



Trigatra Bahasa Model in Central-West Java Border Area Teachers' Assessment

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ABSTRACT

This report is a part of a larger research in the effort to optimize the strategies in planning, developing, fostering, and protecting languages, all of which lead to inter-ethnic harmony. This strategy is very important and fundamental because the issue of language is closely related to the maintenance of harmony. The *Trigatra Bahasa* is a portrait of Indonesian national harmony that has been maintained for more than nine decades. It lives in the Indonesians' daily life and becomes common interests that should not be changed because it will result in the disruption of national harmony and the language agreement contained in the Indonesian Youth Pledge. This study proposes to develop a *Trigatra Bahasa* learning model in the interprovincial border areas represented by the provinces of West Java and Central Java for geo-linguistic considerations of the languages in the two provinces. This research was conducted through the Research and Development 4D model approach in four stages, namely defining, designing, developing, and disseminating. The findings of this research are the report on the teachers' assessment of *Trigatra Bahasa* learning model for high school students in the inter-provincial border area. *Trigatra Bahasa* can increase students' love of language. In addition, the implementation of *Trigatra* language needs to be adjusted to the needs and interests of the students.

Keywords: *Border areas, Freedom to learn, Learning model, Trigatra bahasa.*

1. INTRODUCTION

This research is particularly conducted in Cirebon, which is the border area between West Java and Central Java Province. The Sundanese in West Java and Javanese in Central Java are dominant languages, but the legislation confirms Indonesian as the official national language, the language of instruction for education and other functions. The 2013 Curriculum on language learning in high school does not contain the concept of the *Trigatra Bahasa* that lives in Indonesia. All teachers of Indonesian, local languages, and foreign languages only focus on teaching the languages themselves and do not provide space for understanding the relationship between the three languages. The meaning of the *Bahasa Trigatra* is the fact that the Indonesia has a multilingual society, so it is necessary to regulate the use of language spaces that include Indonesian, local languages, and foreign languages, so that the community can be facilitated, and the proportions are right (Anto, Hilaliyah, & Akbar, 2019).

The debate on the role of each language is still ongoing, especially between Indonesian and local languages in border areas. There should be real action to avoid sharper friction about the position of the two languages. It causes the issue of language sovereignty and becomes a continuous conflict. Therefore, language learning materials are needed that do not just explain their respective linguistics, but more than that, for certain areas, a language learning model based on the *Trigatra Bahasa* is needed to provide assistance to teachers in explaining historical, empirical, and historical aspects, and politics when they teach with the support of appropriate learning media. Class X high school students were chosen because of the consideration of sufficient literacy skills to understand the teaching material provided. This research also provides students with the provision of four main skills entering the 21st century.

In addition, education and knowledge related to learning moral values in the *trigatra* principle of language needs to be intensified and re-socialized to teenagers who experience *xenoglossophilia*. *Xenoglossophilia* is a phenomenon of excessive interest in

using foreign languages which worries the existence of Indonesian in the era of globalization. Another aspect that closely resembles the phenomenon of *xenoglossophilia* is the extinction of languages without a shift in language, which means that languages do not become extinct as long as there are speakers of said language. Not only in public spaces and the surrounding environment, *xenoglossophilia* was also found in menus in restaurants and cafes as well as the names of restaurants and cafes in Surakarta, as studied by (Haryanti, 2019; Haryanti, Hija, & Waljinah, 2019).

This is a problem that needs further attention. Native speakers of the language will be comfortable using a mixed language if left unchecked. This language can be a mix of Indonesian and English or an absorption language from social interactions in the community, which exposes the Indonesian language to the risk of being forgotten. The unifier of this nation will gradually disappear (Rahmawati, Yulianeta, Hardini, Sunendar, & Fasya, 2022). From the background described above, the research problem is formulated as follows: "How is the *Trigatra Bahasa*-based Freedom learning model that can be applied in high schools in inter-provincial border areas as an effort to strengthen the identity of the Republic of Indonesia?"

