

The Application of *Prasi* in Balinese Script Writing Learning as an Effort to Introduce Local Wisdom Values in Senior High Schools

Ida Ayu Sukma Wirani^{1*}, I Wayan Rasna², I Made Sutama³, I Nengah Martha⁴

^{1*} Universitas Pendidikan Ganesha, Singaraja, Indonesia

² Universitas Pendidikan Ganesha, Singaraja, Indonesia

³ Universitas Pendidikan Ganesha, Singaraja, Indonesia

⁴ Universitas Pendidikan Ganesha, Singaraja, Indonesia



ABSTRACT

Keywords:

Prasi media,
Balinese script,
Tri Hita Karana

Culture-based learning can be applied to the learning process to instill the value of local wisdom in the study of the Balinese language using *Prasi* media. *Prasi* is an ancient tradition of writing on palm leaves that contains stories about tattwa, tantri, and another knowledge. This study will examine the effectiveness of using *Prasi* media to learn Balinese script and instill the values of the writing tradition. The study was conducted in class XII.A4 of SMA Negeri 2 Singaraja through classroom action research with a quantitative and qualitative descriptive approach. The subjects of the study were the students of class XII.A4, and the focus of the study was learning to write Balinese script using *Prasi* media. The results showed that the data collection methods included observation, project assignments, and questionnaires. This study increased understanding of Balinese script writing by 78.4%, and student responses were excellent. This study demonstrated that *Prasi* media increases students' interest in and ability to write Balinese script, as well as their understanding of the values of the Lontar writing tradition.

INTRODUCTION

It is imperative that the cultural character and identity of the younger generation be shaped through culture-based education, which should entail the instillation of local wisdom values. In the context of education, particularly in Bali, the acquisition of the Balinese language should not only be for the development of linguistic competencies, but also as a means of preserving culture and strengthening local wisdom values. The acquisition of Balinese script constitutes a pivotal element of the learning process for the Balinese language, a facet inextricably intertwined with the cultural identity of the Balinese populace. This perspective aligns with the assertion, that the Balinese script constitutes an indispensable element of the Balinese language and literary tradition, a viewpoint that warrants due consideration within the broader context of linguistic and cultural studies. The Balinese language, script, and literature, which function as the vehicles of Balinese culture, must be preserved, developed, and sustained. However, empirical evidence from field observations indicates that students' proficiency in writing the Balinese script remains quite rudimentary at the elementary school level. This decline is further substantiated by Sukirno's research (in Jatiyasa, 2024:33), which reveals a precipitous drop of approximately 40% in students' reading and writing abilities at the elementary school level. The prevalence of these issues can be attributed to various factors, including the underuse of learning media and a paucity of student motivation to learn. Conventional pedagogical methods are also a contributing factor, as is the suboptimal integration of local cultural values into the learning process.

This issue must be addressed to ensure that the learning process is both enjoyable and meaningful for students. One strategy for innovating in the field of learning is *prasi* media, which involves the practice of writing on palm leaves using symbols and images that recount classic stories and moral teachings. *Prasi* media uses visual images as strong symbolic representations, making it a useful tool for teaching Balinese script writing.

Prasi is a traditional Balinese art form in which classical stories, such as *Tantri Kamandaka*, *Ramayana*, and *Sutasoma*, are painted on lontar leaves. *Prasi*'s values are deeply rooted in moral teachings, ethics, and the principles of *Tri Hita Karana* (Arsana, 2022). Thus, *prasi* can support the instillation of local wisdom values in the learning of Balinese script. The integration of local wisdom values into Balinese script learning through *prasi* is highly aligned with the contextual approach, which connects learning materials to the cultural context of students' real-life experiences. This approach can enhance students' motivation and understanding, encouraging active participation in the learning process. According to Johnson (2019), contextual learning enables students to construct meaning through active engagement in situations that are meaningful and align with their experiences. In this case, *prasi* is a medium that not only presents visual beauty but can also be used to explore the learning of Balinese script, which is rich in cultural meaning. Students learn to write Balinese script mechanically and understand the values contained in *prasi*'s stories and illustrations. According to Yasa (2021), using *prasi* media to learn the Balinese language increases students' enthusiasm and appreciation for local culture. Astiti (2020) states that *prasi* is a combination of art, language, and spirituality. Using *prasi* media is relevant not only in teaching Balinese script writing pedagogically, but also in a strategic manner that supports cultural preservation. It motivates students to learn about local culture and appreciate local wisdom.

SMA Negeri 2 Singaraja is one of the senior high schools in Singaraja committed to preserving local culture. This study presents significant opportunities for implementing culture-based learning. Class XII A4 was selected as the subject of this study because the students are deemed to have the cognitive development necessary to understand the meaning of the cultural and ethical values of local wisdom applied in *prasi* learning. The application of *prasi* media is expected to facilitate a more interactive, creative, and meaningful learning process.

The background of this study is the need to improve the learning process of the Balinese script. The script has been considered uninteresting and unable to fully explore the potential of local culture. Using *prasi* media in the context of contextual learning is an innovative way to overcome these problems. In addition to facilitating mastery of the Balinese script, this approach introduces local wisdom values that contribute to the development of students' cultural character. According to Sudewa & Dibia (2021), students' ability to write the Balinese script is low due to the lack of contextual, engaging learning media. Integrating culture-based media, such as *prasi*, can help students with the linguistic aspects and the cultural values behind the script. Therefore, this research is important for examining how *prasi* media improves Balinese script-writing skills and introduces local Balinese wisdom values.

