Implementation of Tri Ngo in Learning Indonesian Language and Literature in Elementary Schools at the Higher Education Level

**Abstract:** This study aims to determine the implementation of Tri Ngo “Ngerti, Ngroso, Nglakoni” in Indonesian Language and Literature in Elementary Schools at the Higher Education level. This type of research includes quantitative survey research. The population consisted of all 4th semester students of Elementary School Teacher Education at Sarjanawiyata Tamansiswa University, Yogyakarta. The research sample used simple random sampling and obtained a total of 156 students. Validity test data using product moment correlation and reliability using Cronbach’s Alpha. The results of the data validity test obtained 20 items declared valid and the results of the reliability test using 20 valid items and obtained an Alpha value of 0.988. Data analysis techniques in this study used descriptive analysis. The results showed that the application of the Tri Ngo concept in Indonesian Language and Literature Learning in Elementary Schools at the Higher Education level was in the high category with an average of 79.88. This means that students are able to understand, feel, and apply the Elementary School Indonesian Language and Literature Learning Course well. There needs to be further research with different perspectives to strengthen this research. It is hoped that the application of Tri Ngo can also be applied to other appropriate courses.

**Keywords:** Elementary School, Higher Education Level, Learning Indonesian Language Literature, and Tri Ngo Concept.

I. INTRODUCTION

Learning Indonesian Language and Literature plays an important role in developing language skills and cultural understanding for students [1]–[10]. To achieve optimal learning outcomes, an effective and holistic approach is needed that can help students understand, analyze, and apply their knowledge. One approach that is relevant and can be implemented is the concept of Tri Ngo (ngerti, ngroso, nglakoni) [11]–[13]. The concept of Tri Ngo has been known and used for generations in traditional education in Indonesia, especially in Javanese culture [14], [15]. This concept reflects a comprehensive approach to the learning process, which consists of three main components: “ngerti” (understand), “ngroso” (analyze), and “nglakoni” (apply)[16]. The importance of the Tri Ngo approach in learning the Indonesian language and literature continues to receive attention and recognition at various levels of education.

In line with the educational principles of Ki Hajar Dewantara, who is an educational figure and Indonesian National Hero. Ki Hajar Dewantara (1889-1959), or whose real name was Raden Mas Soewardi Soerjaningrat, was a prominent educational figure in Indonesia during the Dutch colonial period [17], [18]. One of Ki Hajar Dewantara's ideas is about the concept of "student garden", namely education that is oriented to real life and prioritizes direct experience in learning [19], [20]. He also stressed the importance of education based on local wisdom and Indonesian culture. In addition, Ki Hajar Dewantara also fought for democratic education, which provides equal opportunities for all people to get education without discrimination. He strives to erase the distinction between formal and non-formal education, and supports informal education that is acquired through direct experience in society[21], [22]. Ki Hajar Dewantara taught the importance of having good knowledge (ngerti) in developing oneself and advancing the nation[23], [24]. In addition, he also emphasizes the importance of the ability to think critically and reflect (ngroso) in making the right decisions in life [25]. As for abilities (nglakoni), Ki Hajar Dewantara emphasizes the importance of real action and implementation of the knowledge and thoughts possessed [25]–[27]. He argues that knowledge and ideas will only be useful if they are applied in real life.

The Tri Ngo concept is closely related to the idea of holistic education and student character development. Ki Hajar Dewantara advocates for education that includes students’ cognitive, emotional, and social aspects, as well as the importance of contextual and applicable learning [28]. His thoughts on education were very influential in developing the education system in Indonesia. Ki Hajar Dewantara has the view that education...
should be directed at freeing the people from backwardness and poverty, and at advancing the Indonesian nation [29]–[31]. He rejected colonial education and emphasized the importance of nationalist education. The implementation of the concept of Tri Ngo (ngerti, ngroso, nglakoni) can be done in various aspects of life, such as education, career, leadership, and personal life [32], [33]. For example, in education, the concept of Tri Ngo can be applied by increasing students’ ability to understand (ngerti) subject matter, encourage students to think critically and contemplate (ngroso) the material being studied, and provide opportunities for students to implement (nglakoni) knowledge and understanding them in everyday life. In personal life, the Tri Ngo concept can be applied by increasing knowledge and understanding (ngerti) about oneself and the surrounding environment, encouraging one to think critically [34] and contemplate (ngroso) actions and decisions taken, and implement (nglakoni) real actions. That is in accordance with the values that are believed. By implementing the Tri Ngo concept, one can improve one’s ability to understand, think critically, and implement real ideas and actions. In the long term, this can help a person to achieve the desired goals, both in career, leadership and personal life.