Based on the problems mentioned above. This research aims to design a language learning model based on the practice of *Trigatra Bahasa* in junior high schools in the provinces of West Java and Central Java as an effort to strengthen the identity of the Republic of Indonesia through language diversity; and compile learning tools in the form of learning implementation plans, teaching materials including the learning videos, guidebooks, and assessment instruments.

This section below explains the language mapping in the West Java and Central Java Province. Furthermore, it is also explained how the practice of the Language Learning Model Based on the *Trigatra Bahasa* and the practice of MBKM program is one of the foundations in conducting this research.

2. METHOD

This research was conducted using research and development (R&D) methods due to its suitability with the preparation of the model design in producing a product. The products produced in this study are models and learning media. In this study, it refers to the 4D model (four-D Model) which consists of four stages, namely (1) defining, (2) designing, (3) developing, and (4) disseminating (Thiagarajan, Semmel, & Semmel, 1974). In the interest of space, the development model used focuses on the developing stage particularly in relation to the teachers' assessment of the model.

The order of implementation of the 4D model is carried out in particular order. In the first stage, a

definition was carried out, namely identifying problems, and analyzing needs related to language conditions in the two provinces. From the identification of the problems obtained the results of observations, questionnaires and interviews were conducted together with two Language Centers in the two provinces. The next step was to carry out a needs analysis. Needs analysis was obtained from the results of observations, questionnaires and interviews with informants, local governments, and other relevant parties. In addition, a literature review/library related to research that has been and is being carried out is also conducted. After the problems and needs analysis were carried out, the *Trigatra Bahasa* learning media model was designed in the form of hypothetical models and manual models. After the model had been designed, the next stage was the development phase in the form of model validation and testing of the designed model. Next, after the learning model was tested, the final stage was carried out, namely dissemination. Dissemination of research results was carried out in seminars.

Previous research has succeeded in mapping the number and vitality of languages in the West Java and Central Java Province and measuring the percentage of language use. This stage is an important foundation for carrying out the next stage as well as assessing the language attitude of the people in the two provinces.

There were research outcomes that have been and are in the process of being completed. The *Trigatra Bahasa* Language-Based Learning Model used by academic units in senior high schools located in the border areas of West Java and Central Java, namely in the Cirebon area. This model has been socialized and applied by providing briefing on the use of learning video products to teachers. The activity was held at SMA Negeri 8 Cirebon on July 29, 2022.

The data collection instruments in this study were in the form of questionnaires. The questionnaire instrument was distributed to teachers and high school students of class X in Cirebon to obtain data on language learning needs, use of learning media, and other factual data. A closed questionnaire was used in this study. The data were collected through the statements of "strongly agree", "agree", "neutral", "disagree", and "strongly disagree". The respondents were 24 teachers. They are language teachers spread across several high schools in Cirebon. The data obtained were processed and presented with qualitative methods.

3. FINDINGS AND DISCUSSION

3.1. Language Mapping in the Provinces of West Java and Central Java

The Language Development and Construction Agency in the period 2016-2019 conducted a language study and mapping. The result obtained a total of 718

languages identified in Indonesia. A total of 584 languages (81%) are located in border areas, especially in the Papua Province and West Papua, which amount to 428 languages (59%) and the country border of Papua New Guinea (Language Development and Fostering Agency, 2019). On the island of Java, there are two main regional languages, namely Sundanese and Javanese, while the total distribution of languages on the island of Java is 9 languages. The border areas of West Java and Central Java Province have a very dense population. Both languages in the border areas of West Java and Central Java have been studied and mapped the living power or vitality of the language of each region starting from the safe category to the declining category. However, the language mapping study has not examined the geo-linguistic and political aspects of the languages in the provincial border areas.

