

The Internalization Model of “Tri-N” Teaching Principle of Tamansiswa in Primary School Teacher Education Department

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Abstract: This study aims to find the internalization model of Tamansiswa “Tri-N” (*Niteni, Nirokke, Nambahi*) teaching principle in the Primary School Teacher Education Department. This type of research was a qualitative study which is conducted at the Primary School Teacher Education Department, Sarjanawiyata Tamansiswa University of Yogyakarta. The subject of this study was the Head of Department, lecturers, and students of the Primary School Teacher Education Department at Sarjanawiyata Tamansiswa University. The object of the research was the internalization model of “Tri-N” teaching principle of Tamansiswa in the Primary School Teacher Education Department at Sarjanawiyata Tamansiswa University. Data collection techniques used were document review and interview. Data Analysis used were descriptive qualitative which includes data reduction, data presentation, and concluding. Indeed, based on the results of the study, it can be found that the internalization model of “Tri-N” teaching principle of Tamansiswa which is applied is 1) Vision and Mission, 2) Policy of Study Program chairman, 3) Implementation of *Tri-N* Tamansiswa Values in Curriculum and Learning Plan, 4) Implementation of *Tri-N* Tamansiswa Values in learning.

Keywords: Internalization, Tamansiswa Teachings, *Tri-N* teaching principle, *niteni, nirokke, nambahi*

1. Introduction

“Tri-N” teaching principle of Tamansiswa is one of the *Tamansiswa* teachings taught by Ki Hadjar Dewantara (Father of Indonesian Education). The “Tri-N” teaching principle of Tamansiswa includes *niteni, nirokke, and nambahi*. The *Tri-N* concept is very suitable to be applied

in learning or Education context. This concept trigger to always think creatively and continue developing the learning method. Therefore, the Primary School Teacher Education Department of Sarjanawiyata Tamansiswa University as part of the Tamansiswa institute should be based on the Ki Hadjar Dewantara teaching, especially in applying the *Tri-N* teachings.

The Primary School Teacher Education Department of Sarjanawiyata Tamansiswa University has a vision that in 2024 they will become one of the superior study programs in elementary education, which is based on Tamansiswa teachings. Tamansiswa teaching mainly has objectives to produce educators who are active, creative, innovative, has a good attitude, and the student can apply Tamansiswa teachings. Primary School Teacher Education Department has to provide not only professional elementary school teacher candidates but also the elementary school teacher candidates who can implement Tamansiswa teachings.

Based on that objective above, it is necessary to internalize Tamansiswa teachings, especially the “Tri-N” teaching principle of Tamansiswa in the Primary School Teacher Education Department. It is expected that teaching becomes a good culture in the university environment. As

the study program that is based on Tamansiswa teachings, every activity must certainly be inspiring from Tamansiswa teachings. Therefore, the researchers wanted to find out how the internalization model of the “Tri-N” teaching principle of Tamansiswa in the Primary School Teacher Education Department at Sarjanawiyata Tamansiswa University. These study results are expected can be able to illustrate how the internalization model of Tamansiswa teaching is applied.

2. Literature Review

2.1 Internalization

Terminologically internalization was explained in the Great Dictionary of the Indonesian Language. Internalization means an appreciation or understanding process of the teachings, doctrines, or values so that they realize the belief in the truth of the doctrine or values embodied in attitudes and behavior. According to [1] in the process of teaching and learning activities in schools, there are stages of the process that must be carried out by the teacher in internalizing a value to students. Therefore, in the internalization process that is associated with the development of students, there are three stages of internalization, namely:

- a) Value Transformation Stage: This stage is the process carried out by educators in informing the good and bad values. At this stage, it uses only the verbal communication occurs between the educator and the students.
- b) Value Transaction Stage: A value transferring stage of education by two-way communication or interactions between students and educators that have reciprocal interactions.
- c) Trans-internalization Stage: This stage is much deeper than the transaction stage. At this stage, it is not only done by verbal communication but also mental attitude and personality. Therefore, at this stage personality communication plays an active role.

Based on the internalization process, it can be stated that internalization is a process of inserting or doctrine an attitude, behavior or so on to students which consist of several stages, namely: the stage of value transformation, the stage of value transactions and the stage of transinternalisation.