Implementation of the concept of Tri Ngo (ngerti, ngroso, nglakoni) in Indonesian Language and Literature Learning can help improve the quality of learning and students’ understanding of the subject matter. Following are some examples of the implementation of the Tri Ngo concept in learning Indonesian language and literature [35]–[37]: 1) Ngerti (Understand) Implementation of understanding in Indonesian Language and Literature Learning can be done by increasing students’ ability to understand the subject matter. Lecturers can help students understand texts or literary works by providing clear and structured explanations, as well as providing relevant reading sources and references. 2) Ngroso (Contemplation) The implementation of ngroso in Indonesian Language and Literature Learning can be done by encouraging students to think critically and reflect on the texts or literary works being studied. Lecturers can ask questions that provoke students’ critical thinking, as well as help students to understand the hidden meanings in the texts or literary works being studied. 3) Nglakoni (Implementing) Implementation of nglakoni in Indonesian Language and Literature Learning can be done by providing opportunities for students to implement their understanding in everyday life. Lecturers can give assignments related to the texts or literary works being studied, such as writing essays, poems or short stories, and asking students to talk or write about their personal experiences related to the themes being studied.

The purpose of this study was to find out the implementation of Tri Ngo (Ngerti, Ngroso, Nglakoni) in Indonesian Language and Literature Learning in Elementary Schools at the Higher Education level. By implementing the Tri Ngo concept in Indonesian Language and Literature Learning, students can improve their ability to understand, contemplate, and implement their understanding in real action. This can help students improve their understanding of Indonesian language and literature, as well as improve their ability to think critically and creatively.

II. RESEARCH METHODS

Based on the type of data, the approach in this study uses a quantitative approach [38]–[42]. Through an investigation of the circumstances, conditions and matters that have been mentioned, and the results are presented in the form of a research report, this research is a survey research that aims to obtain information [43]. This research was carried out at the Universitas Sarjanawiyata Tamansiswa on students in the fourth semester of the Elementary School Teacher Education Study Program who were taking the Elementary School Indonesian Language and Literature Learning Course. This research was conducted from February to May 2023. A total of 265 students became the population in this study. By using a random sampling system, a sample of 156 students was obtained. The data collection method uses a questionnaire. The final criteria are taken using the range of values in Table I below [44]–[46].

<table>
<thead>
<tr>
<th>Value Range</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>1 – 20</td>
<td>Very Low</td>
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<tr>
<td>21 – 40</td>
<td>Low</td>
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<tr>
<td>41 – 60</td>
<td>Normal</td>
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<tr>
<td>61 – 80</td>
<td>High</td>
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<tr>
<td>81 – 100</td>
<td>Very High</td>
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In Table II above, it explains that instrument testing was carried out on 30 students outside the sample and population [47]. By using product moment correlation, 20 valid items are obtained. While the reliability test used Cronboch's alpha [48]–[50] and obtained an alpha of 0.988. Analysis of the research data using descriptive analysis by means and percentage calculations.

### III. RESULTS AND DISCUSSION

Based on the results of the questionnaire questionnaire that was filled in by the respondents, the following results were obtained.

#### Figure I. Average Respondents' Answers to the "Ngerti" Questionnaire Item

The average data in Figure I above depicts the average of the five questionnaire items related to the concept of "understanding" in Indonesian Language and Literature Learning. The highest average is in item (x3) with an average of 3.99. Sujariati et.al. (2016) propose that well-designed questions can increase students' motivation and participation in the language learning process [51]. Meanwhile, it has the lowest average of 3.91 on the questionnaire item (x5). Ball (1988) stated that it was part of a larger study that tested prospective teachers' knowledge and reasoning, both mathematical and pedagogical, as they entered teacher education [52].