Sundanese is spoken by people living on the island of Java in the west, especially in West Java Province. Apart from West Java, this language also has distribution in several other parts of Indonesia, for example in Banten, Central Java, East Java, DKI Jakarta, Lampung, Bengkulu, and North Sulawesi. Based on dialectometric calculations, the Sundanese dialect in West Java is divided into two dialects, namely 1) dialect h which is spoken in almost all areas of West Java, except in the northern coastal area bordering the province of Central Java. In this dialect there is a realization of the sound [h] in all positions as standard Sundanese in general, 2) non-h dialect, which is spoken by the people in Pareangirang Village, Kandanghour District, Indramayu Regency, and in other border cities such as Cirebon. Javanese is a language originating from the island of Java. Besides Java, this language has also spread in various regions in Indonesia, such as in East Kalimantan, Riau, Aceh, South Kalimantan, Lampung, Bengkulu, North Sumatra, Jambi, Bali, Southeast Sulawesi, Nusa Tenggara. Based on the results of dialectometric calculations, Javanese is a language with a percentage difference ranging from 81%-100% when compared to surrounding languages, for example compared to Sasak language, Sumbawa language (Samawa), and Bima language (Mbojo). In addition, the Javanese language in the NTB province can be said to be the same language as the Javanese language in Yogyakarta and Surakarta with a percentage difference of 60%, due to dialect differences (Language Development and Fostering Agency, 2019).

3.2. Language Learning Model Based on Trigatra Bahasa Practice

The existence of local languages is a necessity for the multi-lingual Indonesia which is strongly protected by law. The presence of local languages in border areas requires a very special study because the existence of local languages also determines the language diversity that characterizes Indonesia. In addition, language

mapping in border areas has not considered appropriate learning models and learning media. The conditions and peculiarities of an area require unique teaching materials and learning media so that the targets outlined in the 2013 Curriculum are still achieved. The never-ending debate between Indonesian as the state language and local languages, both of which are protected by the 1945 Constitution, requires careful language planning which is embodied in the learning model and its various learning media.

The language learning model based on *Trigatra Bahasa* is an integrated implementation model of various government policies on language learning. Integrated learning (integrated teaching and learning or integrated curriculum approach) is a concept initiated by John Dewey. According to Dewey (in Ananda & Abdillah, 2018; Fogarty, 1991), integrated learning is an effort to integrate the development and growth of students and their knowledge abilities. Dewey further explained that integrated learning is an approach to developing students' abilities in the formation of knowledge based on interactions with the environment and experiences in their lives (Ananda & Abdillah, 2018; Fogarty, 1991).

This model emphasizes the policy of implementing the learning of three types of languages in Indonesia, namely Indonesian, local languages, and foreign languages. These three types of languages are officially included in the 2013 Curriculum, but the Core Competencies and Basic Competencies in the curriculum do not explain the *Trigatra Bahasa*. This means that every teacher of Indonesian, local, and foreign languages only focuses on their respective fields of duty and does not touch the basic philosophy of language policy in Indonesia. The *Trigatra Bahasa* Model contains the historical facts of the struggle of the Indonesian people before independence through the Youth Pledge of 1928 until the independence period in 1945. The model is based on the laws and regulations contained in the 1945 Constitution Article 36 and the implementation of the two things above is revealed in Law Number 24 of 2009 on the National Flag, Language, and Emblem, as well as the National Anthem which explicitly mentions the existence of three types of languages (Laws of The Republic Indonesia, 2009).

The results that have been achieved in this study are in the form of outputs that are the main target of this research, namely the learning model of *Trigatra Bahasa*-based learning used by academic units in high schools located on the border of West Java and Central Java, namely in the Cirebon area. This model is also aligned with the MBKM activity design (in the form of a semester learning plan) for one semester that is carried out by students in order to equalize a minimum of 20 credits. During this research, students have been involved in research activities. These students made daily activity notes, both related to attendance and activities carried out

and known by the lecturer. In addition, they also completed reports on research activities with predetermined formats and systematics, both progress reports and final reports.