2.2 “Tri-N” Teaching Principle of Tamansiswa

Tamansiswa's teachings are closely related to Ki Hadjar Dewantara. That is because Ki Hadjar Dewantara was the founder of the Tamansiswa National Education Institute which later became known as the Tamansiswa University as well as the founder of the teachings of *ketamansiswaan*. Ki Hajar Dewantara has created an education system which has education System fight. His educational philosophy is against the colonialism philosophy, in this case, the Dutch philosophy which is rooted in Western culture. Ki Hajar Dewantara's educational philosophy is not merely an education System fight, but also a statement of Indonesia's philosophy and culture. The education system tends to original educational concepts.

Ki Hajar Dewantara developed an education system through the Tamansiswa institution which interpreted education as a national effort to maintain and improve the seeds of the nation's descendants. For that reason, Ki Hajar Dewantara developed the among methods as an education system based on the independence and nature principles [2].

One of Tamansiswa's teachings is the *Tri-N* concept (*Niteni, Nirokke, and Nambahi*). The first concept is *Niteni* which was somewhat difficult to find in Indonesian, in English language, but Kusmayanto translated it as to inquire. *Niteni* is derived from the basic word “*titen*” which refers to the ability to carefully recognize and grasp the meaning (characteristics, procedures, truth) of an object. *Niteni* means the process of finding the meaning (the nature, characteristics,

procedure, truth) of an object being observed through sensory means). Ki Hadjar Dewantara emphasized the importance of sharpening the education senses, especially childhood education. Second, the concept of *Nirokke* and *Nambahi* which can be interpreted as imitating (to imitate) and developing/adding (to innovate / to add value). The discussion of these two concepts was put together considering that "*Nirokke and Nambahi*". They are at the same level, namely the acquisition of the "Niteni" process. According to the *Tri Sakti* souls of KHD, it is included in the "will" phase which always arises as the result of thoughts and feelings. The difference between the two lies in the degree and creative process. Relate to imitate process, especially in childhood. Ki Hadjar Dewantara stated that children have nature, more accurately called *iradat* or desires to imitate everything that caught his attention. Most of their abilities, skills and behavior of children are an imitating process, especially parents, for example speaking, behaving, playing, etc. Thus, the role of the family is important in children's education. Further, Ki Hadjar Dewanta states that the family pole is the most important role. From childhood to adulthood these children live among their families. "*Nambahi*" or adding/developing is a further process of "*Nirokke*". In this process, there is a creative and innovative process which gives a new perspective to the emulated model. This "*Nambahi*" process is expected to occur to students. In this case, Ki Hadjar Dewantara states that we are not only imitating, but also managing [3].

3. Material & Methodology

This research categorized as a qualitative study which conducted at Primary School Teacher Education Department, the Sarjanawiyata Tamansiswa University of Yogyakarta. The subject of this research was the Head of Study Program, Lecturers, and Students of Primary School Teacher Education

Department, Sarjanawiyata Tamansiswa University. The object of the study was the internalization model of "*Tri-N*" teaching principle of Tamansiswa in the Primary School Teacher Education Department at Sarjanawiyata Tamansiswa University. Data collection techniques used were document review and interviews. Data analysis used is descriptive qualitative which includes data reduction, data presentation, and concluding.

4. Results and Discussion

Education has an important role in human life so that a good and innovative educational implementation is needed to support the educational goals achievement both institutionally and nationally. There is no advanced country in this world that does not focus on the education sector in developing their country and nation. Developed countries have proven that education has a significant contribution to improving their nation quality. Education is the sources of all Nations advancement because, through education, the human Resources quality of a nation can be improved [4].

Based on a review of the Semester Learning Plan for all courses in the Primary School Teacher Education Department of Sarjanawiyata Tamansiswa University, it can be seen that in general, it has integrated Tamansiswa's teachings in it. Then, the integrative model, the *Tri-N* Tamansiswa teachings, can be seen in the diagram below.