#### Figure II. Percentage of Categories in the "Ngerti" Questionnaire Items

The percentages in Figure II above illustrate the respondents' attitudes towards the concept of "knowing" in learning Indonesian Language and Literature. The highest percentage is in the "neutral" category, namely in the questionnaire item (x5). Research results from Astuti (2019) [53] shows that currently Indonesian language lessons are not optimal because comprehension in reading is still not optimal, students have not been able to understand the basic concepts of understanding in reading, learning outcomes are low and even interest in following the teacher's reading rules is still low. The highest percentage is in the "agree" category in the questionnaire items (x2) "The application of the concept of "know" can help increase understanding of Indonesian Language and Literature" at 37.8%. This is in line with research conducted by Annisa & Rosmilan (2022) that the learning process carried out by the teacher must be based on polite rules and procedures for delivery, both content, language, ways of conveying, as well as expressions and movements [54]. The highest percentage in the category "strongly agree" in item (x3) "The application of the concept of "know" can help make it easier to understand Indonesian Language and Literature" at 33.3%. In line with research conducted by
Kusmiarti & Hamzah (2019) who explained that teachers in learning Indonesian must be able to design the learning process to be contemporary, contextual, with an emphasis on strengthening old literacy competencies, but must be insightful on strengthening new literacy which integrates in strengthening the four language skills [55]. In general, respondents showed a positive attitude towards this concept. Although there are variations, the majority of respondents agree on the understanding, application, convenience, and importance of this concept in learning.

Information:

x1 Understand the concept of "ngerti" in learning Indonesian Language and Literature.

x2 Applying the concept of "ngerti" can help improve understanding of Indonesian Language and Literature.

x3 The application of the concept of "ngerti" can make it easier to understand Indonesian Language and Literature material.

x4 It is important for prospective elementary school teachers to apply the concept of "ngerti" in teaching.

x5 As a prospective elementary school teacher, you must apply the concept of "ngerti" well in learning.

Figure III. Average Response of Respondents to Questionnaire Item "Ngroso"

The average in Figure III above shows a high mean value for item (y1) with an average value of 4.11. Maritim (2023) explains that language skills are expected to be helped, grown and used as development material for elementary school teachers which include listening, speaking, reading and writing skills [56]. The lowest mean on item (y3) with an average value of 3.94. This is in line with Hoerudin (2023) who explains that there is an impact of the discovery learning model based on higher order thinking skills (HOTS) on students' analytical skills. Implicitly, this can improve students' ability to understand the material, so that students can think analytically when they encounter problems in learning [57].

Figure IV. The percentage of Categories in the "Ngroso" Questionnaire Items

The percentage data in Figure IV illustrates the respondents' attitudes towards the concept of "ngroso" in learning Indonesian Language and Literature. The highest percentage of the "neutral" category is found in item (y3) "The application of the concept of "ngroso" can help improve the ability to conclude SD Indonesian Language and Literature material" by 34%. This category is in line with research that has been conducted by Ermawati, et.al. (2020) where problems and issues related to the abilities of students of the Indonesian Language and Literature Education Study Program were the focus of this research, students were still found to be unable to distinguish or unable to determine simple things related to their field of study syntax [58]. The highest percentage in the "agree" category is found in item (y4) "The application of the concept of "ngroso" can
help develop critical abilities in understanding elementary Indonesian language and literature” at 39.1%. Mardiana, et al, 2021 explained that teachers must have the ability to develop teaching materials, not only for developing Indonesian language skills and appreciation of literature, but also for adapting to broader needs and the various needs of students, such as multicultural education and ecological education (care for the environment) [59]. Meanwhile, the highest percentage in the "strongly agree" category is found in item (y1) "Understand the concept of "ngroso" in learning Indonesian Language and Literature” by 41%. Research conducted by Anafiah & Sudigdo (2022) explains that children's stories about the legend of Yogyakarta contain several character values that emerge, namely leadership and justice, independence and responsibility, as well as respect and courtesy [60]. If these three characteristics are understood in children, an attitude of respect, controlling emotions, and being able to interact with friends and the surrounding environment will grow. This research is expected to contribute to preparing future leaders with character starting from children by using digital-based literature through the teachings of Tamansiswa Ngerti, Ngrasa, Nglakoni (Tri Nga). Although there were variations in responses between categories, the majority of respondents agreed and strongly agreed on understanding the concept of "ngroso", the benefits of its application in analytical skills, inference skills, developing critical abilities, and the importance of applying this concept in teaching and learning as elementary school teacher candidates. This indicates that the respondents agree and strongly agree in recognizing the value and relevance of the concept of "ngroso" in increasing the understanding and ability of Indonesian language and literature in the educational context.

