



Innovation of Tri Hita Karana Yoga Model in Improving Mental Well-being of Independent Student Exchange Program Participants

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Abstract: This study was motivated by the importance of mental well-being for students participating in independent student exchange programs, who often face challenges in social, cultural, and academic adaptation. Tri Hita Karana Yoga Model that integrates Balinese local wisdom, is believed to help overcome psychological stress and improve mental well-being. This study aims to analyze the impact of implementing the Tri Hita Karana Yoga Model on the mental well-being of students in student exchange programs. The method used was an experiment with a pretest-post-test design, involving participants who were given intervention for several weeks. Data analysis was carried out using the Paired Sample t-test to measure differences in mental well-being before and after the intervention. The results showed that there was a significant difference between the mental condition of participants before and after being given treatment, with a significant increase in the average mental well-being score. In conclusion, the Tri Hita Karana Yoga Model is effective in improving students' mental well-being. The contribution of this study to science is to expand the understanding of the benefits of yoga integrated with local wisdom in supporting mental health, as well as providing recommendations for the development of mental well-being intervention programs among students, especially in the context of academic exchange.

Keywords: mental well-being, tri hita karana, yoga model

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INTRODUCTION

Mental well-being is one of the variables that can influence student success in academic programs (Nabilla & Dwiyantri, 2022; Sugata et al., 2022). This becomes even more important when students participate in an independent student exchange program, which requires them to adapt to various new dynamics. In this context, students not only have to adjust to a different physical environment, but also face cultural challenges that are different from those they are used to. These cultural differences can include language, social norms, and different ways of thinking and acting (Ke et al., 2021; Suwindia & Muliarta, 2023). This complex adaptation process can be a source of stress in itself, especially for students who are not used to facing similar situations. The challenges faced during an independent student exchange program are often more intense than those faced during a regular program. Students must meet academic standards at a different institution, while still trying to meet high academic expectations.

The combination of academic pressure, social demands, and cultural adaptation can have a major impact on students' mental well-being (Dewi, 2018; Anggreswari & Gorda, 2020). They may feel isolated from family and friends, or even struggle to find adequate emotional support in a new environment. These feelings can develop into stress and anxiety, especially if students feel unable to cope with the burden. This can affect their academic performance and their ability to enjoy the valuable experiences offered by student exchange programs (Nabilla & Dwiyantri, 2022; Sugata et al., 2022). While these programs provide opportunities to enhance knowledge, skills, and global insight, psychological stress that is not managed properly can undermine these benefits (Kuswati et al., 2022; Rusila et al., 2023). Therefore, it is important to understand and address the mental challenges that arise during the independent student exchange program, so that students can undergo this experience in a more balanced and productive manner (Kuswati et al., 2022; Rusila et al., 2023). Preliminary research findings indicate that participants in the independent student exchange program face significant challenges, particularly during the initial stages of the program. Studies indicate that approximately 60% of exchange students experience heightened stress and anxiety during their programs, largely due to challenges in adapting to new environments and being away from family support systems. In a recent survey, 45% of participants reported difficulties in adjusting to different cultural norms, and 50% expressed feelings of isolation during their first month abroad. These figures highlight the need for effective interventions to support students' mental well-being during their exchange programs, as unresolved stress and anxiety can adversely affect their

academic performance and overall experience. One of the key issues identified is difficulty in adapting to a new environment, as students often struggle to adjust to different cultural and social contexts (Alasmari, 2023; Ammigan et al., 2023). This challenge is further compounded by increased levels of stress and anxiety experienced throughout the program. Factors such as being far from family, managing academic pressures, and dealing with unfamiliar settings contribute to this heightened psychological strain (Brett et al., 2023; Jensen et al., 2023). These issues underscore the need for effective mental well-being interventions to help students cope with the demands of the exchange program. Efforts that can be made to face these challenges are strategies that can support the mental well-being of program participants. One relevant innovative approach is the application of a yoga model based on Tri Hita Karana. Tri Hita Karana, which is a traditional Balinese philosophy of life, teaches about the importance of maintaining balance and harmony between human relationships with God, fellow human beings, and nature (Roth & Sedana, 2015; Suryantari et al., 2019). This philosophy offers a holistic approach that can be integrated into yoga practice to help independent student exchange program participants manage stress and improve their mental well-being. This model provides a holistic approach that combines spiritual, social, and environmental dimensions (Yuniti et al., 2022; Mudana et al., 2018). Students are not only trained to maintain physical health through yoga movements, but are also encouraged to calm the mind, improve concentration, and build inner peace.

