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Application of Tri-N (Niteni-Nirokke-Nambahi) in The Curriculum High School Story Text Book 2013

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Article Info	Abstract
Keywords <i>Student teks book Tri-N Curriculum 2013</i>	<p>This study aims to describe (1) the application of the niteni process in the textbooks of Indonesian high school students in class X and XI of the 2013 curriculum. (2) the application of the microcurrent process to the textbooks of Indonesian students of class X and XI of the 2013 curriculum. (3) the application of the process add to what is contained in the textbooks of Indonesian high school students class X and XI Curriculum 2013. This research is a qualitative descriptive study. The data in this study are in the form of words, phrases, sentences, paragraphs, and discourses which contain Tri-N, namely niteni, nirokke, and add to the textbooks of Indonesian high school students class X Curriculum 2013. There are two kinds of data sources, namely primary and secondary data. Primary data is in the form of textbooks with the title Indonesian Class X and XI Curriculum 2013, published by the Ministry of Education and Culture in 2017. In addition, secondary data comes from undergraduate research, namely the thesis of Angelika Fevil Purba and Adeta Arnia Sari. The research instrument is the researcher himself who has been equipped with a set of theories and data cards containing the Tri-N analysis in a textbook which is then validated by an expert or expert. The technique of collecting data is the reading note technique. The data analysis technique used is the interactive analysis of Miles and Huberman, including data collection, data reduction, data presentation, and drawing conclusions / verification. The application of the Tri-N process is found in the Indonesian Language Student Textbook Chapter IV Story Text for Class X and XI SMA Curriculum 2013.</p> <p>Keyword: Student teks book, Tri-N, Curriculum 2013</p>

Introduction

Education is a teaching and learning process in which there is interaction between students and educators. In learning has a number of components, namely learning objectives, learning materials, learning methods, learning media, learning evaluation, students, and educators.

In the teaching and learning component, educators need teaching materials to improve the quality of education. Teaching materials are part of the teacher's design to develop learning materials. The role of teaching materials is very important in the teaching and learning process because with teaching materials it is hoped that learning activities will achieve optimal results. One of the teaching materials to support the teaching and learning process is a textbook. Textbooks are designed in such a way as to be easily understood by students and can be studied at any time.

Textbooks are guidebooks used in the learning process by students and teachers. Textbooks are divided into two, namely teacher textbooks and student textbooks. Student books are books used in the learning process, while teacher books are only used as a guide by the teacher. The textbook in question is a textbook that has been compiled and designed by the government based on the 2013 Curriculum that is prepared to support government policies that constitutionally maintain Indonesian in the list of subjects in schools. According to Rochmiyati (2010: 27-30) textbooks are certain textbooks at a certain level of education that are used in class in order to achieve learning goals.

So, the 2013 Curriculum student textbooks have undergone renewal and have been revised to become the 2017 revised edition textbook. In the 2013 Curriculum, Indonesian subjects in general aim to make students able to listen, read, watch, speak, and write.

In the preparation of Indonesian language textbooks, there are three foundations, namely the scientific foundation of language and literature, the foundation of education and teacher science, and the foundation of limited material and language used. According to the 2013 Curriculum, the preparation of textbooks must pay attention to several competencies that should be given to students. Student competencies include spiritual attitudes, social attitudes, knowledge, and skills.

In student competence, there are only knowledge and skills. Meanwhile, character values, namely spiritual attitudes and social attitudes, are not given much attention. Even though the development of character attitudes and social attitudes is very important to be given to students. The academic abilities possessed by students must be balanced with a positive character attitude.

One of the learning components is the method. Ki Hadjar Dewantara as the founder of Tamansiswa has a Tri-N-based learning method (niteni-nirokke-adding). The concept of niteni, nirokke, added has a close relationship with the approach that was launched in the 2013 curriculum.

One approach in the 2013 curriculum is a scientific approach. In the scientific approach, there are five components of the 5 M, including observing, asking, exploring, associating, and communicating. Agree with Hosnan (2014: 34) that the scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate the concepts, laws or principles found. These components have in common with the Tri-N teaching concept.

