

**MANAGING SUSTAINABILITY OF UST'S DEVELOPMENT THROUGH  
NITENI, NIROKKE, NAMBAHI PRINCIPLE  
A CASE STUDY OF THE IMPLEMENTATION OF CMD CLASS**

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**Abstract**

*Tri – N* has been accepted as a learning model in Tamansiswa Institute. The concept is derived from *System Among* of “Among” system which accommodates all system in managing education in Tamansiswa. This paper presents the description of efficacy of implementation of the *Tri – N* learning model in developing students' mastery of content knowledge and creativity in Curriculum and Material Development subject or CMD in the English Department of Graduate School of Education of Universitas Sarjanawiyata Tamansiswa (UST).

The concept of *Tri – N* learning model is derived from Ki Hadjar Dewantara's *Sistim Among* or ‘Among’ system or AS which constitutes the basic conception of running Tamansiswa Institute and all schools established under the Tamansiswa Institute (Swasono, 2019). Up to the present AS becomes not only motto in Indonesian Education, but also guideline in managing and developing UST in the future. The rest of the paper presents the implementation of a modified *Tri-N* learning model in the Curriculum and Material Development (CMD) subject in the English Department of Graduate School of UST. The study reveals the efficacy of the modified *Tri-N* learning model in enhancing students' competence in achieving the learning outcomes of the CMD subject. As the sustainability of the subject offering contributes to the sustainability of the English program which constitutes the sustainability of the Graduate School and UST in the broad sense.

**Keywords:** Among system, *salam dan bahagia*, *Tri-N*

**Background**

Tamansiswa Institute was founded by Ki Hadjar Dewantara (KHD) in 1922 as a reaction to the failure of political strategies to gain freedom (Wiryopranoto, 2017:32). The paradigm shift from political into educational strategies was chosen and was proven more useful to gain not only freedom but also citizen's prosperity (Tilaar, 2014:12). During the Dutch colonial era, education was available at the minimum level to cater the needs of the colonial government and keep the citizen uneducated to minimize the social mobility (Wiryopranoto, 2017:14) which tended to arouse freedom aspiration. KHD believe when equipped with proper education, the citizen can settle their problems dealing with, families, environment and nation autonomously to live a peaceful and happy life or ‘*Salam dan Bahagia*'.

In 1955 KHD expanded the institute by opening a tertiary education called '*Taman Prasarijana*' meaning the garden of bachelor. This new 'branch' was designed to educate proficient teachers for Tamansiswa schools to redesign/sustain the effort to liberate citizens from the occupation. In its development, the institute becomes what is now well known as Universitas Sarjanawidya Tamansiswa or UST with 6 schools, 21 Departments and more than 12,000 students body. At present, UST stands as one of the five big private universities out of more than 100 private universities in the Higher Education Services Institute, called LLDIKTI, region V Yogyakarta in terms of academic and non-academic performance as well as a student body.

UST was established to materialize KHD's mission to establish peace and prosperous community (*Masyarakat Salam dan Bahagia*) through education AS. Tilaar (2014: 114) briefly defined AS as the educational system that provides guidance and support to education participants who grow up and develop themselves in freedom and avoid all kinds of obstacles hinder their self-development and brings education participants closer to a natural and social environment for the manifestation of an orderly and peaceful life. Swasono stated further that AS constitutes the umbrella term for all KHD's conception or theories of education which accommodate some micro level or more operational conceptions (Swasono, 2019). In the literature of teaching English as a foreign language (TEFL), the conception of AS is parallel to/could be observed as equivalent to the conception of approach (Anthony, 1965; Richards and Rogers, 2006) which consists of theories.

The implementation of AS in UST and all Tamansiswa schools is in general conducted through the tripartaid conception of '*ing ngarsa sung tuladha, ing madya mangun karsa and tutwuri handayani*' which means 'up front becoming a model, among them motivating and behind them supporting'. The system has become the core value in UST management which should be briefly translated that the teacher, leader or staff in UST has to serve three main functions based on his/her various positions. When s/he is up front, s/he becomes a good model, in the middle or among the students s/she becomes a motivator, and in the back a guardian who educates their students with compassion. At the practical level, the implementation of the system should be accompanied with *care and dedication based on love* (Prihatni, 2014) and following the growth and development of the child to foster discipline and understanding of the authenticity of life from within the students themselves.

Several studies on the implementation of AS conducted in Tamansiswa schools and schools outside Tamansiswa reveal its efficacy and supremacy in educating the graduates who possess great compassion with the students, humanity and the country as well (Susanto and Jaziroh, 2017; Widisaputri, 2017). These studies show that AS is believed to enable students to gain their best development at the maximum or broadest opportunity for students' independence. As such, the system has been acknowledged as the student-centred system proposed by KHD and becomes the motto of the Ministry of National Education (Wiryopranoto, 2017:34). AS provides freedom to students to develop based on their natural potentials, called Kodrat Alam.

