

Developing Collaborative Character in Students through Hindu Religious Education on the Tri Murti Subject Based on Dioramas

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Keywords:	Abstract
The topics include Tri Murti, Dioramas, Collaborative Character, Local Wisdom, and Basic Education	This article examines the development of students' collaborative character through the application of diorama-based <i>Tri Murti</i> learning in elementary schools. This study aims to explain the contribution of the learning model to improving communication skills, sharing tasks, helping each other, and student responsibility. The research method uses a qualitative approach through observation, interviews, and documentation, and is then analyzed interactively. The results indicated that the activity of designing and presenting dioramas that integrate the values of Brahma, Vishnu, and Shiva effectively encourages meaningful social interaction and proportional distribution of roles and strengthens a sense of responsibility within the group. These findings confirm that a local wisdom-based approach through diorama media strengthens collaboration and supports the internalization of students' spiritual values. In conclusion, Diorama-based <i>Tri Murti</i> learning is a relevant pedagogical alternative in the development of students' collaborative character in the context of 21st-century education.

Kata kunci:	Abstrak
Tri Murti; Diorama; Karakter Kolaboratif; Kearifan Lokal; Pendidikan Dasar	Artikel ini mengkaji pengembangan karakter kolaboratif siswa melalui penerapan pembelajaran Tri Murti berbasis diorama di sekolah dasar. Penelitian ini bertujuan menjelaskan kontribusi model pembelajaran tersebut terhadap peningkatan kemampuan komunikasi, berbagi tugas, saling membantu, dan tanggung jawab siswa. Metode penelitian menggunakan pendekatan kualitatif melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis secara interaktif. Hasil penelitian menunjukkan bahwa aktivitas merancang dan mempresentasikan diorama yang mengintegrasikan nilai Brahma, Wisnu, dan Siwa secara efektif mendorong interaksi sosial yang bermakna, distribusi peran yang proporsional, serta memperkuat rasa tanggung jawab dalam kelompok. Temuan ini menegaskan bahwa pendekatan berbasis kearifan lokal melalui media diorama tidak hanya memperkuat kolaborasi, tetapi juga mendukung internalisasi nilai spiritual siswa. Kesimpulannya, pembelajaran Tri Murti berbasis diorama menjadi alternatif pedagogis

	yang relevan dalam pengembangan karakter kolaboratif siswa dalam konteks pendidikan abad ke-21.
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I. INTRODUCTION

The development of 21st-century education emphasizes the importance of collaborative skills as one of the main competencies that students must have. Collaboration is an integral part of the 4C competencies implemented in the Independent Curriculum, which focuses on learning meaningful experiences, cross-disciplinary integration, and character building. In the context of religious and moral learning, the values of character formation not only focus on spiritual aspects but also on the social ability of students to establish harmonious relationships with others. In Hindu learning, the concept of the *Tri Murti (Brahma, Vishnu, and Shiva)* teaches not only the structure of divinity but also philosophical values that reflect the balance of creation, maintenance, and fusion; these values can be translated into practical applications for developing students' character.

However, the reality in schools shows that students' collaborative skills are still relatively low. The results of initial observations in grade III at one of the elementary schools in Mataram City (2025) show that in group activities, only 46% of students actively share tasks and discuss, while 29% are more dependent on more dominant friends, and 25% show a tendency to work alone even in group tasks. The collaborative character questionnaire data (N=75) showed that the score on the mutual help indicator only reached 41%, the indicator of listening to friends' opinions was 48%, and the indicator of completing shared tasks was 45%. Interviews with teachers corroborated these findings; The teacher stated that learning activities are still individual-centered, so interaction and cooperation have not developed optimally.

Several studies confirm that collaboration-based learning can improve students' social dynamics and problem-solving skills. A recent systematic study by Alwanda (2025) reported that project-based learning effectively increases creativity, courage to speak up, and problem-solving skills through meaningful activities. A survey by Pusparadi et al. (2024) states that project-based learning can also improve creative and cooperative thinking skills in thematic learning. These findings demonstrate the effective application of the collaborative learning approach across a diverse range of subjects, including Hindu Religious Education.

More specifically, diorama media has been proven to contribute to improving learning outcomes and concept understanding in science and thematic subjects at the elementary school level. The study in the systematic review report (2025) states that diorama media can facilitate concrete learning through visualization to increase students' interest, focus, and exploration in learning. This media is also effective in forming contextual and collaborative learning experiences through modeling, discussing, and presenting results.

