Implementation of Tri-N (Niteni-Nirokke-Nambahi) and PPK (Strengthening of Character Education) in Explanation Text Learning Development of Grade 8th

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Abstract
This paper focuses on how the development of Tri-N and PPK in the VIII grade explanation text learning tool in Junior High Schools. The learning tool is in the form of a lesson plan (Rencana Pelaksanaan Pembelajaran/RPP). Tri-N based teaching (Niteni-Nirokke-Nambahi) is implemented in the introduction, core activities, and closing activities in the learning process. In addition to implementing Tri-N teachings, the RPP also includes Strengthening Character Education (PPK). PPK is an educational program in schools that aims to strengthen the character of students through alignment of thought, processing, and processing of the heart. The PPK contained in the explanation text lesson plan includes religious, disciplines, confidence, and cooperation. The Tri-N and PPK teachings are made explicit in the lesson plans in the VIII grade explanation text learning activities section in junior high schools.

Keywords: Explanation Text, Tri-N, PPK

Introduction
In the process of teaching and learning activities involve two components of the actors, namely students and educators. A number of components in learning include the learning objectives, learning materials, learning methods, learning media, learning evaluations, students, and educators. Learning Implementation Plan (RPP) is one of the learning tools which consists of a number of these components.

The problem that is found based on interviews is that educators need special time in preparing the Learning Implementation Plan (RPP). Some educators revealed that the most important thing was the implementation of learning, but learning would be more optimal if planned carefully according to the lesson plan.

One component of learning that is reflected in the steps of learning activities is the learning model. Supported by the opinion of Rochmiyati and Mukhlis (2018: 290) the learning model used by the teacher must be more innovative and prioritize the formation of student character. These guidelines must be reflected in the lesson plans planned by the teacher and implemented in the Teaching and Learning Activities (KBM).

Ki Hadjar Dewantara as the founder of Tamansiswa has a Tri-N based learning model (Niteni, Nirokke, Nambahi). The approach in the 2013 curriculum is closely related to the Tri-N concept. The statement agrees with Prihatni (2014: 300) who explained the teachings of Ki Hadjar Dewantara (KHD) having relevance to current learning activities, as a benchmark, among others: the concept of Tri Nga (Ngerti, Ngroso, Nglakoni) which is harmonized with cognitive, attitudes (affective), and psychomotor.

Therefore, the development of Tri-N-based learning tools is needed to improve the development of student activity in the learning process. Based on the background of the problems outlined earlier, the purpose of this study was formulated to describe and explain the application of Tri-N teachings (niteni, nirokke, nambahi) and PPK to the explanation text learning device at Junior High Schools in Yogyakarta.

A set of Tri-N theories resulting from joint research by Damayanti and Rochmiyati (2019: 388) explained that niteni is a mark by paying close attention and using all senses. Nirokke is imitating what is taught through a model/example/example from the teacher/learning resource by involving the mind, sensing, feeling/conscience and spirituality integrally and harmoniously. Through the process of reciting/through sound; imitating by reading,
imitating by writing, imitating through movement, imitating by trying / experimenting, imitating by demonstrating or practicing, imitating by presenting. Adding is adding to what has been learned through models/examples/examples from teachers/learning resources by developing creativity and ideas. Through the process; adding by designing, adding by creating/making, adding by improvising.

**Method**

This type of research is educational research and is a research and development (R&D). Research on the development of learning device products was carried out in class VIII at SMP Negeri 12 Yogyakarta, located at Jl. Student Army No. 9, Bumijo, Jetis, Special City of Yogyakarta 55231. The reason for choosing a research tool development research site because it had implemented the 2013 curriculum in learning. This research was conducted during the even semester 2018/2019. The data source in this study is the result of research by Nola Agustin (2018) entitled "Development of Tri-N-Based Explanation Text Learning Devices for Class VIII Students in SMP Negeri 12 Yogyakarta in the academic year 2018/2019". This research data is a component of learning activities in the Class VIII-based Explanation Text RPP in SMP Negeri 12 Yogyakarta.

**Results and Discussion**

The RPP product is the result of an umbrella study with student Nola Agustin (2018). The RPP consists of four meetings with a time allocation of 2 JP per meeting. The CSP component of learning activities consists of introduction, core activities, and closing activities. Implementation of Tri_N and PPK on KD 3.9, 4.9, 3.10, 4.10 class VIII as follows.