The spiritual values of Tri Hita Karana are an important foundation in this yoga practice (Anggana et al., 2022; Yuniti et al., 2022). The spiritual element helps students develop a deeper sense of self, strengthen their connection to themselves, and find greater meaning in every experience they go through. Meanwhile, the social aspect encourages them to form healthy and supportive relationships with those around them, which is especially important in a new environment that may feel foreign (Novara et al., 2023; Vatankhah & Tanbakooei, 2014). In addition, the environmental awareness taught in the Tri Hita Karana philosophy also helps students feel more connected to nature, providing a sense of calm and balance that is essential to maintaining their mental health. This study aims to analyze in depth the impact of the innovation of the Tri Hita Karana-based yoga model in improving the mental well-being of participants in the independent student exchange program. Through a holistic approach that integrates spiritual, social, and environmental aspects, this yoga model is expected to be able to help participants manage stress, reduce anxiety, and improve emotional balance during the adaptation period in a new environment. This study also focuses on how the application of the Tri Hita Karana yoga model can have a long-term impact on students' abilities in facing academic and social challenges, so that they can undergo the exchange program more optimally and productively.

METHODS

This research is experimental research using a quantitative approach (Creswell, 2014). The research design used in this study was one group pre-test post-test design. Based on this design, the research subjects will be given a pre-test before treatment (Pujiastuti et al., 2020; Sukareni & Sukmana, 2021). This method was chosen because it allows direct measurement of changes that occur in the subject after being given treatment. The pre-test before the intervention aims to evaluate the initial condition of the subject related to the variables studied, in this case mental well-being. The post-test was conducted to measure whether there were significant changes after the intervention. This research was conducted at Ganesha University of Education. The subjects of this study were 30 participants in the Independent Student Exchange Program. The mental well-being of students in this study was assessed through the use of a structured questionnaire, a widely accepted method in quantitative research for evaluating psychological variables. The questionnaire was administered at two distinct points, prior to the implementation of the Tri Hita Karana Yoga model (pre-test) and after its completion (post-test). The questionnaire was designed to capture multiple dimensions of mental well-being, as presented in Table 1. The questionnaire using a Likert scale with five response options. This scale allows participants to indicate their level of agreement or disagreement with a series of statements related to their mental well-being. The options typically range from "strongly disagree" to "strongly agree,".

Table 1. Instrument Grid

Variable	Aspect/Indicator
Mental Well-being	Emotional Stability
	Decision-Making Independence
	Positive Interpersonal Relationships
	Stress and Anxiety Levels
	Self-Mastery and Impulse Control
	Self-Happiness
	Understanding of Spirituality and Meaning of Life
	Mental Endurance and Resilience

The data analysis method used in this study is descriptive and inferential analysis. The analysis technique used to test the hypothesis is the Paired Sample T-Test. Hypothesis testing uses the assistance of the IBM SPSS Statistics for Windows version 21.0 program. Testing is determined by the significance value. This value then determines the decision taken in the study. If the significance value (2-tailed) < 0.05 indicates a significant difference in the mental well-being of program participants before and after being given treatment in the form of the Tri Hita Karana Yoga Model. If the significance value (2-tailed) > 0.05 indicates no significant difference in the mental well-being of program participants before and after being given treatment in the form of the Tri Hita Karana Yoga Model. Hypothesis testing is preceded by a prerequisite analysis test which includes a normality test for data distribution and a homogeneity test for variance.

RESULT AND DISCUSSION

The results of the descriptive analysis of the pretest and posttest data in this study are presented in Table 2.

Table 2. Descriptive Analysis Results

Statistics	Pretest	Posttest
Mean	59.93	86.88
Median	57	81
Variant	110.48	95.76
Std. Deviation	10.51	9.78
Minimum	40	77
Maximum	80	97

The prerequisite tests conducted in this study include the normality test of data distribution and the homogeneity test of variance. Based on the results of the normality test analysis using the assistance of the IBM SPSS Statistics 21.0 for Windows program, the significance value (Kolmogorov-Smirnov) of the pretest data is 0.200 and the posttest data is 0.200. Based on these results, it can be seen that the Sig. value is > 0.05 for all data groups. So, it can be concluded that both data groups are normally distributed. The results of the homogeneity test of data variance in this study using the assistance of the IBM SPSS Statistics 21.0 for Windows program, show that the significance value (Based on Mean) is 0.096. Based on these results, it can be seen that the Sig. value is > 0.05 . So, it can be concluded that the variance of the data is homogeneous. All analysis requirements related to the Paired Sample T-Test analysis have been met, so that the Paired Sample T-Test analysis can be used to test the hypothesis of this study. The results of the hypothesis test are presented in Table 3.

Table 3. Hypothesis Testing Results

		Paired Differences					t	df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Posttest	-17.03	1.69143	0.308	-17.664	-16.401	-55.16	20	0.000

Based on the results of the Paired Sample T-Test analysis using the IBM SPSS Statistics 21.0 for Windows program, a significance value (Sig. 2-tailed) of 0.000 was obtained. Based on these results, it can be seen that the Sig. value < 0.05 . So, it can be concluded that H_0 is rejected and H_a is accepted. In other words, there is a significant difference in the mental well-being of program participants before and after being given treatment in the form of the Tri Hita Karana Yoga Model. Figure 1 also show that there is an increase in the average score from pretest to posttest. Thus, the application of the Tri Hita Karana Yoga model is effective in improving the mental well-being of participants in the independent student exchange program.