Other findings show that project-based learning helps learners integrate abstract concepts into visual representations and practices. Deviyanti (2025) proves that the project's approach to the topic of the water cycle not only improves material understanding but also encourages teamwork and scientific curiosity. Amalia Husein (2023) also reported that the application of PjBL in science lessons increased collaboration scores through group exploration, discussions, and presentations.

Theological aspects still dominate studies related to *Tri Murti* in the context of Hindu Education. However, there has been limited research on its application in social character formation. Putra & Suardana (2024) discovered that the incorporation of Hindu values enhances students' moral reasoning; however, they did not address pedagogical strategies for fostering collaborative character development. Research by Wijaya & Strisno (2022) confirms that the integration of local values can reduce aggressive behavior and increase social interaction but has not provided an explicit learning design in the context of dioramas.

The research gap lies in the lack of studies that integrate *Tri Murti* learning with diorama media in the context of developing students' collaborative characters. Some of the diorama media research focuses on cognitive enhancement, not yet emphasizing specifically on character achievement, especially collaboration. Meanwhile, research on *Tri Murti* focuses a lot on understanding concepts, not the development of social character in the context of participation and visual learning.

Diorama-based learning is considered relevant as *Tri Murti's* learning approach because it requires students to work together in observing, designing, modeling, and presenting the work. This activity reflects four aspects of collaboration: task sharing, communication, negotiation, and shared decision-making. This process also provides space for the internalization of *Tri Murti* values through fun, concrete, and planned activities. Thus, this research is expected to make a new contribution to the strategy of strengthening collaborative character using project-based media.

The objectives of this study are to (1) analyze the application of diorama-based *Tri Murti* learning in the formation of collaborative characters among elementary school students; (2) describe the improvement of students' collaborative characters through the process of planning, creating, and presenting dioramas; and (3) identify supporting and inhibiting factors for collaborative character development through diorama media. Theoretically, this study is expected to enrich studies related to local culture-based learning and collaborative learning strategies. Practically, the results of this research are advantageous for educators in designing effective learning models to strengthen the social character of students.

II. METHOD

This study uses a qualitative approach with a case study design carried out in grade III of one of the elementary schools in Mataram to explore in depth the process of developing students' collaborative character through diorama-based *Tri Murti* learning. The researcher acts as the main instrument that

collects data through participatory observation of learning activities, semi-structured interviews with teachers and students, and documentation in the form of activity photos, field notes, and diorama works. The research procedure starts with learning planning, implementing activities to make and present dioramas in groups, and reflecting with students and teachers. All data were analyzed continuously through the process of reduction, grouping, and conclusion to determine patterns of collaborative character development, which were tracked through indicators of cooperation, communication, mutual help, and group responsibility. The validity of the data is maintained through triangulation of techniques (observation, interviews, documentation) and triangulation of sources (teachers, students), while the trail audit process is carried out through systematic recording of research activities and findings to allow replication or verification by other researchers.

III. RESULTS AND DISCUSSION

1. Research Results

The implementation of diorama-based *Tri Murti* learning showed significant developments in the collaborative character of grade III students, especially in the indicators of communication, role sharing, mutual help, and group responsibility. During the initial observation, many students seemed to work independently and showed less interest in group discussions. One more vocalist tends to dominate two out of the five groups, leaving the other members in a passive role. However, during the three learning sessions, the group dynamics began to improve as a mutual understanding of the value of togetherness in designing and making dioramas was built. The diorama-making activity provides a space for students to share ideas related to the visual form of *Tri Murti* and determine the materials to be used; the format encourages open discussion and mutual input.

Based on interviews with classroom teachers, before diorama-based learning, some students were still unfamiliar with group work; They often asked for repeated instructions and were reluctant to exchange opinions. The teacher revealed that “children tend to wait for directions and are afraid of making mistakes when discussing with friends.” However, after the diorama-making activity, students began to show the courage to ask questions, confirm opinions, and propose ideas about the depiction of the forms of *Brahma, Vishnu, and Shiva*. Teachers assessed that concrete activities such as choosing colors, arranging shapes, and determining symbolic backgrounds triggered student interaction, thus training them to respect each other’s opinions.