Further, Widisaputri describes educators to serve as monitoring students' learning process (2017).

Based on a comparison of most prestigious educational theories, Tilaar (2014) put KHD's AS as a local niche in facing global competition in the world of education. A similar study conducted by Wangid (1999:130) also confirmed Tilaar's conclusion that through AS, students are encouraged to develop true self-discipline, through their own experiences, understanding, and efforts. The critical thing from AS is to keep this opportunity from endangering the child or threatening the safety of others (Swasono, 2019). It is also emphasized that teachers encourage their students to follow the right path by inspiring and motivating them with the right mind. Once students move on the right track, the teacher should try to make every opportunity for their progress without much interference. Then the teachers observe their progress. Thus, education will produce free people, who develop fully and in harmony in all aspects of humanity and can respect and respect other human beings.

### **Tri-N: from theory to implementation**

As an approach, SA is too generic and abstract to get implemented in the teaching process. It required more implementational conceptions. As an approach, in terms of Anthony (1965) and 'method' for Richards and Rogers, 2006, it requires more implementational conceptions such as method and technique (Anthony 1965) or design and procedure (Richards and Rogers, 2006). In terms of the learning process, the appropriate conception is called Tri – N or three Ns which is also called the learning model from KHD (Boentarsono, et al. 2012:20). Prihatni elaborated this model to consist of three steps of learning represented each as N. The first N stands for '*niteni*' which constitute a process of learning in which the learner identifies the targeted competence of items learned or topics by paying close attention and using all the senses or operating their multiple intelligence. More specifically, Prihatni mentioned that in this process of learning the students do all activities in terms of information processing (Prihatni, 2014: 297). The second stage of N stands for *Nirokke* meaning imitate, or mimicry. Quoting Wuryadi, Prihatni describes this stage to consist of imitating which involves the operation of mind, senses, feeling or conscience and belief in the learning process. All of these should be conducted in harmony and concurrent with all supporting activity. The third or final stage of N stands for *Nambahi* meaning enrich. This process is intended as a learning process in which the students have developed their capabilities to enrich what they have learned from the previous stages in terms of presenting and communicating what they have learned (Prihatni, 2014: 297).

Many studies have been conducted to reveal the efficacy of the Tri-N learning model in several subjects in secondary school. Oktavi (2016) run an experiment in science class to reveal the science process skills happening among the students. Similarly, Fathimah (2016) also experimented with revealing the efficacy of the learning model in chemistry practicum of class XI with hydrolysis material. Both studies come up with more or less result that the learning model is useful in helping the students achieve

the target learning outcomes of students so that they can improve their learning outcomes and science process skills through the application of Tri N.

Many studies of implementation of Tri-N learning model have also been conducted in tertiary level. Wijayanti and Utaminingsih (2018) studied the development of Integrated Science Lesson Plan for VII grade students based on 3N Tamansiswa and Outdoor Learning Activity to reveal how the lesson plan is suitable to teach integrated science for VII grade student. The result showed that the lesson plan of Science Subject for VII grader developed with 3N Tamansiswa and Outdoor Learning Activity approaches was suitable for teaching science. Another literary study was conducted by Wijayanto (2019) to reveal the efficacy of Tri-N learning model in developing students' critical thinking. He found out that in learning mathematics, students are in demand of performing critical thinking and using so-called higher-order thinking. He concluded that Tri-N is effective in stimulating and developing students critical thinking in the learning process.

### **The Study**

The study was designed to reveal the efficacy of the Tri-N learning model in developing classroom activities in CMD subject. To accomplish this, a case study (Stake, 2005; Yin, 2014) was conducted to the second-semester students of the English department of Graduate School of Education in Curriculum and Material Development (CMD) subject. In this study, Tri-N learning model was modified to accommodate the ICARE model. The modification was purposely designed because ICARE offers more detail stages of learning to get a more standardized activity for each learning stage of Tri-N. However, the third stage of Tri-N which defines a more academically rigorous learning outcome in terms of bringing about novelty in the learning process was maintained (Ghozali and Robiasih, 2018).

### **Subjects**

This study involved 18 2<sup>nd</sup>-semester graduate students of the English Department of the Graduate School of UST in the second semester of the 2017-2018 Academic year. All of them are fulltime students who are a fresh graduate of the Sarjana program of the English Department from several universities with an average age of 23 years old.

### **Procedure**

The CMD subject is a mandatory subject in the English Department of Graduate School of Education of UST and offered in the second semester with 3 Credit Unit (English Dept. 2017). During the study was conducted the subject was scheduled once a week of 120 minutes for each session. The regular schedule was Thursday 16.00 18.00 pm. However, the schedule was flexible due to some time conflict of the lecturer's schedule and also accommodating the School's activities. The summary of the implementation of the modified Tri-N accommodating the ICARE model could be briefly presented as follows.