**Introduction**

Students pray fervently and gratefully (PPK-Religious) (A1). Students answer the greetings typical of encouragement from the teacher "Indonesian Language! Clever Language, Literature, and Cultured "(A2). Students listen to the teacher make a presence (A3). Students listen to the explanation from the teacher about KD, indicators and objectives of the explanation text (niteni-observing) (A.4). Learners and teachers agree on learning steps regarding the activities to be carried out to achieve learning competency (niteni-observing) (PPK-Discipline) (A.5).

**Core Activities I**

Students observe using the sense of sight about the video phenomenon of "Terjadinya Pelangi" (niteni-observing) (I.1.1). Students observe using the sense of hearing teacher's explanation regarding the identification of explanation text information (niteni-observing) (I.1.2). Learners dig deeper information from observations of the explanation text video show "Terjadinya Pelangi" (niteni-ask) (I.1.3). Learners reason the results of the excavation by discussing and identifying explanation text material that is in the Student Book and other relevant sources (niteni-reasoning) (I.1.4). Learners imitate by reciting through sound about the causes and consequences of the video text of the " Terjadinya Pelangi " (nirokke-associate) (PPK-Confidence) (I.1.5). Learners imitate by writing things that are considered important (nirokke-associate) (I.1.6). Learners imitate by demonstrating exercises in a textbook, namely activities 5.1-5.2 (nirokke-associate) (I.1.7). Students imitate by reciting through the sound of their work in front of the class and other students respond. The teacher helps students in completing answers (nirokke-communicating) (I.1.8). Learners imitate by writing notes of answers that are considered inappropriate including the use of language (nirokke-communicating) (I.1.9).

**Core Activities II**

Students observe by using the sense of sight of models of text summary of social phenomenon explanation through the video that is displayed, "Gerhana Bulan" (niteni-observing) (I.2.1). Students observe by using the sense of hearing, the teacher's explanation of ways of compiling a summary based on the location of general ideas (niteni-observing) (I.2.2). Learners dig deeper information from observations by asking questions about ways of compiling a summary (niteni-ask) (I.2.3). Students make sense of the results of the excavation by discussing together discussing the question. Students identify explanation texts from videos on "Gerhana Bulan" (niteni-menalar) (I.2.3). Learners imitate by writing and compiling a summary based on the main ideas (nirokke-associate) (I.2.4). Students imitate by reciting through the voice of work with their friends (nirokke-communicating) (PPK-Confidence) (I.2.5). Learners imitate by writing notes of answers that are considered inappropriate including the use of language (nirokke-communicating) (I.2.6).
Core Activities III
Learners observe and read with the sense of sight the text of the "Seni Batik Tulis Solo" (niteni-observing) (I.3.1). Students observe with a sense of hearing the teacher's response to the material content, structure, and rules of explanation texts (niteni-observing) (I.3.2). Learners dig deeper information from observations and ask questions about the content, structure, and language rules of explanation texts (questions) (I.3.3). Learners reason the findings by reading material in student books and other sources (niteni-menalar) (I.3.4). Learners reason the findings by reading examples of explanation texts to deepen understanding of the contents, structure, and rules of the explanation text (niteni-menalar) (I.3.5). Students imitate by reading a number of references given by the teacher to help do the exercises, both books, photocopied sheets, and other reading materials (nirokke-associate) (I.3.6). Learners imitate by experimenting with understanding of the explanation text material through exercises in activities 5.6-5.7 (nirokke-associate) (I.3.7). Group representatives mimicked by voice chanting, the results of the work to the teacher. Then, each group presents the results of the report in the form of an interesting power point (nirokke-communicating) (PPK-Confidence and Cooperation) (I.3.8).

