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## The Internalization of Tri-N Tamansiswa Teaching Principle in Primary School Teacher Education Department

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### ABSTRACT

This research aims to explain the internalization of Tri-N Tamansiswa Teaching of Primary School Teacher Education Department (PGSD) at Sarjanawiyata Tamansiswa University. The subjects of this research are the Study Program Chairman, lecturers and college students. As for the research object was the internalization of the Tri-N teaching of Tamansiswa. The data collection was done by observation method, interview and documentation. The research results of shows that the role of the Study Program Chairman is crucial to the internalization of the Tri-N Tamansiswa teaching in strengthening students pedagogical competence. It is because the Study Program Chairman has the authority to make policy in the internalization of Tamansiswa teaching. A pattern or model of the internalization of Tri-N Tamansiswa Teaching is known that derives from the preparation of the vision and the mission continued with the establishment of the study program policy related to the implementation of Tamansiswa teaching and integration of Tamansiswa teaching especially Tri-N in the curriculum, Semester Lesson Plan, and the learning process. In addition, the Tri-N Tamansiswa teaching has also been applied by the lecturer in classroom teaching and learning so it accustoms college students to be teacher candidate who based on Tamansiswa teaching.

## 1. Introduction

Ki Hadjar Dewantara teaching has deep meaning and philosophy in Indonesia education, as well as Ki Hadjar Dewantara teaching is still very relevant to be applied at present. The teaching are known by the term Tamansiswa teaching. It is because of Ki Hadjar Dewantara as the founding of Tamansiswa National Education Institutions which later known as Perguruan Tamansiswa at once the founder of the *Ketamansiswaan* teachings.

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Therefore, Sarjanawiyata Tamansiswa University (UST) as part of the Tamansiswa institution is definitely based on the Tamansiswa teachings. Some of Tamansiswa teaching in the education system, namely the among system. *Among* methods as an education system which is based on the independence principle and the nature of nature. Furthermore, in education system, Ki Hadjar Dewantara develops five basic principles called Pancadarma Tamansiswa namely independence principle, nature of nature principle, culture principle, nationality principle, and humanity principle (Supriyoko, 2006). Related to education basic concept, Ki Hadjar Dewantara engages to the term “*Ing ngarsa sing tuladha, ing madya mangun karsa, tut wuri handayani*”, which at once accepted as a leadership principle of Indonesia nation. Every aspect of life on campus, especially at the Sarjanawiyata Tamansiswa University has to reflect the Tamansiswa teaching as its foundation. No exception for Primary School Teacher Education Department (PGSD), so that the vision of PGSD Department in UST is in the year 2024 to be one of the excellent study program in primary school teacher education based on Tamansiswa teaching. With one of its goals is to produce educators who are active, creative, innovative, noble character, and be able to apply Tamansiswa teaching, PGSD Department is not only required to create the professional elementary school teacher candidates but also elementary school teacher candidate who applies the Tamansiswa teaching.

As a teacher must have some competences, including professional competence, personality, pedagogic, and social. These competences have to be trained and empowered when the learning process in higher education especially for elementary teacher candidate of PGSD Study Program. One of the important competences, namely pedagogical competence. Based on Law Number 14 of year 2005 about Teachers and Lecturers describes that pedagogical competence is the teacher ability in managing the learning process associates with the learners (Sagala, 2009). In addition, the pedagogical is also be interpreted as an educating theory that questioned what and how to educate as well as possible (Suardi, 1979: 113). Furthermore, Novianti & Febrialismanto (2020) mentioned that pedagogical competence is the ability of teachers to overcome learning, which consists of planning, action, and assessment of student learning outcomes. Then, pedagogical competence which is the teacher ability to manage the students learning at least includes knowledge understanding and the education base, understanding students, learning design, learning implementation which educating and dialogic, the learning technology utilization, as well as students development to actualize different potentials (Mulyasa, 2007). In line with this, Zamānia (2008) also mentions that pedagogical competence is the teacher ability in managing the students learning which includes the ability to understand the learners, the ability to make the learning design, ability to carry out the educates and dialogical learning, ability to evaluate learning outcomes, as well as the ability to develop students with different potentials. Thus, the teacher's expertise has to continue to be developed and not only limited to the teaching principles mastery (Hamzah, 2007), but also in other various aspects so that it will make the teacher become professional.