**Table 1. Stages and learning activities of the modified Tri – N**

Stages of Learning	
Tri - N	ICARE
Niteni → observe, identify	I = Introducing unit or lesson in context, objectives, and prerequisites provided.
	C = Connecting learning materials and content with the current concrete situation.
Nirokke → imitate, practice	A = Applying principles of the lesson content discussed in the previous stage in two-way activities, exercises, or group projects.
	R = Reflecting upon their learning process and knowledge gained through discussion topics, journals, exercises and (group) projects.
Nambahi → enrich	E = Extending and evaluating what they have accomplished which yield opportunities for additional learning with links to more information or evaluations and enriching the concepts to bring about novelty.

## Findings

Based on the objective of the study, this section discusses the efficacy of the implementation of Tri-N in the teaching-learning process of CMD subject. To reveal this, a brief description of how classroom activities were developed and the extent to which the students perform their assigned learning will be presented. From the students' performance, the efficacy of the Tri-N can be inferred.

The implementation of the modified Tri-N learning model in CMD class begins with **the first N**, that is the Introduction stage in which the lecturer presented the overview of the subject coverage based on Nation and Mcalister (2010) book. Then each student was assigned a project of presenting one selected chapter from the book. The presentation covers not only presenting or retelling the content of the chapter but also enriching it with additional reading and experiences of each student related to the topic assigned.

In the second N, students applied and reflected what had been presented by the lecturer by presenting the selected chapter from the book. It was conducted in the form of individual classroom presentation taking the topic of the selected chapter. A brief discussion of question and answer session was also offered after the presentation, including feedback from the lecturer.

In the third N, students have to extend the discussion of each assigned chapter with further reading and experience in a specific topic of his/her presentation.

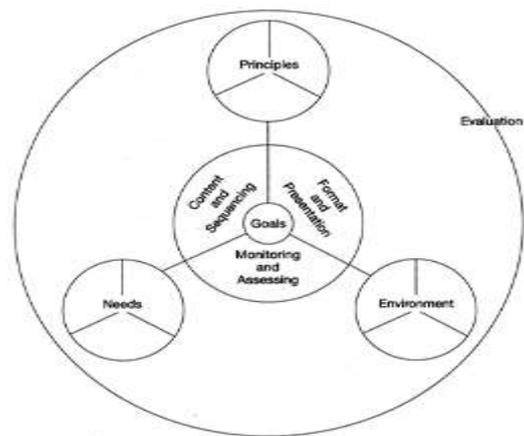
### Efficacy

The efficacy of the implementation of the Tri-N learning model could be described from how the overall CMD class activities were developed and evolved from which the quality of learning outcome attainment could be inferred. As to classroom management, the overall activities were well accomplished. It was due to

the well-planned program and the readiness of all facilities and the available resources. After the Introduction, the presentation was running well as planned. During the presentation, the lecturer assessed individual students' performance and also the questions from the students attending the session. From the record, the efficacy is revealed.

During the presentation, students exhibit different quality of both content and novelty which could be attributed to the implementation of the Tri-N learning model. All students' presentation does not only a report of the chapter in the book but enriched, to some extent, with the readings, discussion and personal experiences of the students.

For example, in responding to the environment analysis and needs analysis (refer to figure 1) one of the students attendee criticised the failure of the Indonesian Government in designing the 2013 Curriculum because it is not suitable for the majority of school in eastern part of Indonesia. He said that the Government failed to do an appropriate needs analysis and environment analysis.



Another form of enrichment or novelty was shown when a female student presented 'Monitoring and Assessing' chapter, (Refer to the bottom section of the inner circle in figure 1) she could share elaborately how each type of assessments in theory got implemented in her school. When asked about the use of TOEFL test as an instrument for placement, she responded that although TOEFL has been recognized as one of the standardized tests, it could be used to test or assess any group for any purposes.

The diverse quality of students performance in doing their projects, which is performing presentation of CMD topics based on chapters of Nation and Macalister's book (2010) constitutes the efficacy of the implementation of the Tri – N leaning model in running the CMD subject in the English Department of the Graduate School of UST. More specifically, the quality of engagement the class matter to the degree of attainment of the learning outcome of the CMD subject. The engagement, of course, result from the format of classroom interaction which was designed based on the modified Tri – N learning model.

## Conclusion

A modified Tri – N learning model is useful in developing students' creativity and competency in CMD class. The efficacy could be traced from the quality of students' learning activities developed based on the modified Tri-N learning model. The success of developing the CMD class contribute to the sustainability of Graduate

School of Education of UST, and in turn will contribute to the sustainability of Tamansiswa Institute

The implementing Among System under Tri-N learning model could be modified to adapt any creative learning model such as ICARE. In turn, the ICARE model developed based on Tri-N learning model has shown its efficacy in developing students' potentials and creativity in mastering the learning outcomes of CMD class. The study constitutes evidence of the efficacy of Among System, through Tri-N learning model in managing the CMD class which further contributes to the sustainable development of UST and Tamansiswa.

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