Core Activities IV
Students observe with a sense of sight the explanation text models from a video shown by the teacher about "Bullying" (niteni-observing) (I.4.1). Learners observe with the sense of hearing teacher reviews and then notes things that are considered important from the observed video (niteni-observing) (I.4.2). Learners dig deeper information from observations by conducting question and answer about the pattern of development and how to write explanation texts (niteni-askanya) (I.4.3). Learners reason the findings by studying the material in the Student Book (niteni-reasoning) (I.4.4). Students in groups reasoning the results of excavations assigned by the teacher by reading other references in the library (niteni-menalar) (PPK-Cooperation) (I.4.5). Learners imitate by designing steps for writing explanation texts (nirokke-Associate) (I.4.6). Students imitate by designing topics related to natural, social, or cultural phenomena around (nirokke-associate) (I.4.7). Students add to it by designing an example of explanation text given about "Bullying and Pelangi" (nambahi-communicate) (I.4.8). Students add to it by creating explanation texts based on natural, social, and cultural phenomena by paying attention to the correct linguistic rules (nambahi-communicate) (I.4.9). Students increase by improving the results of their work in front of the class (nambahi-communicate) (PPK-Confidence) (I.4.10).

Closing Activity
Students and teachers reflect on the learning outcomes (P.1). Students pay attention to the teacher who is providing reinforcement of learning outcomes (P.2). Students and teachers conclude learning outcomes (P.3). Students listen to the teacher's explanation of the learning material at the next meeting (P.4). Students and teachers close the learning by praying gratefully and ending with greetings (P.5).

Based on the data above, the implementation of Tri-N in the explanation text has been reflected in the introduction, namely the niteni-observing activity. Based on the data there are activities of niteni-observing students (A.4) teacher explanation and niteni-observing (A.5) packaging of learning activities.

In the core activities I, Tri-N is shown in the activities of niteni-observing, niteni-reasoning, nirokke-associate, nirokke-communicate. This is explained in the following core activities I. Niteni-observing students (I.1.1) use the sense of sight (video). Learners (niteni-observing) (I.1.2) teacher’s explanation. Niteni-students ask (I.1.3) video information. Niteni-reasoning students (I.1.4) information findings. Nirokke-associate learners (I.1.5) recite through sound about the causes and effects of videos. Learners (nirokke-associate) (I.1.6) with writing. Nirokke students - associate (I.1.7) by demonstrating in practice. Student nirokke-communicating (I.1.8) results by voice in front of the class. Nirokke-communicating students (I.1.9) by writing answers notes.

In the core activities II, Tri-N is shown in the activities of niteni-observing, niteni-asking, niteni-reasoning, niteni associating, communicating. This is explained in the following core activities II. Niteni-observing students (I.2.1) by using the sense of sight of explanation text models. Niteni-observing students (I. 2.2) using the auditory sense of teacher explanation. The students ask questions (I.2.3) more information by asking questions. Niteni-reasoning students (I.2.3) the findings by discussion. Nirokke-associate students (I.2.4) by writing and compiling a summary. Nirokke-communicating students (I. 2.5) by reciting through sound. Nirokke- students communicate (i. 2.6) by writing answers notes.

In the core activities III, Tri-N is shown in the activities of niteni-observing, niteni-asking, niteni-reasoning, nirokke-associating, nirokke communicating. This is explained in the following core III activities. Niteni-observing students (I.3.1) with the sense of sight. Niteni-observing students (I.3.2) with the sense of hearing. Niteni-ask students) (I.3.3) in-depth information from observations and some questions. Niteni-reasoning students
(I.3.4) findings based on theory. Learners (niteni-menal) (I.3.5) the findings are based on examples of explanation texts. Nirokke students associate (I.3.6) by reading a number of references. Nirokke-associate learners (I.3.7) by experimenting with an understanding of the material. Learners (group representatives) nirokke-communicate (I.3.8) by reciting by voice to report their work to the teacher.

In Core IV Activity, Tri-N is shown in the activities of niteni-observing, niteni-asking, niteni-reasoning, nirokke-associating, enhancing-communicating. This is explained in the following IV core activities. Niteni-observing students (I.4.1) with the sense of sight of explanation text models. Niteni – observing students (I.4.2) with the sense of hearing teacher reviews. Niteni students ask (I.4.3) more in-depth information. Niteni-reasoning students (I.4.4) findings. Students in groups of nitrangelal reasoning (I.4.5) findings. Nirokke-associate students (I.4.6) by designing steps to write explanation texts. Nirokke-associate students (I.4.7) by designing topics related to natural, social, or cultural phenomena that surround you. Learners increase-communicate (I.4.8) by designing from examples of explanation texts. Students increase-communicate (I.4.9) by creating explanation texts based on natural, social, and cultural phenomena by paying attention to correct language rules. Students enhance-communicate (I.4.10) by improvising the results of their work in front of the class.

