

ABSTRAK

Sari, Mekel Putu Ayu Sekar (2026), Pemaknaan Program *Morning Assembly* Berbasis *Tri Hita Karana* sebagai Praktik Holistik Penanaman Nilai Karakter Anak Usia Dini: Studi Kualitatif di PAUD HEPI Kids Denpasar. Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: *Morning Assembly*, nilai karakter, PAUD, pendidikan holistik, *Tri Hita Karana*

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan *Morning Assembly* berbasis *Tri Hita Karana*, menggali pemaknaan guru, mendeskripsikan proses internalisasi nilai-nilai *Tri Hita Karana*, serta menganalisis peran guru dan lingkungan sekolah dalam mendukung pendidikan karakter anak usia dini di PAUD HEPI Kids Denpasar. Penelitian ini menggunakan pendekatan fenomenologi kualitatif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan teknik *Thematic Analysis*. Hasil penelitian menunjukkan program *Morning Assembly* berbasis *Tri Hita Karana* dilaksanakan terstruktur melalui kegiatan doa bersama, afirmasi positif, interaksi sosial, refleksi, dan pembiasaan menjaga lingkungan. Guru memaknai kegiatan sebagai praktik pendidikan karakter yang menanamkan nilai spiritual, sosial, dan kepedulian lingkungan secara holistik. Peran guru sebagai teladan serta dukungan lingkungan sekolah menjadi faktor penting dalam menciptakan pengalaman belajar bermakna bagi anak usia dini.

ABSTRACT

Sari, Mekel Putu Ayu Sekar (2026), The Meaning of the Tri Hita Karana-Based Morning Assembly Program as a Holistic Practice for Instilling Character Values in Early Childhood: A Qualitative Study at PAUD HEPI Kids Denpasar. Thesis, Early Childhood Education, Postgraduate Program, Ganesha University of Education.

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Keywords: Morning Assembly, character values, early childhood education, holistic education, Tri Hita Karana

This study aims to describe the implementation of a Tri Hita Karana-based Morning Assembly, explore teachers' interpretations of the program, describe the process of internalizing Tri Hita Karana values, and analyze the roles of teachers and the school environment in supporting character education for young children at HEPI Kids Denpasar Early Childhood Education Center. This research employed a qualitative phenomenological approach. Data were collected through observation, in-depth interviews, and documentation, and were analyzed using Thematic Analysis. The findings reveal that the Tri Hita Karana-based Morning Assembly program is implemented in a structured manner through activities such as collective prayer, positive affirmations, social interaction, reflection, and the habituation of environmental stewardship. Teachers perceive these activities as a form of character education that holistically fosters spiritual, social, and environmental values. Teachers' roles as role models, together with the support of the school environment, are important factors in creating meaningful learning experiences for young children.

