responsiveness in education.

Through its focus on engagement, motivation, and culture, this research contributes to the ongoing conversation concerning best practices for education and offers ideas for future works emphasizing similar integration across a variety of educational settings. These are recommendations of the research that support the argument that education should embrace a more balanced approach to the delivery of academic education that spares time to produce socially ethical, moral, and responsible citizens. It's through the advocates of this study that educators and policymakers will find hope in formulating teaching and learning techniques that integrate technology and basic cultural values with the purpose of designing enhanced curricula and teaching methodologies that are appealing to the learners.

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