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Based on these, the college students pedagogical competence development of PGSD Study Program UST should be in line with the vision and objectives of the program studies namely creating the teacher based on Tamansiswa teaching. It makes every line of activity at PGSD study program UST is designed in accordance with the Tamansiswa teachings, one of them is the *Tri-N* Tamansiswa, they are *Niteni*, *Nirokke*, *Nambahi*. The concept of *Tri-N* learning (*Niteni*, *Nirokke*, *Nambahi*) is *niteni* means paying attention, observing, or listening. In this case, students pay attention, make observations, read or listen carefully, feel, feel with the senses. *Niroke* or *niruaken* means to imitate. Students imitate, do something similar to the thing or something that is observed. Whereas, *nambahi* means to add. Students try to add, adjust, make changes, or reduce models that are copied in accordance with their respective creativity (Rahayu, et al., 2018).

In formal education, the learning process shows positive changes so that in the final stages new skills and knowledge will be obtained (Fakhrudin, et al., 2017). One of them in the classroom learning, Muhaimin (1996) mentions that in the teaching and learning activities process at school, there is procession stages which must be done by the teacher in internalizing a value to foster children or students. In this regard, namely, to internalise *Tri-N* Tamansiswa teaching both in the campus environment and the classroom learning environment. Therefore, it is necessary to study related to *Tri-N* Tamansiswa teaching internalization in strengthening the college students pedagogical competence. This research aims to explain the internalization of *Tri-N* Tamansiswa Teaching of Primary School Teacher Education Department (PGSD) at Sarjanawiyata Tamansiswa University.

## 2. Methodology

This is a qualitative research conducted at PGSD of Sarjanawiyata Tamansiswa University Yogyakarta. This research was conducted in first semester of academic year 2019/2020. The subject of this research were Head of Department, Lecturers, and PGSD UST College Students. As for the research object is the internalization of the *Tri-N* Tamansiswa teaching in strengthening the college students pedagogical competence. Data is obtained through observation, interview, and document review. Observe classroom learning to find out how *Tri-N* is applied. Then, interview the lecturer, head of the study program, and students to find out how the internalization of *Tri-N* has been carried out. In addition, a document study was conducted to find out how the Tamansiswa *Tri-N* teachings were integrated in the semester learning plan. Then, the data analysis is descriptive qualitative which includes data reduction, data presentation, and conclusion.

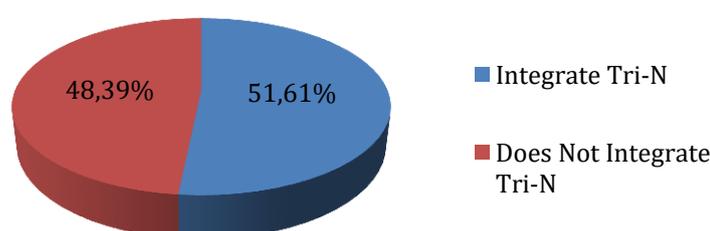
## 3. Results and Discussion

### *Internalization Process of Tri-N Tamansiswa Teaching*

The implementation of *Tri-N* Tamansiswa teaching can be known to have a pattern in the learning process of PGSD Study Program, in relation to strengthen

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college students pedagogical competence as elementary school teacher candidate. A pattern or internalization model of *Tri-N* Tamansiswa teaching starts from arranging the vision and mission of PGSD Study Program which based on Tamansiswa teaching. After that, it is continued on the policy of PGSD Study Program issued by the Study Program Chairman to integrate Tamansiswa teaching on all activities and the PGSD curriculum. One of Tamansiswa teaching, namely *Tri-N* (they are *niteni*, *Nirokke*, *Nambahi*). *Tri-N* will be integrated in the curriculum and Semester Learning Plan (RPS) so that in the process of learning will integrate the *Tri-N*. Based on RPS study of all subjects in PGSD Study Program can be seen that it has generally already integrated Tamansiswa teaching in it. However, integrating *Tri-N* Tamansiswa teaching can be seen on the diagram below.



Picture 1. *Tri-N* Implementation in RPS

Based on the diagram picture above can be seen that there are 51,61% of the RPS subjects in PGSD Study Program already integrated the *Tri-N* Tamansiswa teaching. Although it does not apply *Tri-N* Tamansiswa Teaching much enough amounted to 48, 39%, but RPS implements another Tamansiswa Teaching. It is because of the Tamansiswa teaching has many kinds of teaching which can be integrated in teaching and learning and one of them is *Tri-N* teaching.

Beside the RPS or Semester Lesson Plan, to strengthen the college students pedagogical competence as elementary school teacher candidate, *Tri-N* Tamansiswa teaching is also applied in learning process. It is able to accustom college students to become elementary school teacher candidate who is always based on Tamansiswa teaching and able to apply Tamansiswa teaching in learning and in classroom management. Based on the observation result towards some learning done in PGSD Study Program related to internalization of *Tri-N* Tamansiswa teaching can be seen that the learning has applied *Tri-N* teaching in classroom activities process. It is shown at some learning activities in Table 1.