As expressed by the Ketamansiswaan lecturer, Prihatni (2014: 300) said the scientific approach in Ki Hadjar Dewantara's teachings was a student-oriented approach using the among system with the concept of niteni, nirokke, nambahi. Ki Hadjar Dewantara's teachings have relevance to current learning activities, as a measure among others: the concept of Tri Nga (Ngerti, Ngroso, Nglakoni) which is aligned with cognitive, attitude (affective), and psychomotor. Therefore, the scientific approach with the concept of niteni, nirokke, addi has a close relationship.

Niteni, nirokke, adding (Tri-N) is important in learning because it focuses learning on students using all the senses. The learning process adheres to the teachings of Ki Hadjar Dewantara based on Tri-N will help students understand more deeply about the learning material and students will be more focused on following the lesson. Ki Hadjar Dewantara summarizes a concept known as the Among Method (among system), which is that education is based more on what interests and potentials need to be developed in students, not what interests and abilities students have.

Therefore, it is necessary to develop Tri-N studies (niteni, nirokke, addi) in the SMA curriculum 2013 textbook. Based on the background of the problems described previously, the following problems are formulated. (1) How is the Niteni process in the handbooks of Indonesian students for class X and XI of the 2013 Curriculum? (2) How is the Niroke process in the handbooks of Indonesian class X and XI students in the 2013 Curriculum? (3) How is the process of adding to the handbooks of Indonesian students for class X and XI of the 2013 Curriculum? The purpose of this research is to describe and explain: (1) the Niteni process in the handbook of Indonesian students for class X and XI of the 2013 Curriculum; (2) the Niroke process in the handbook of Indonesian class X and XI students in the 2013 Curriculum; (3) the Nambahi process in the handbooks of Indonesian class X and XI students in the 2013 curriculum. The urgency of research for teachers, this research can be used as a reference in developing learning tools such as lesson plans each year, and the results of the research can provide an overview of how the learning model is implemented. Tri-N in developing learning tools so that teachers can pay more attention to the Tri-N process in developing teaching materials. This research was conducted with Angelika Fevil Purba (2016001108) Class X SMA and Adeta Arnia Sari (2016001112) Class XI SMA.

Method

This research is a qualitative descriptive study. The data in this study are in the form of words, phrases, sentences, paragraphs, and discourses which contain Tri-N, namely niteni, nirokke, and add to the textbooks of Indonesian high school students class X Curriculum 2013. There are two kinds of data sources, namely primary and secondary data. Primary data is in the form of textbooks with the title Indonesian Class X and XI Curriculum 2013, published by the Ministry of Education and Culture in 2017. In addition, secondary data comes from undergraduate research, namely the thesis of Angelika Fevil Purba and Adeta Arnia Sari. The research instrument is the researcher himself who has been equipped with a set of theories and data cards containing the Tri-N analysis in a textbook which is then validated by an expert or expert. The technique of collecting data is the reading note technique. The data

analysis technique used is the interactive analysis of Miles and Huberman, including data collection, data reduction, data presentation, and drawing conclusions / verification.

Results and Discussion

Application of the Tri-N Process in Indonesian Language Student Textbooks Chapter IV Folklore Texts for Class X SMA Curriculum 2013

Application of Tri-N Niteni Process in Indonesian Language Student Textbooks Chapter IV Folklore Texts for Class X SMA Curriculum 2013. First, observing using the sense of sight. The application of the niteni process to observing indicators using the sense of sight in chapter IV is as follows. "Look at the following synopsis **example**. (Page 115)". Second, observing using the sense of hearing.

Application of the Tri-N Nirokke Process in Indonesian Language Student Textbooks Chapter IV Folklore Texts for Class X SMA Curriculum 2013. First, imitating by pronouncing / through voice. The application of the nirokke process to indicators of mimicking by pronouncing / through voice is not found in Chapter IV. First, imitating by reading. The application of the nirokke process to indicators mimicking by reading is contained in chapter IV as follows. (1) Instructions. (a) Read the following story carefully. (b) Identify the main points of the saga. (c) Compile a synopsis based on the main content of the story. (Page 116). Second, imitate by writing. The application of the nirokke process to indicators of imitating by writing is in Chapter IV as follows. (3) After you read the text above, write down the main points of the story. (Page 118). (4) imitating by trying / experimenting

Application of the Adding Process to the Textbook of Indonesian Language Students Class X SMA Curriculum 2013. First, the application of the process of adding to the indicators of adding to creating / making is in chapter IV as follows. (2) To help you organize your main ideas, make a format like the following example in your workbook. (Page 118).

