

# Literature Review of the Implementation of the Tringa Concept in Human Resource Management

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## Abstract

**Purpose** - The research objective is to find out the implementation of Tamansiswa's teachings in the form of a concept *Tringa* consisting of *Ngerti*, *Ngrasa*, dan *Nglakoni* in human resource management, to improve the character of human resources and school progress.

**Design/methodology/approach** - In this study, the data collection process was carried out using the systematic literature review (SLR) method. The use of the literature review method aims to filter the data in the Google Scholar database (Google Scholar) regarding the teachings of Taman Siswa in the form of *Tringa* and several related articles.

**Findings and discussion** - Implementation of *Tringa* in Human Resource Management in schools can improve school progress through planning, organizing, implementing and supervising the implementation of *Tringa*.

**Conclusion** - The results achieved in the implementation of *Tringa* include the creation of a school as a fun and child-friendly learning park so that it can produce academic and non-academic works and achievements, all school members will have good character and manners as well as the innovations needed by the school so that it has superior competitiveness compared to other schools.

**Keywords** – tringa, systematic literature review, human resources, school.

## Introduction

Tamansiswa teaches the "Tringa Concept" which consists of *ngerti* (knowing), *ngrasa* (understanding) dan *nglakoni* (doing). The meaning is that the purpose of learning is basically to increase students' knowledge of what they are learning, sharpen their sense of increasing understanding of what they know, and increase their ability to implement what they learn. The *among* system is an implementation of *Tringa* (*ngerti*, *ngroso* dan *ngelakoni*). The *Tringa* educational concept was later developed by an American educational psychologist, Benjamin Samuel Bloom, known as Bloom's Taxonomy.

Bloom divides this intellectual realm into three which is cognitive (*ngerti*), affection (*ngrasa*), dan psychomotor (*nglakoni*), (Indarti, 2019).

The development of the Tringa concept must be in synergy with the pattern of *asah, asuh, asih*. This means that students will get education as a whole and in total, not only to improve their academic abilities but also their affective and psychomotor abilities. Therefore educators have a big contribution to achieving Tringa. Educators are required to be professional and have a sense of empathy for students. Educators must recognize the character of individual students, so that educators design learning based on the needs of students, not just pursuing curriculum targets. *Ngerti* means understand, *Ngrasa* means to feel, dan *Nglakoni* means doing. So, don't just understand enough, but don't just feel it enough, but you have to do what is justified and considered good by our minds. To make it easier, first understand, then feel, after that run. Do not run everything without first understanding the positive and negative values that are felt. This is why taste and mental exercise are part of Tamansiswa education for the purpose of forming an intelligent and virtuous soul through disciplined behavior or habits.

In the context of Ki Hadjar's thought, education is not enough just to make children smart or excel in their cognitive aspects. Education should develop all the potential that children have such as creativity (cognitive), sense (affective), and intentional (conative). Thus, education is expected to be able to develop children to be independent and at the same time have a sense of concern for other people, the nation, and humanity, so that children become humanists and more cultured. Teachers currently have a very large role in building the character of children/students. As a teacher figure or role, which in Javanese philosophy is called *digugu* and imitated, is at stake. Because the teacher is the spearhead in the class, who deals directly with students. Teachers are models for children, so every child expects their teacher to be a model or example for them. A teacher must always think about his behavior, because everything he does will be used as an example for his students and society. As teachers and educators, it is expected and appropriate to set an example for students both in every activity carried out, both in words and concrete actions or behavior. To form students who have good character, as a teacher it is necessary to set a good role model and example. Given the importance of the concept of Ki Hadjar Dewantara's teachings, namely Tringa in Human Resource management, it is necessary to research the implementation of Tringa in HR management in schools which is expected to improve school progress in accordance with the qualifications set by the school.

## Literature Review

The Tringa concept was coined by Ki Hadjar Dewantara as the Father of Indonesian Education. According to Ki Hadjar Dewantara, educational practice must be rooted in national identity so that it demands critical efforts as an educational foundation that is open to scientific, technological and social dynamics. (Musanna, 2017).