3.3. Teachers Assessment on the Trigatra Bahasa Learning Model

Most of the respondents have understood the urgency of the *Trigatra Bahasa* and their respective roles. The three language structures are considered to be irreversible in order. Respondents' awareness of the importance of prioritizing Indonesian, preserving local languages, and mastering foreign languages has been seen. In addition, the *Trigatra Bahasa* model is considered to be able to increase patriotism.

The results show that all teachers strongly agreed that the application of the *Trigatra Bahasa* had a good purpose. Teachers realize that learning languages, especially local languages, and foreign languages, is good for students. The language can be a provision for students in building superior characters of the nation. One of them can build an appreciation of language in students. The application of *Trigatra Bahasa* can also strengthen the identity of the Republic of Indonesia and prevent divisions between nations.

The application of the *Trigatra Bahasa* model can help the preservation of language. Language is considered to be extinct if it is not taught. Even the Indonesian language, if not used in spoken and written form, can disappear. In addition, its use also needs to be considered properly and correctly. According to teachers, students' interest in learning Indonesian is quite diverse. The results show that students have varied interests. Some teachers stated that they strongly agreed that students' interest in learning Indonesian at school was quite high. Some others agreed, and some others stated neutral. But none of the teachers voted against or strongly disagreed. Among the three languages, the teacher assessed that students were most interested in learning Indonesian compared to local and foreign languages. Several things that can affect a person's interest in learning a language include 1) motivation and aspiration; 2) family; 3) the role of the teacher, 4) facilities and infrastructure, 5) social friends and 6) mass media (Susanto, in Simbolon, 2014).

Students' use of language today is very diverse. Most students study local languages as their mother tongue, Indonesian as the educational language, and foreign languages as one of the subjects at school. This is one of the reasons that children have some knowledge of language at one time. As a result, the use of Indonesian becomes less appropriate. Students are accustomed to mixing languages in daily life. Not only at home, sometimes they also mix Indonesian with other languages at school.

The results show that, if examined from the advantages of language mixing, the teacher considers that the use of language that is not rigid will actually foster an appreciation of language. Most of the teachers stated strongly agree and agree. Others said they were neutral, and some of them even chose to disagree.

Based on some of the explanations above, the *Trigatra Bahasa* model was prepared with the hope of fostering a greater patriotism in students. Students are expected to be able to use Indonesian, local, and foreign languages in the right time and place. It not only makes communication easier, but the use of the right language is also one of the efforts to perpetuate a language. The more speakers there are, the more maintained the language.

4. CONCLUSION

The language learning model based on *Trigatra Bahasa* which is the focus of research by researchers is an integrative and implementation model of various government policies on language learning. This integrated learning (integrated teaching and learning or integrated curriculum approach) is an attempt to integrate the development and growth of students and their knowledge abilities with an approach to develop students' abilities in knowledge formation based on interactions with the environment and experiences in their lives.

This model emphasizes the policy of implementing the learning of three types of languages in Indonesia, namely Indonesian, local languages, and foreign languages. These three types of languages are officially included in the 2013 Curriculum, but the Core Competencies and Basic Competencies in the curriculum do not explain the *Trigatra* of Languages. This means that every teacher of Indonesian, regional and foreign languages only focuses on their respective fields of duty and does not touch the basic philosophy of language policy in Indonesia. The socialization of this model, got the results that the learning model uses *Trigatra Bahasa* the learning process can incorporate the concept of *trigatra* which can strengthen students' sense of nationalism.

The Freedom Learning Program which is the next focus of this research is expected to be used as a means for researchers and students to carry out learning according to their abilities and conscience. This is adjusted to the interests of each student to make a portfolio as a work as well as learning outcomes. Learning is expected to be something fun and not give a heavy burden because, learning is a long process. Through the "Freedom Learning/*Merdeka Belajar*" program, students are expected to be able to maximize their potential because they have the opportunity to develop knowledge according to their respective interests. The learning experience is converted into

several credits of learning in each student's study program.

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