The Application of Niteni Process in Exemplary Life Textbooks from Short Stories for Class XI Senior High School Curriculum 2013.

The Application of Niteni Process in Exemplary Life Textbooks from Short Stories for Class XI Senior High School Curriculum 2013. First, observing using the sense of sight. (5) The application of the process of observing using the sense of sight in chapter 4 is as follows: (a) Read the short story below carefully! (Page 103). (b) Consider the following short story fragments. (Page 109). (c) Observe the values that apply in the life of your community! (Page 110).

First, observing using the sense of hearing. The application of the process of observing using the sense of hearing contained in chapter 4 is as follows: (6a) Have you ever heard or read a story? The stories heard or read can vary. (Page 101). (6b) Read the results of your group's revisions against the excerpt of the novel to get responses from other groups. (Page 136).

Second, dig deeper from the observations. The application of the process of digging deeper from the observations contained in chapter 4 is as follows: (7) After reading the story above, you already have a clear understanding of the meaning and characteristics of short stories. Now prove your understanding by showing at least five other examples of stories categorized as short stories. Present the results in the following rubric! (Page 108).

Third, reasoning by connecting the knowledge that is already owned with the excavation. The application of the reasoning process by connecting the knowledge that is already owned with the excavation results contained in chapter 4 is as follows:

(8a) As a group discussion, answer the following questions! (b) Where and when did the events in the story take place? (c) What do the words "the collapse of our mosque" mean? (d) What are the messages conveyed by the fiercely through his short stories? (e) Do you agree with the contents of the story and are there things that are contrary to your own beliefs? (f) How has your own relationship with God been? Tell me! (Page 108) (g) Could it be that you also actualize these values in your daily life? (Page 110)

Application of the Nirokke Process in Student Textbooks Chapter IV Short Story Texts for Class XI SMA Curriculum 2013. First, imitating by pronouncing / through voice. The application of the process of imitating by pronouncing / through the voice contained in chapter 4, namely (9) Have you ever heard or read a story? The stories heard or read can vary. (Page 101).

Second, imitate by reading. The application of the process of imitating by reading contained in chapter 4, namely: (10) Read a nonfiction book until the end. (Page 140)

Third, imitate by writing. The application of the process of imitating by writing in chapter 4, namely: (11) Let's practice writing short stories by developing themes that you find interesting and useful for readers! Choose a theme that is related to your daily life. (Page 138)

Fourth, imitate by practicing. (11) Let's practice editing the following fragments! (Page 135).

Fifth, imitate by presenting. The application of the process of imitating by presenting what is contained in chapter 4, namely: (12.a) Is it possible that you also actualize these values in your daily life? Present a story explaining the application of one of these values! (Page 110). (12.b) Present the report on the results of your group discussion and ask friends from other groups to provide their responses. (Page 128).

Sixth, imitate by discussing. The application of the imitation process by discussing contained in chapter 4, namely: (13) Discuss in groups and write down the results in your workbook as in the following format. (Page 113)

Application of the Addition Process to the Textbook of Indonesian Language Students of Class XI SMA.

First, add to creating. The application of the process of adding to creating in chapter 4, namely (14) Make a short story based on your own life experiences or the experiences of others. (Page 99).

Second, add to by communicating. The application of the process of adding to the communicating contained in chapter 4, namely, (13) Cross-read with other groups to provide comments based on the completeness of the parts of the answer and the accuracy of the contents. (Page 129)

Conclusion

The application of the Tri-N process is found in the Indonesian Language Student Textbook Chapter IV Story Text for Class X and XI SMA Curriculum 2013.

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