Character education starts from early childhood with the aim of instilling good values so that they can become habits when they grow up or at the next level of education. According to psychologists, early childhood is the right time to do education. Because, at this time the child is experiencing a process of extraordinary growth and development. Children do not yet have many negative influences from the outside or their environment so that parents and educators will find it much easier to direct and guide their children, especially in instilling character education values. (Putri, 2019).

Koesoema (2010) emphasizes that character education can be a means of civilizing and humanizing. The role of character education is not only integrative, in the sense of strengthening the intellectual morals of students, but also curative, both personally and socially, that is, it can be a means of healing social ailments. Ki Hadjar Dewantara with his *among* system wanted to create an alternative system to the authoritarian and oppressive school system, distance learning from the system of orders and punishments to achieve order. According to Ki Hadjar Dewantara, a learning process like this is contrary to the nature of nature, contrary to the independence of each student. Therefore, Ki Hadjar Dewantara chose an orderly and peaceful method. In this method students are given the freedom to develop their creativity so that their potential and talents can be seen. So that with this system it can develop self-confidence, independence and student activity, this is because in learning students passively see what is around them by *ngerti, ngrasa, dan nglakoni*.

Tringa learning concept meaning *ngerti, ngrasa* dan *ngelakoni* displays the beauty of rooted learning that starts from the awareness of the learner to understand. After that feel what he has learned. And in the end apply what he has learned in the real world (Kuswandi et al., 2019).

The three centers of education are the educational concepts put forward by Ki Hadjar Dewantara, the founder of Taman Siswa who is recognized as the Father of National Education. The three educational centers referred to here are the educational environment, this includes "Education in the family environment, education in the college or school environment, and education in the community or youth environment". Three education centers are three centers that are responsible for the implementation of education, namely in the family, school and community (Dewi, 2021).

In an effort to improve the quality of human resources, a mechanism is needed that is able to manage and optimize the various components and

existing resources. In the world of education, this is called educational management. Educational management can be interpreted as a process of planning, organizing, directing, and controlling educational personal efforts to utilize all resources in order to achieve educational goals. (Indarti, 2019).

Komariah & Triatna, (2005) explains that resource inputs include Human Resources and other resources. School Human Resources consist of school principals, teachers, and other education personnel. While other resources include money, tools, equipment, materials, buildings, and so on.

## **Methods, Data, and Analysis**

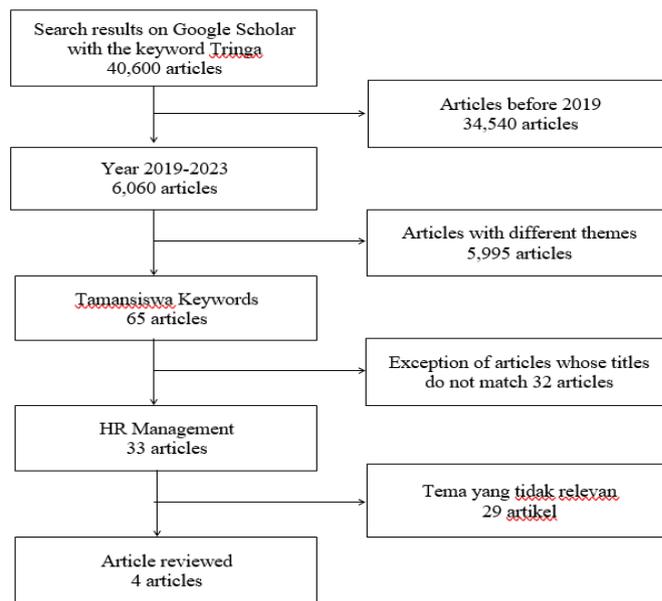
This research was conducted by collecting data using the Systematic Literature Review (SLR) method. The use of the literature review method aims to filter the data in the Google Scholar database (Google Scholar) regarding the Tringa Tamansiswa teachings applied in education and several related articles. In conducting an article review, the following steps are carried out:

1. Selection of review topics

In this case the review topic taken is related to the teachings of student gardening in the form of the Tringa concept taught by Ki Hadjar Dewantara..