Information:

1. Understand the concept of "ngroso" in learning Indonesian Language and Literature
2. The application of the concept of "ngroso" can help improve the ability to analyze Indonesian Language and Literature material
3. The application of the concept of "ngroso" can help improve the ability to conclude SD Indonesian Language and Literature material
4. The application of the concept of "ngroso" can help develop critical skills in understanding elementary Indonesian language and literature
5. It is important for prospective elementary school teachers to apply the concept of "ngroso" in teaching.
6. As a prospective elementary school teacher, you must apply the concept of "ngroso" well in learning.

Figure V. Average Response of Respondents to Questionnaire Item "Nglakoni"

The average in Figure V shows that the highest average of the 5 items is found in items (z3) and (z5), namely 4.03. Based on research conducted by Nisa (2021), through reading journals, it shows that the factors causing Indonesian to be marginalized are the influence of foreign languages and slang which are now used more frequently. Indonesian people need a strong commitment and good self-awareness to be able to restore the existence of the Indonesian language [61]. Furthermore, Putri & Dafit (2022) explained that questioning skills are very important to apply because this can increase students' motivation and interest in learning so that they become more active, developing students' critical and creative thinking abilities. Teachers need to re-learn the components of questioning skills in order to have a better influence on the learning received by students. While the lowest average on item (z2) is 3.80. Research findings from Intiana et.al. (2023) reported that Indonesian language education in the Society 5.0 era needs to be provided so that students have literacy skills in analyzing, understanding and identifying solutions to problems faced in everyday life. As a result, someone with a high
level of literacy can obtain knowledge and information and apply digital technology to improve their welfare in life [62].

Figure VI. Percentage of categories in the “Nglakoni” Questionnaire Items

The percentage data in Figure VI describes the respondents' attitudes towards the concept of "nGlakoni" in learning Indonesian Language and Literature. The highest percentage is in the "neutral" category in item (z2) "The application of the concept of "nglakoni" can help improve the ability to apply Indonesian Elementary Language and Literature material in everyday life" of 43.6%. This is in line with Leli (2023) where integrated learning gives both teachers and students more opportunities to apply advanced technology, so that they are ready to face the era of Society 5.0 [63]. The highest percentage in the "agree" category on item (z5) "As a prospective elementary school teacher, you must apply the concept of "nglakoni" well in learning" of 36.5%. Bada (2015) explains that teachers need to reflect on their practice in order to apply these ideas in their work, and constructivist teachers encourage students to continually assess how the activity helps them understand [64]. The highest percentage is in the “strongly agree” category in item (z3) “The application of the concept of “nglakoni” can help understand Indonesian language and literature better” by 36.5%. Faiz & Soleh (2021) explained that general courses based on local wisdom is able to hone the skills of Primary Teacher Education of Cirebon Muhammadiyah University students so they have affective and psychomotor abilities in addition to cognitive abilities [65]. Thus, students are prepared to have holistic abilities that are ready for the challenges of a new life. In general, the majority of respondents show a positive attitude towards this concept. Although there are variations in responses between categories, the percentage data shows that the majority of respondents are neutral towards the concept of "nglakoni".