Figure 1. Development of Students

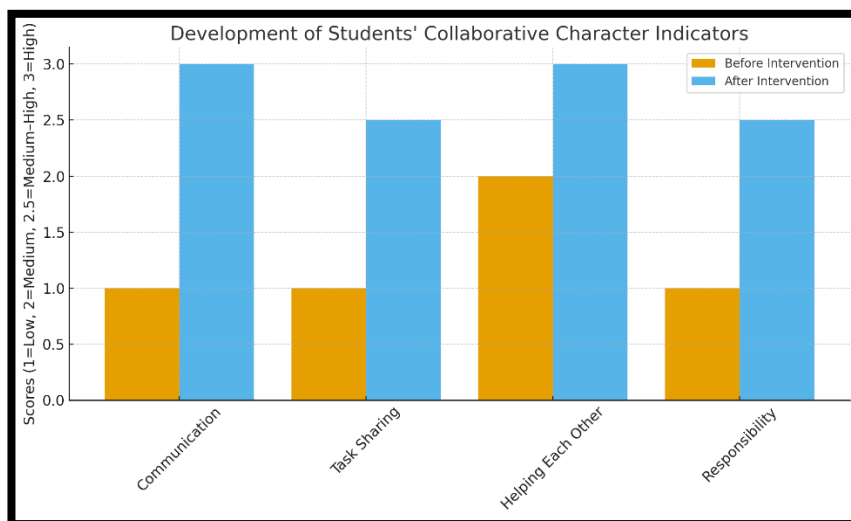
Based on the observation results, four female students are actively involved in learning activities in the classroom. They work in a group on a shared study table. Each student showed a different involvement; one student was seen writing on a learning medium in the form of a red board, while another student held a piece of the picture and paid attention to the pasting process. The interaction that is built shows the division of roles and cooperation in completing group tasks.

The classroom seemed to support a collaborative learning atmosphere, characterized by a special corner themed “Reading Corner” at the back, which was decorated with posters, pictures of trees, and other student works. Light enters through the window on the right side of the room, providing ample natural lighting. This condition allows students to work comfortably and focus.

During the activity, students discussed and gave each other feedback about the pictures they used. This is shown in how they focus on each other, point to, and arrange the image pieces. These activities demonstrate that the learning process concentrates on comprehending the material and fosters the development of students' collaborative skills, communication, and creativity. Photos document this activity, capturing the dynamics of the group working directly in the classroom.

Further observations confirmed the teacher’s statement. The process of creating a diorama demands a clear division of tasks, such as drawing, cutting, pasting, and tidying up. This activity helps students understand their respective roles for the group’s goals. For example, in group 3, a student named “A” who was initially passive began to take an active role as a material organizer. In contrast, other students helped glue the paper and gave color suggestions. This dynamic promotes a sense of duty and mutual need. The results of interviews with students reinforce these findings; Some students stated that they were pleased to be able to “work with friends and not be afraid of making mistakes.”

Observational data showed an improvement in all indicators of collaborative character. The following table shows the changes in student behavior during the activity:



Gambar 1. Development of Students'

The results of the group presentation also demonstrate an increase in the indicators. Each group demonstrated its understanding of *Tri Murti* through a diorama. Students demonstrate their communication skills by responding to other group members' questions. Group 2, for example, was able to explain the symbolism of *Brahma* as a creator with hand gestures and contextual examples in everyday life, showing that their understanding has been formed collaboratively. When groups interact, it also creates a positive environment where students can complement each other's work.

In addition, analysis of field records indicated that diorama-based learning encouraged students' motivation to work together. Students seemed enthusiastic about choosing materials, designing shapes, and decorating the diorama background. They also show a willingness to adapt roles; for example, if a student finds it challenging to draw, they are replaced by another student who is more expert. This negotiation process indicates an improvement in interpersonal skills. However, there were also several obstacles, including minimal processing time and differences of opinion regarding visual design. However, students successfully manage these obstacles through joint discussions and decision-making.

Overall, the study's results demonstrate that diorama-based *Tri Murti* learning can enhance students' collaborative skills through concrete, visual, and creative activities. Learning activities that require intensive interaction between group members encourage a culture of accountability, communication, and mutual help. Diorama media is an effective means to facilitate the abstract form of *Tri Murti's* values into meaningful, real expressions, while strengthening cooperation and empathy among students.

2. Discussion

The results indicated that the application of diorama-based *Tri Murti* learning significantly contributed to the development of students' collaborative character, which was reflected in improved

communication indicators, task sharing, mutual help, and group responsibility. The learning process encourages more active social interaction than conventional practices through activities like designing, making, and presenting dioramas based on the Tri Murti concept. Concrete activities and verbal involvement between group members are the basis for the formation of mutual understanding and positive interdependence in achieving group goals.