2. Selection of articles according to the topic.

Selection of articles related to the review topic is done by entering a number of keywords related to the review topic in the search column on the Google Scholar database (Google Scholar). In conducting the search, several types of search keywords were used, such as: Tringa; Year 2019-2023; Tringa Tamansiswa; HR Management. When entering the Tringa keyword on Google Scholar, 40,600 articles will be found. After the 2019-2023 publication year is limited, 6,060 articles will be found. Then we enter the keyword Tamansiswa, then we will find 65 articles and HR Management, we will get 33 articles. Then after that, 4 articles were selected for relevant topics and the process of downloading or saving the articles related to the topic of the review was carried out. The next step is to sort the articles that have gone through the download process.



**Figure 1.** Article Selection Process Diagram

3. Analysis and synthesis of the literature that has been obtained.  
After selecting articles that are relevant to the topic of the review, analysis and synthesis are carried out on the articles that have been selected.
4. Organization of literature for appropriate topics.

**Table 1.** Articles reviewed, which have high quality and relevance in research

Author	Journal Title	Method	Conclusion
Sulfiyanti, Rahmawati Wibawa	<i>Integrated Science Learning with Tamansiswa Teaching Concepts for Independent Learning in the 21st Century</i>	Systematic Literatur Review- SLR	There are two academic teachings that are often used in the teaching and learning process in integrated science learning, namely tri nga (know, feel, do) and tri N (niteni, nirokke, add). In Tri Nga's integrated science learning, broadly speaking, it includes three main activities, namely planning, implementation, and assessment. Meanwhile Tri N tends to be applied in practicum activities in the teaching and learning process.

Nur Sai'du	Diffusion of Kurt Lewin's Change Management Innovation Model in Madrasas with the Tringa Principle Approach	Systematik Literature Review (SLR)	Kurt Lewin's change management model with a humanistic approach with Ki Hajar Dewantoro's "Tringa" principle can be used in order to overcome crises due to change as a result of the co-19 pandemic in the education sector. Diffusion of educational innovations can be carried out well at the teacher level in understanding curriculum, learning processes, learning media, learning methods, learning resources, learning time, and involving parents as learners with the demands of educational growth in the digitalization era.
Ribka Nasita Putri	Application of Tri-Nga Teachings to Improve Character in PAUD	Descriptive qualitative research	Ki Hadjar Dewantara's "Tri Nga" concept which includes Ngerti, Ngrasa, Nglakoni is an educational concept that has an identity or identity that is not found in most western educational theories. Apart from that, this application can form the personality of students who have more character in accordance with the pillars of character education for PAUD children.
Tri Indarti	Implementation of Tringa Tamansiswa in HR Management for School Progress	Qualitative approach	The results achieved in the implementation of Tringa include students starting to be enthusiastic and motivated to learn by producing works so as to create a school environment that is rich in achievements. Tringa's results are also reflected in various student achievement results both in the academic and non-academic fields such as

			students being able to win various competitions at both the sub-district and district levels.
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## Results and Discussion