Information:

z1 Understand the concept of "nGlakoni" in learning Indonesian Elementary Language and Literature.
z2 The application of the concept of "nGlakoni" can help improve the ability to apply SD Indonesian Language and Literature material in everyday life
z3 Applying the concept of "nGlakoni" can help to better understand Indonesian Language and Literature
z4 It is important for prospective elementary school teachers to apply the concept of "nGlakoni" in teaching
z5 As a prospective elementary school teacher, you must apply the concept of "nGlakoni" well in learning

Figure VII. Average Respondents' Answers to the "Tri Ngo" Questionnaire Items
The average data in Figure VII illustrates the overall concept of Tri Ngo in learning Basic Indonesian Language and Literature. Based on the average value obtained, the average respondent gave the highest response to item (t2). This is in line with research conducted by Markus and friends (2023) by integrating the Tringo concept, educational practitioners can carry out comprehensive examinations covering cognitive, affective and psychomotor domains. This innovative evaluation approach can be implemented effectively in Islamic education, resulting in a more impactful and engaging learning experience [66]. The lowest average to item (t3). In line with research conducted by Nafi'a and friends (2021), it was found that the Tringo learning concept was used as an approach in the learning process because it was able to provide beauty in learning. Aspects of in-depth understanding, internalization of understanding, and application of understanding are important components in achieving learning goals using this model [67].

The percentage data in Figure VIII describes the respondents' attitudes towards the overall Tri Ngo concept in learning Basic Indonesian Language and Literature. The majority of respondents indicated a positive attitude towards this concept, although there was variation in responses between categories. The highest percentage is in the "neutral" category in items (t1) "Getting benefits from the application of the whole Tri Ngo concept in learning Indonesian Elementary Language and Literature" and (t3) "The whole Tri Ngo concept is important in learning Indonesian Language and Literature" by 41%. These results are in line with Ferary (2021) who concluded that the Indonesian government should return to its history when determining education for the next generation [29]. The highest percentage is in the "agree" category on item (t2) "The whole concept of Tri Ngo can help develop Indonesian language and literature skills" of 31.4%. The highest percentage in the category "strongly agree" in item (t4) "The Tri Ngo Concept can help enrich knowledge" is 35.3%. This percentage data shows that the majority of respondents acknowledge the benefits, abilities, importance, and overall contribution of the Tri Ngo concept in learning Indonesian Elementary Language and Literature, although there are differences of opinion in the levels of strongly agree, agree, and neutral [68].

Information:

- **t1** Benefit from the application of the entire concept of Tri Ngo in learning Indonesian Elementary Language and Literature
- **t2** The whole concept of Tri Ngo can help develop Indonesian Language and Literature skills as a whole
- **t3** The whole concept of Tri Ngo is important in learning Indonesian Language and Literature
- **t4** The concept of Tri Ngo can help enrich knowledge

### Table III. Statistical Test Results Questionnaire Total Score

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<tr>
<th>Statistics</th>
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<tbody>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Valid 156</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>79.88</td>
</tr>
<tr>
<td>Median</td>
<td>80.00</td>
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<tr>
<td>Std. Deviation</td>
<td>3.570</td>
</tr>
<tr>
<td>Variance</td>
<td>12.748</td>
</tr>
<tr>
<td>Range</td>
<td>16</td>
</tr>
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</table>
With a mean value of 79.88 in Table III, based on the categories given it can be categorized as "high". This shows that the average score of the Tri Ngo implementation questionnaire in learning Indonesian Elementary Language and Literature at the tertiary level is in the high category. This study also shows that the implementation of Tri Ngo with an average of 79.88 is in the high category. This means that students are able to understand, feel, and apply the Elementary School Indonesian Language and Literature Learning Course well.

In line with Satinem & Achmad (2015) who emphasized that the teaching and learning model developed can improve the achievement of third grade students in elementary schools in learning Indonesian with regional literature sources [69]. This shows that the implementation of Tri Ngo can help students develop language skills and literacy.

CONCLUSION
This research shows that the implementation of Tri Ngo gets a positive response from respondents in Indonesian Language and Literature Learning at the Elementary School level of Higher Education. These findings provide suggestions for educators to use this method in teaching Indonesian language and literature to students at various levels of education. Special training is needed for teachers and lecturers in the application of the Tri Ngo method in learning Indonesian Language and Literature. This can assist teachers and lecturers in designing and developing appropriate learning materials using the Tri Ngo method. In the long term, further research is needed to evaluate the effectiveness and success of the Tri Ngo method in improving students' abilities in Indonesian Language and Literature. This research can assist in the development of more effective and innovative learning methods.

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REFERENCES