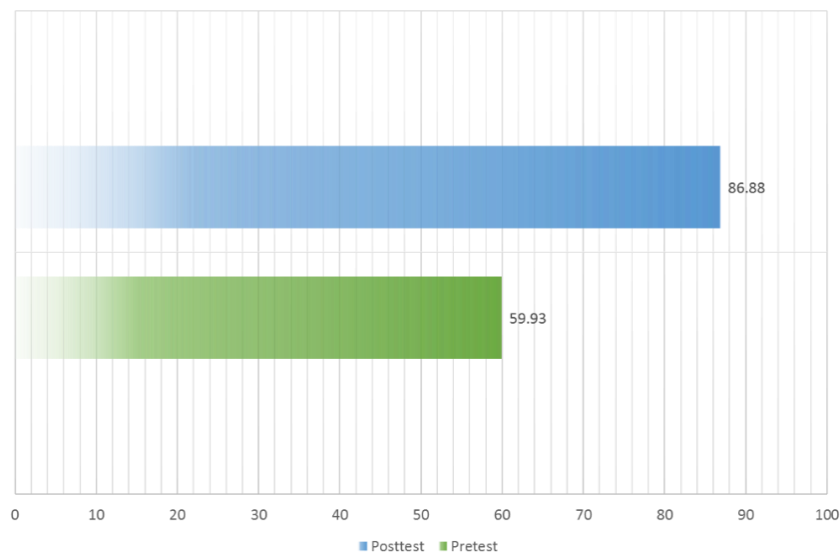


Figure 1. The comparison of Pretest and Posttest

The findings of this study are in line with the theory of mental well-being which states that yoga practice can provide positive benefits for mental health, especially in managing stress and anxiety. Yoga, as a form of physical and mental meditation, serves to calm the mind and body, improve emotional balance, and strengthen mental resilience. According to previous studies, yoga can significantly reduce anxiety levels and increase emotional stability in individuals experiencing psychological stress (Muliarta, 2021; Rusila et al., 2023). These results are also consistent with research results that emphasize the benefits of mindfulness in yoga for mental well-being and stress management.

This study also provides new contributions through the integration of the Tri Hita Karana principle, which is a concept of balance in human relationships with God, others, and nature. Unlike conventional yoga research, the Tri Hita Karana Yoga Model offers a more in-depth holistic approach by combining spiritual elements and local Balinese culture. This supports research that states that a local wisdom-based approach can increase the effectiveness of stress management programs due to the cultural relevance and values embraced by participants (Perbowosari et al., 2021; Wulandari et al., 2020). The Tri Hita Karana Yoga model is not just a relaxation method, but also an approach that integrates physical, mental, social, and spiritual aspects to create holistic balance in students. With a harmonious relationship between oneself, others, nature, and God, participants can face academic and social challenges more calmly and focused.

The implications of the study include the context of developing mental well-being support programs in higher education environments (Hassani et al., 2022; Ngui & Lay, 2020). The results of this study provide evidence that yoga combined with local wisdom such as Tri Hita Karana can be an effective approach to supporting students' mental well-being, especially in facing challenges in academic programs such as student exchanges (Brett et al., 2023; Anggana et al., 2022). The results of this study can be a reference for policy makers in educational institutions to develop mental health programs that are more contextual and relevant to students' needs. The application of this model is not only limited to exchange programs, but can also be applied more broadly to all students who face academic pressure and social adaptation (Muliarta, 2021; Ngui & Lay, 2020).

The contribution of this study to science is to expand the understanding of the benefits of yoga integrated with local wisdom in supporting mental health, as well as providing recommendations for the development of mental well-being intervention programs among students, especially in the context of academic exchange. There are several limitations to note in this study. The sample size used may not reflect the diversity of participants in independent student exchange programs across educational institutions, so the generalizability of the results of this study may be limited. Second, the duration of the yoga intervention may not have been long enough to observe the long-term impact of the Tri Hita Karana Yoga Model on students' mental well-being. This study only measured short-term impacts, so it cannot ensure the sustainability of the positive effects of this yoga model after the exchange program is completed. Based on the limitations of this study, it is recommended that further research involve larger and more diverse samples from various educational institutions to increase the generalizability of the results. In addition, long-term research is needed to monitor the impact of the Tri Hita Karana Yoga Model after the exchange program is completed, to determine whether the positive effects persist over a longer period of time.

CONCLUSION

It was concluded that there was a significant difference in the mental well-being of the participants in the independent student exchange program before and after being given the Tri Hita Karana Yoga Model treatment. These results indicate that the yoga model has a positive and significant impact on improving the mental well-being of participants. The increase in the average score from pretest to post-test further strengthens the evidence that the application of the Tri Hita Karana Yoga model is effective as an intervention to help students overcome psychological stress experienced during the exchange program. The Tri Hita Karana Yoga model is not only able to improve mental well-being, but also acts as a relevant strategy in supporting students to achieve emotional and mental balance.

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