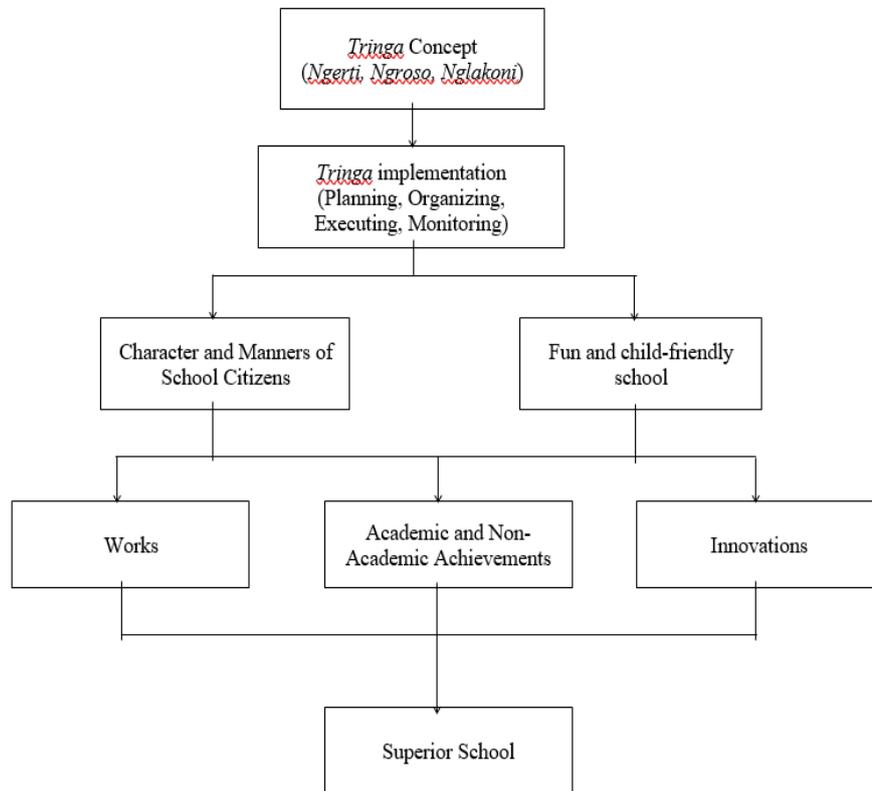
In the world of education, the figure of Ki Hadjar Dewantara as the Father of National Education for the Indonesian nation teaches many things that are very well known in the field of education. The concept of national education put forward is very down-to-earth and rooted in Indonesian culture, including "Tringa": *Ngerti* (cognitive), *Ngrasa* (affective), *Nglakoni* (psychomotor). The elements of moral understanding are moral awareness, understanding of values, ability to take other people's ideas, moral rationality (reasons why one should do that), making decisions based on moral values, and deep understanding of oneself. This understanding or cognitive aspect is quite clear and can be developed in joint study in class or with the input of other people. From this cognitive perspective, students are helped to understand what the values are and why those values must be carried out in their lives (Putri, 2019).

Ki Hadjar defines education as an effort to advance the character, mind and body of children, in order to advance the perfection of life, namely to live and bring children to life in harmony with nature and society. Ki Hadjar reminded that for all the teachings of life, the ideals of life that we adhere to require understanding, awareness and seriousness in their implementation. Knowing and understanding alone is not enough, if you don't feel aware of it, it means nothing if you don't implement it and don't fight for it. Just feeling without understanding and not implementing, practicing without awareness and without understanding will not bring results. Because that's a prerequisite for every participant in the struggle for ideals, he must know, understand what it means, what the goal is.

Tringa implementation in Human Resource Management in schools can improve school progress, described as follows (Indarti, 2019):

1. Planning in implementing Tringa includes program planning, program evaluation and program follow-up so that it can run well and can be actualized.
2. Organizing in implementing Tringa includes organizing school principals by determining the working mechanism of each teacher according to their duties and functions so that Tringa implementation can run well.
3. Implementation in implementing Tringa includes the implementation of habituation and the learning stage, which is carried out by optimizing the school environment, recognizing staff, building a comfortable and pleasant school atmosphere.
4. Supervision in the implementation of Tringa includes supervision from schools, namely the principal and teachers always monitor and

supervise students in teaching and learning activities that apply Tringa.



**Figure 1.** Thinking Framework Diagram

From a number of articles that have been found from the Google Scholar or Google Scholar database, the result is that Tringa is one of the many teachings of Ki Hadjar Dewantara contained in Ketamansiswaan. Tringa itself consists of 3 components or activities, namely *ngerti*, *ngrasa*, *nglakoni*. Tringa itself contains cognitive, affective and psychomotor aspects (Anik Dwi Nurmawati et al., 2022). The Tringa concept is implemented in HR management in schools through planning, organizing, implementing and supervising so that it will affect the character and manners of all school members and create a fun and child-friendly school so that it will produce works, achievements both academic and non-academic. academics, as well as innovations needed by schools so that they have superior competitiveness compared to other schools.

## Conclusion

The results achieved in the implementation of Tringa include the creation of schools as fun and child-friendly learning parks so that they can produce academic and non-academic works and achievements. All school members (principals, teachers/staff and students) will have good character and manners as well as the innovations needed by schools so that they have

superior competitiveness compared to other schools.

## Limitation

This study has limitations, among others, the number of relevant journals with the topic is small and this research is only an outline explanation because this research uses literature studies. For future researchers, it is hoped that they can increase the literature used and explain in more detail and detail regarding the implementation of Tringa in building the character of human resources.

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