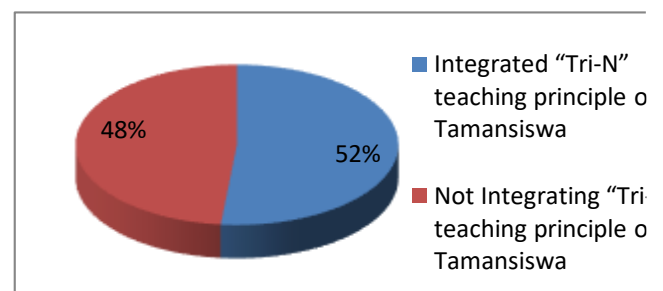


Figure 1. *Tri-N* Implementation in Semester Learning Plan (RPS)

In Figure 1 above, it can be seen that there are 52% Semester Learning Plan (RPS) of the courses in the Primary School Teacher Education Department that have integrated the “*Tri-N*” teaching principle of Tamansiswa. Even though 48% did not apply “*Tri-N*” teaching principle of Tamansiswa, the RPS applied the other Tamansiswa teachings. The Tamansiswa teachings cause that case to have many types of teachings that can be integrated into learning and the One type of teaching is *Tri-N* teaching.

Besides, as the result of curriculum documents and Semester Learning Plan review, the results of the study were also obtained from the results of interviews. Then, based on interviews conducted, it shows that the implementation of “*Tri-N*” teaching principle of Tamansiswa is inseparable from the vision and mission of the study program and then it followed by policies made by the chairman of the study program. The policy directs all elements in the Primary School Teacher Education Department in purpose to implement the Tamansiswa teachings, especially the *Tri-N* teachings. Therefore, Tamansiswa teachings are not only integrated into the curriculum and Semester Learning Plan but also integrated into the teaching and learning process.

Based on these results, the internalization of the “*Tri-N*” teaching principle of Tamansiswa has a model or pattern that is applied in the Sarjanawiyata Tamansiswa University especially in Primary School Teacher Education Department. The pattern or model of implementation appears in the following chart.

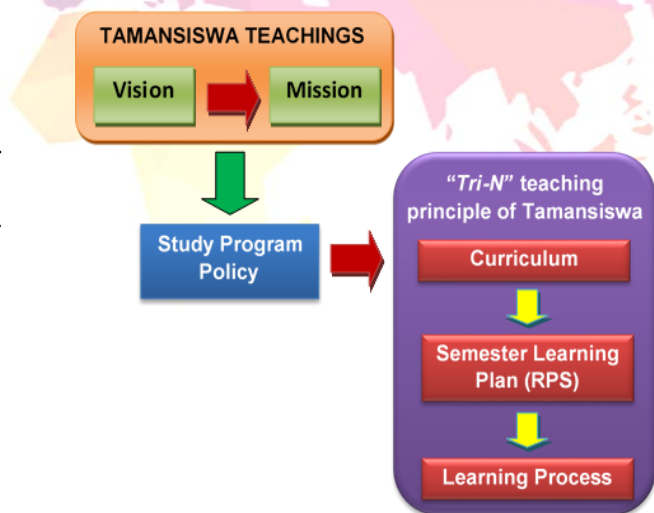


Figure 2. Internalization Model of “*Tri-N*” teaching principle of Tamansiswa

Based on Figure 2 above, it can be seen that the model of *Tri-N* Tamansiswa teachings internalization begins with the preparation of the vision and mission in the Primary School Teacher Education Department based on the Tamansiswa teachings. Then, it continues with the policy of Primary School Teacher Education Departments issued by the Chairman of the Study Program which integrates *Tamansiswa* teachings in all study program environment activities. It includes in the Semester Learning Plan and the learning process. One of Tamansiswa's teachings is *Tri-N* (*Niteni, Nirokke, Nambahi*). The *Tri-N* will be integrated into the Curriculum and semester learning plan so that the learning process will be integrated into the *Tri-N Tamansiswa*.

5. Conclusion

Ki Hadjar Dewantara as the Father of Indonesian Education has basic teachings that are still relevant today, especially to be applied in the education. This teaching is known as *Tamansiswa* teachings. One of the *Tamansiswa's* teachings is *Tri-N's* teachings which include *niteni, nirokke, and nambahi*. Based on the results of the study, it can conclude that the internalization model of *Tri-N* students' value applied is starting from 1) Vision and Mission, 2) Policy of Study Program Chairman, 2) Implementation of *Tri-N* Student Value in Curriculum and Learning Plan, 4) Implementation of *Tamansiswa* Value *Tri-N* in learning.

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