In the closing activity, students’ Tri_N activities (niteni-observing) are explained by listening to the reinforcement of learning outcomes provided by the teacher (P.2).

Based on the results of research in class VIII SMP N 12 Yogyakarta, the learning model of Tri-N class is proven to be able to improve the average results of explanation text writing skills. In field trials the average score of students reached 89 with a high category while compared to the average results of the teacher's explanation text writing class skills. The teacher class has an average lower than the Tri-N class average of 79. Thus, the class implementing RPP based Tri-N and PPK is higher than the teacher class. This is in line with the opinions expressed by Amalia, et al (2017: 308) through three activities (niteni-nirokke-nambahai) expected to improve poetry writing skills. In terms of the learning process Tri-N can increase learning activities. This is supported by the results of research Nita, et al (2017: 142) which revealed Tri-N can affect student learning outcomes and creativity. Further explained, Tri-N should be carried out in accordance with these three stages because these stages will affect the achievement of learning objectives.

PPK

PPK contained in the explanation text consists of: PPK religious, disciplined, confident, and cooperation. This is shown in the following data. Students pray fervently and gratefully (PPK-Religious) (A.1). The observance of religious observance is prayer. Students and teachers agree on learning steps (PPK-Discipline) (A.5). Students implement KBM to achieve learning competence with discipline. Students imitate by reciting through sound about the causes and consequences of the video text of the explanation "Terjadinya Pelangi" (PPK - Confidence) (I.1.5). Students imitate by reciting through the voice of the work of a friend (PPK-Confidence) (I.2. 5). Then, each group presents the results of the report in the form of a power point with an interesting presentation (PPK-Confidence and Cooperation) (I.3.8). Students in groups reason the findings through other references (PPK-Cooperation) (I.4.5). Students increase by improving the results of their work in front of the class (PPK-Confidence) (I.4.10).

Based on data I.1.5. I.2.5, and I.3.8., Students recite the causes and effects of the explanation text video and the results of their work with a firm, clear voice, and a confident attitude. As reported by the Chicago Tribune in Megawangi (2002), the US Department of Health and Human Services mentioned several risk factors for school failure, not the cognitive abilities but the psychosocial abilities of children, especially emotional and social violence. The first is self-confidence (Zuhdi, 2009: 12). Thus the PPK is confident in this RPP is the majority of PPK raised. Students also present reports and improvise their work in groups as a form of cooperation PPK. Slavin in Rusman (2012: 205) also revealed the use of group learning (cooperative) can improve student achievement and social relationships, social attitudes, and respect the opinions of others. For this reason, cooperation PPK also needs to be raised. PPK should be reflected in both academics and school culture. This opinion is in line with Beland's explanation in Althof (2017: 510) character education must be part of academic activities and extra-curricular activities and all aspects of school life such as school culture.

Conclusion

First, the implementation of Tri-N in the explanation text includes: in core activities I, Tri-N is shown in the activities of niteni-observing, niteni-reasoning, nirokke-associate, nirokke-communicate. Part of core activities II, the implementation of Tri-N is shown in the activities of niteni-observing, niteni-asking, niteni-reasoning, niteni-associating, nirokke-communicating. In the third core activity, the implementation of Tri-N is shown in the
activities of niteni-observing, niteni-asking, niteni-reasoning, nirokke-associating, nirokke communicating. In the IV core activities, Tri-N is shown in the activities of niteni-observing, niteni-asking, niteni-reasoning, nirokke-associating, enhancing-communicating. Second, the KDP contained in the explanation text consists of: religious, disciplined, confident, and cooperative. The majority of KDP is found in the confident PPK followed by the cooperation KDP, religious PPK, and disciplined PPK.

Recommendations

RPP Tri-N in grade VIII junior high school students can be a reference for teachers and researchers to apply other learning theories. Then, teachers can use Tri-N-based learning tools as an alternative in the selection of learning models and can improve student understanding in teaching and learning activities (KBM)

Acknowledgments or Notes

This research is a joint research conducted by several students. One of them was with student Nola Agustin with NIM 2015001082 who discussed the development of a VIII grade text learning tool.

References


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