The improvement in communication indicators is the most prominent finding. Students begin to build the courage to express their opinions, respond to friends' ideas, and conduct internal negotiations when determining the design of the diorama. These findings are in line with the research of Subhi et al. (2024), which affirms that project-based learning strategies encourage students to interact meaningfully, thereby forming social competence and collaborative abilities. However, in contrast to the study, which did not explicitly use cultural values as the basis for character development, this study indicates that the values of *Tri Murti* in the context of Hindu culture are able to strengthen students' intrinsic motivation in working together and respecting the role of others. The use of cultural frameworks in learning is a significant contribution, confirming that the value of local wisdom can be a practical pedagogical resource for contextual character education.

The findings also show an increase in task-sharing and mutual help behavior. The process of creating dioramas demands a fair distribution of roles, which naturally reduces the dominance of the individual and fosters an awareness of the importance of each member's contribution. This is in line with a systematic study that concluded that the use of dioramas in learning encourages active participation, cooperation, and the materialization of abstract concepts into visual form (Systematic Literature Review, 2023). However, the study expands on the findings by showing that symbolizing the role of *Tri Murti* in project work not only increases cooperation but also trains self-regulation skills and moral responsibility, which have not been demonstrated explicitly in previous studies.

Furthermore, the group responsibility indicator shows consistent improvement. Students realize that the result is a representation of collective contribution, so they work more seriously in maintaining the quality of their work. This phenomenon is in line with Feduc's (2023) statement that student involvement in the creation of visual artifacts increases a sense of ownership of the learning process. However, this study provides a new perspective. That the spiritual content integrated in the symbolization of the Tri Murti serves as a reinforcement of the value of social responsibility, thus adding an ethical dimension to collaborative learning.

When compared to research in the context of other learning media, such as the make-a-match model (Systematic Literature Review, 2021), diorama-based *Tri Murti* learning shows a more substantial depth of collaborative processes. Make-a-match models have a positive impact on student interaction, but they are temporal and concept-conforming, while dioramas demand repetitive interactions, discussion, and continuous reflection. Thus, diorama-based learning has more potential in internalizing collaborative values in depth. Previous studies highlighting visual approaches in learning

(Alwanda, 2022) have also confirmed that symbolic representation improves understanding of social concepts and skills; The findings of this study support, as well as expand, these results through the integration of religio-cultural values.

From an educational point of view, the incorporation of *Tri Murti* values into the collaborative process is a significant and unique feature. Students translate the values of *Brahma* (creator), *Vishnu* (maintainer), and *Shiva* (transformation) into the division of roles in the group. The student who composes the visual design interprets himself as *Brahma*; students who maintain the process of working and maintain visual quality play the role of *Vishnu*, while students who correct, correct, or replace elements of the work play the role of *Shiva*. This pattern of value translation demonstrates the internalization of spiritual symbolization into concrete and functional pedagogical practices. These findings provide a theoretical contribution in the form of a learning model based on local wisdom that can be replicated in similar contexts.

Overall, diorama-based *Tri Murti* learning not only significantly enhances the collaborative character but also enriches the cultural discourse of education. This research offers a scientific contribution in the form of a conceptual model that combines symbolic visualization, collaborative activities, and spiritual values. Practically, these findings can be a reference for teachers to implement contextual learning and facilitate the formation of students' prosocial character. However, the study had limitations in the duration of implementation and the limited number of participants. Therefore, longitudinal studies with a broader population are needed to deepen our understanding of the effectiveness of these models in more diverse contexts.

CONCLUSION

This study concludes that diorama-based *Tri Murti* learning is effective in developing students' collaborative character, which is reflected in improving communication skills, sharing tasks, helping each other, and group responsibility. Cooperative activities in designing and presenting dioramas encourage meaningful social interaction, shared decision-making, and equal distribution of roles within the group. The integration of *Tri Murti* values represented in the process of creating, maintaining, and improving works is a hallmark of this learning model, thus not only strengthening cooperation but also fostering spiritual awareness and local culture in learning practices. This finding shows a new contribution in the form of a character-based learning model based on local wisdom that can internalize spiritual values through visual and collaborative activities, so that it has the potential to enrich the realm of character education and become a strategic alternative for teachers in developing contextual and meaningful learning.

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