Table 1. The integration of *Tri-N* Tamansiswa Teaching in Classroom Learning

Subjects	Tri-N Tamansiswa Teaching
Curriculum	<i>Niteni</i> is in the form of college student activities for the content standard of the KTSP and K. 13 also examines the changes between the KTSP and K.13. After observing, then designing curriculum in accordance with the example from the government ( <i>Nirokke</i> ) and then college students develop learning indicators in accordance with learner needs and characteristics ( <i>Nambahi</i> ).
Javanese Language Skill	College students pay attention to the letter Java shape and memorize it all at once pay attention to how to write Java script ( <i>Niteni</i> ). Next, college students copy the Java script according to the example form ( <i>Nirokke</i> ). Then, college students find reading in a Java language magazine, then translating into the Java letter text ( <i>Nambahi</i> ).
Social Sciences (IPS) Development	<i>Niteni</i> undertaken in IPS development in the form of teaching materials identification and LKPD on the thematic books. Furthermore, after identifying the college students adapt in making teaching materials ( <i>Nirokke</i> ). After adapting, the college students develop by adding material emphasis about IPS concept, so that students more easily understand and with the material scope to the students.
Write Indonesian Language Skills (KBIT)	In Bahasa Indonesia written skill learning, especially on the listening material, students listen and understand the material about types of listening and how to analyze the reading contents with 5W 1H formula ( <i>Niteni</i> ). Then college students analyze newspaper articles with the 5W 1H formula ( <i>Nirokke</i> ). Furthermore, the college students present the results of group discussions ( <i>Nambahi</i> ).
Art of Dance	On the dance make up material, college students pay attention to the good dance make up tutorial examples ( <i>Niteni</i> ). Next step, the college student practices make up by imitating the example seen ( <i>Nirokke</i> ). Then college students create makeup according to the characteristics of each college student ( <i>Nambahi</i> ).

### ***Supporting and Inhibiting Factors of Tri-N Tamansiswa Teaching Internalization***

Based on the observation result, document review, or interviews is still found some inhibiting or supporting factors for the internalization of *Tri-N* Tamansiswa teaching in the strengthening of the college students pedagogical competence of Primary School Teacher Education (PGSD) Study Program of Sarjanawiyata Tamansiswa University. Inhibiting factors of the internalization of *Tri-N* Tamansiswa teaching in the strengthening the college students pedagogical competence include 1) College student is still not able to think creative, so it will be difficult to develop on stage *nambahi*. 2) On the learning process has an inhibiting in the *Tri-N* application process. This is due to the *niteni* process requires observation with the senses in every concept or *niteni* process. Then the *nirokke* process requires a new perception which combines these perceptions with the self exist perceptions. Furthermore, the *nambahi* process needs creation and ability to solve problems. Look at each of these stages, there are still many college students who have not been able to apply the concept of *Tri-N* teaching fully. 3) The Lack of lecturer understanding towards Tamansiswa teaching, especially in integrating *Tri-N* Tamansiswa teaching in the process of interactive learning; 4) the Limited reference related to Tamansiswa teaching; and 5) students ability

differences in learning.

Then, for the supporting factors in internalizing *Tri-N* Tamansiswa teaching in strengthening students pedagogical competences, they are: 1) The vision and mission of the study program are based on the Tamansiswa teaching; 2) There is a policy memorandum that requires each lecturer to implement the Tamansiswa teaching in the learning plan and learning process; 3) The curriculum is developed in accordance with Tamansiswa teaching; 4) The graduation standard is based on the Tamansiswa teaching; and 5) Semester Lesson Plan (RPS) is developed by lecturers by referring to Tamansiswa teaching.

Seeing the inhibiting factors and supporting internalization of Tamansiswa teaching, especially the *Tri-N* teaching in strengthening pedagogical competence, there still needs to be an improvement in terms of internal study programs both lecturers and curriculum developed. Strengthening the Tamansiswa teaching for lecturers must be carried out as a support to the application and internalization of the Tamansiswa teaching technically in the learning process. In addition, a solution is needed to overcome the inhibiting factors in internalizing Tamansiswa teaching to strengthen pedagogical competencies, including 1) strengthening *Tri-N* Tamansiswa teachings especially *Tri-N* teaching for PGSD study program lecturers, 2) providing reference books related to Tamansiswa teaching, 3) increasing the lecturer competence in the learning development so that they can integrate the *Tri-N* concept in interesting and innovative learning, and 4) providing facilities in order to support the internalization of Tamansiswa teaching in both physical and non-physical terms.