RESEARCH METHOD

This study employed a Classroom Action Research (CAR) descriptive, quantitative approach. The research subjects were students in Class XII A4 at SMA Negeri 2 Singaraja. Data collection techniques included observation, questionnaires, and documentation of student work. The research instrument consisted of an observation sheet. Observe the learning process with the application of *prasi* media to introduce the value of Balinese local wisdom in the tradition of writing on lontar leaves with a the contextual approach was used. A rubric was used to evaluate students' *prasi* creations, and a questionnaire

was administered to assess their responses. The use of *prasi* media in Balinese script-writing instruction was assessed using a questionnaire. Data analysis was performed descriptively through the stages of data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The results of the study on the application of pre-media to increase student participation in learning the Balinese script are shown in Table 1.

Table 1: Research Results

Cycle	Lowest Score	Highest Score	Average	Number students passed	of Number who students who did not pass
Initial Data:	60	80	72.3,	7 (18.9%)	30 (81.1%)
Siklus 1	70	85	77,9	29 (78,4%)	8 (21,6%)

At SMA N 2 Singaraja, the minimum passing grade for learning the Balinese language is 78. In the initial data, only seven students scored above the KKM, while 30 students did not. After implementing the *prasi* media with two meetings, there was a 59.5% increase in Balinese script writing results. During the first session, students completed exercises in pattern drawing and learned how to write Balinese script using lontar leaves. They were given the freedom to choose one of the provided themes, which included various Balinese folktales. They worked in groups to create patterns that aligned with their chosen story. They were highly enthusiastic and interested in writing Balinese script due to the images representing the story and its concise narrative. *Prasi*, a form of local media, has a strategic function in 21st-century learning that can bridge students' abstract understanding of cultural material, noble values, and regional language skills (Suarmini & Putra, 2021). The following are the students' *prasi* results.



Figure 1: Practicing *Prasi*



Figure 2: Student Work

The results of the study show an increase in student motivation to draw according to their understanding of the story, as well as an increase in students' ability to write Balinese script. This is evident from the students' excellent responses. The results of the student questionnaire are shown in Table 2 below.

Table 2. Student Response Results

NO	Statement	Respon			Reasons
		Agree	Somewhat agree	Disagree	
1	I am just starting to learn Balinese using <i>prasi</i> media..	95,2%	4,8%	0	Students found this learning activity enjoyable even though they still had difficulty using the pengrupak. Balinese script learning needs to be varied to increase students' interest in learning the Balinese language and to become more familiar with many traditions as part of Balinese local wisdom.
2	Learning using "media <i>prasi</i> " is very enjoyable.	95,2%	4,8%	0	
3	<i>Prasi</i> media is very easy to do	28,6%	52,4%	19%	
4	<i>Prasi</i> media has an attractive appearance	95,2%	4,8%	0	
5	Writing Balinese script with "media <i>prasi</i> " is fun.	52,4%	47,6%		

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- 6 I want to practice writing Balinese script with other works to learn about Balinese traditions.
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The results of the student questionnaire regarding the application of *prasi* media in Balinese script learning were very good. Students felt happy and gained new experiences in creating *prasi* projects related to writing Balinese script. Students had the opportunity to express their ideas creatively through visual and written works because there were exploratory and collaborative activities, and they were able to deepen their love for local culture. Research conducted by Winayani and Laksmi (2022) shows that learning media based on local culture can increase student motivation and understanding of traditional values. However, students still need continuous practice in using *penggrupak* as a tool for writing on lontar leaves. *Prasi* media with a contextual approach has the advantage of providing enjoyable learning and showcasing students' creativity in creating works. In addition to its advantages, there are also disadvantages in the implementation of this *prasi* project, namely the availability of materials for continuous implementation, which is a challenge for us in introducing the tradition of writing *prasi* on lontar. From the students' responses, the implementation of several learning media, especially *prasi* media, is very good for training students in creativity and improving their skills. Beyond training students, the learning process of introducing the lontar tradition to the younger generation has provided students with new knowledge about the literary traditions already possessed by Balinese society and must be preserved to this day. In line with Rohmah's (2020) view, she states that learning based on local culture will strengthen and enhance students' emotional engagement in the learning process and their sense of ownership toward cultural heritage.

ACKNOWLEDGEMENTS

The author would like to thank the Principal of SMA N 2 Singaraja for granting the researcher permission to conduct this research, and the Balinese language teacher and students of Class XII A4 of SMA NEGERI 2 SINGARAJA for their participation in this research and for demonstrating a supportive and active attitude in implementing "*prasi* media" in writing Balinese script on palm leaves, which has enabled this research to run smoothly

CONCLUSION

Learning Balinese presents its own challenges, as it is not as popular as other subjects, such as science, foreign languages, IT, and so on. Teachers face significant challenges in creating engaging learning experiences for students. One example is the Balinese script. Challenges in learning Balinese script have been encountered from elementary school through high school, including letter recognition issues, particularly in the process of writing and reading Balinese script. Based on initial data from grade XIA 4 students, 18.9% completed the course, which increased to 78.4% in cycle 1, with two meetings. This

indicates that innovations in Balinese script learning are needed to increase students' interest in learning while simultaneously fostering their interest and talent in instilling local wisdom through the tradition of *prasi* writing.

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