### ***Implications of Tri-N Tamansiswa Teaching Internalization***

Pedagogic competence is the ability of a teacher to manage the learning process related to students, includes knowledge understanding or educational foundation, understanding students, curriculum or syllabus development, learning design, implementing educating and dialogic learning, utilizing learning technology, evaluating learning outcomes, and the students development to actualize the various potentials they have. In addition, as a good and responsible teacher is a teacher who provides himself with various kinds of competencies supporting his performance, including pedagogical competencies (Hamdani, 2017). Therefore, as well as seeing the understanding of pedagogical competence, it can be said that the implementation of *Tri-N* teaching in lectures will have a positive impact and influence in strengthening pedagogical competencies of PGSD study program college students as an elementary school teachers candidate. It is because by the integrated Tamansiswa *Tri-N* teaching, college students will be accustomed to being able to see and be creative in learning, so as to create innovative learning in accordance with the characteristics of the students they face. Masni et al. (2020) states that the School as an institution is responsible for producing students who are creative, innovative, think critically and are able to communicate well, therefore it is necessary to conduct active learning by using innovative learning models.

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*Tri-N* Tamansiswa teaching include *niteni*, *nirokke* and *nambahi*. *Niteni* is a process which requires observation by the senses in each concept that is being faced. In the process of *niteni*, as prospective teachers will be trained to be able to see various existing educational phenomena in accordance with the development of increasingly advanced education. Using various senses will demand college students as teacher candidates to open their minds widely so that they can see various educational problems from various perspectives. Furthermore, *nirokke* requires new perceptions that combine these perceptions with existing perceptions within. In the *nirokke* process, college students will be accustomed to think critically about the education phenomenon and link it to the knowledge that is already possessed by college students. In addition, at this stage the college students are not only required to analyze but also apply in educational activities. Then, in the process of *nambahi* needs creations and the ability to solve problems. In this process, students will be accustomed to think creatively and innovatively in solving various existing educational problems, so as to be able to create good learning.

Seeing every process in the implementation of *Tri-N* Tamansiswa teaching, the process is very influential in strengthening the college students pedagogical competence to always be able to create creative and innovative learning. Therefore, Tamansiswa teaching especially the *Tri-N* concept is very necessary to continue to be implemented and integrated in the learning plan and learning process in the PGSD Study Program. In addition to strengthen pedagogical competence, internalization of Tamansiswa teachings also makes it a form of character planting based on Indonesian-eastern values. This is also in line with what was delivered by Subekhan and Annisa (2018) who stated that the foundations of character education are intended so that the character education taught does not deviate from the identity of the Indonesian people and nation. In addition, education not only develops the students ability who are scientifically intelligent but also shapes the character, character, and personality of students (Widisaputri, 2017) so that with the internalization of the Tamansiswa teachings, they are able to create elementary school teacher candidates based on Tamansiswa noble teaching, one of them is *Tri-N* teaching.

Both directly and indirectly, *Tri-N* Tamansiswa teaching have implications for the college student pedagogical ability who are able to shape the character of elementary school teacher candidate in terms of both teaching ability and character which arises in terms of appearance and attitude. In addition, increasing pedagogical competence will also improve school quality (Tyagita, 2018). This especially affects when a college student has become a teacher at school. Then, with the *Tri-N* teaching, students become able to think critically in relation to pedagogical competence from understanding what is needed as a teacher, feeling being a teacher, and acting directly as a teacher.

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#### 4. Conclusion

Based on the the study result, it can be concluded that the role of the Study Program Chairman is crucial to the implementation of the *Tri-N* Tamansiswa teaching in strengthening college student pedagogical competence. It is because the Study Program Chairman has the authority to make policies in the implementation of the Tamansiswa teaching. The pattern of *Tri-N* Tamansiswa teaching implementation can be known that comes from the preparation of the vision and mission followed by study program policies related to Tamansiswa teaching implementation and Tamansiswa teaching integration, especially *Tri-N* in the curriculum, RPS, and the learning process. From the document study in the form of RPS, it is known that 52% of the Semester Lesson Plan (RPS) in PGSD Study Program subjects have integrated the *Tri-N* Tamansiswa teaching. In addition, *Tri-N* Tamansiswa teaching has also been applied by PGSD Study Program lecturers in classroom learning so that they are able to accustom college students to become teacher candidates based on Tamansiswa teaching.

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