



21st Century Skills-Based *Trigatra Bahasa* Learning Model

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ABSTRACT

For Indonesia, language is not only a tool for communication, but also a symbol of national unity, a reflection of the establishment of the Republic of Indonesia, the diversity of ethnic groups, and the parameters of the nation's competitiveness internationally. Within the framework of the nation, there are three principles of languages called *Trigatra Bahasa*, which is expressed through Indonesian, local, and foreign languages. This study is aimed at establishing a *Trigatra Bahasa* learning model based on 21st century skills. The high school language teacher's role encompasses not just imparting spelling and grammar to students but also facilitating comprehension of *Trigatra Bahasa*, a national unification principle. Sadly, few teachers have explored critical theories and philosophies concerning this essential matter, mainly on the account of the absence of comprehensive language curricula showcasing the *Trigatra Bahasa* spirit as a national language policy. This study employed the Research and Development (R&D) approach of the 4D model, consisting of four phases: Definition (Define), Design (Design), Development (Develop), and Dissemination (Disseminate). The research focused on a learning device model which underwent the initial stages of Definition and Design, followed by the subsequent Development and Dissemination phases. The participating schools were SMAN 8 Cirebon, SMAN 2 Cibinong, and SMAN 3 Tasikmalaya. The data collection tools comprised questionnaires, observations, interviews, and tests. The questionnaire tool was dispensed to teachers and grade X high school learners for gathering information on language learning needs, the use of learning media, and other factual data. The observation tool facilitated monitoring of the language learning process in the classroom.

Keywords: 21st century competencies, language pedagogy, national unity, *Trigatra Bahasa*.

1. INTRODUCTION

The Sundanese language in West Java and Javanese in Central Java exhibits notable strength. However, legislation reaffirms Indonesian as the official national and educational language, along with other functions. Surprisingly, the 2013 high school language learning curriculum omits the concept of *Trigatra Bahasa* or the Three Principles of Languages that pervades Indonesia. Teachers of Indonesian, local languages, and foreign languages primarily focus on teaching their respective language without providing ample space for understanding the relationships between the three languages. Reflecting upon the experiences of Srilangka, which separated from East Pakistan, and Catalunya in Spain, which seceded due to language differences, Indonesia, being a multilingual country, should take heed.

Language ideologies are well-defined, but the debate about the functions of languages continues, especially in border areas where Indonesian and local languages overlap. To prevent language sovereignty problems and persistent conflicts, it is necessary to reduce tensions between the two languages. Therefore, to provide effective language learning support, it is necessary to develop materials that not only explain the linguistic principles of each language but also include a set of lessons tailored to specific subject areas. This model, based on *Trigatra Bahasa*, assist teachers in explaining historical, empirical, and political aspects with the support of suitable learning media. Grade X secondary school students were selected based on their sufficient literacy skills to comprehend the teaching materials provided. This research also equips learners with the four main skills necessary for entry into the twenty-first century. This study addresses the four main skills required for the 21st century, which are communication, collaboration, critical thinking, and creativity.

The emergence of communication technology has an impact on human interaction. The Internet, which was created by communication technology, affects all aspects of human life. Social interaction has become effortless with internet connectivity. Telecommunications companies have designed multiple social media applications to enable communication. The advent of communication technology impacts human interaction. Intelligent management of scientific and technological progress is crucial. Technology, like a double-edged sword, bears potential advantages and disadvantages.

Social media can have both positive and negative effects. It can also influence personality. Kurnia et al. (2022) suggest that social media is a communication tool that serves as an information source and requires media presence. It can also influence personality. Clarifying this is essential. However, if users do not filter or lack media literacy, negative consequences may arise. The younger generation or young people may face unforeseen challenges, necessitating a heightened awareness on their part to confront them effectively (Silvana & Darmawan, 2018).

Building a knowledgeable Indonesian nation in the 21st century presents challenges for its citizens. Success will be through the demonstration of strong will and character in the promotion of the nation's civilisation. In the 21st century, science and technology have advanced rapidly, resulting in changes in the learning environment, including changes in curricula, media and technological approaches. A good learning environment presents abstract concepts in a comprehensible manner. In the 21st century, information and communication technology (ICT)-based learning is inseparable from the demands of learning. Integrating technology as a learning tool to enhance learning skills is one of the requirements of learning in the 21st century. It is essential that students learn how to effectively use technology for daily activities. Furthermore, Rahayu et al. (2022) suggest that teaching and learning can enhance creative thinking, efficient communication, productivity, and cognitive abilities. It is important to maintain objectivity in academic writing, using clear and concise language with a logical structure and avoiding biased or figurative language. Consistency in formatting and citation is crucial, as well as adherence to grammatical correctness and precise word choice. The text should maintain a formal register and employ hedging to avoid bias.

The 21st skills are no longer about literacy but multiliteracy. According to Abidin (2015), what is meant by "multiliteracy" is the ability to use various ways to express and understand ideas and information using conventional text forms or innovative texts, symbols, and multi-models. In addition, Abidin (2016) stated the importance of revitalizing learning assessment in the 21st century. Various 21st century skills and challenges that exist as educators need to develop assessment in learning. With technological developments that greatly affect students, the 21st century can be overcome by increasing multiliteracy skills to optimize quality learning (Abidin, 2015, 2016).

Critical awareness, discussion, critical decisions, and social action are the most important aspects of digital literacy. The most crucial critical awareness, however, is that the public benefits from being adequately informed about the media through essential comparison of the media, increased awareness of the impact of the media on daily life, interpreting media messages, increased awareness of programs as a means of learning about culture; knowledge of the relationships between media owners and governments that influence media content; and considering the media in individual decisions. The audience's critical awareness of media reality is the primary goal of media literacy. This is because the media is not a neutral entity. It always carries economic, political, or cultural values all these influences how he lives his daily life. Media literacy is the basis for society to examine media content and determine media information needs critically. Media literacy is required because of information saturation, high media exposure, and the various information issues surrounding our daily lives. Therefore, the public must be able to control the information or news they receive (Naufal, 2021).

Rapidly evolving technology is driving learning in the 21st century. In the field of assessment, too, this technological progress is driving various advances. Modern assessment can use technology, whereas traditional assessment relied on paper. century learning is distinct, and educational institutions must concentrate on developing 21st century skills. Learning should be designed around the 4C skills: critical thinking skills, creative and innovative thinking skills, communication skills, and collaboration skills. It is essential that teachers develop a curriculum that reflects 21st century learning skills to equip students with the necessary learning outcomes. Developing a learning model that aligns with 21st century learning is crucial to deliver engaging learning experiences. The model aims to enhance student engagement in the learning process. This shift in focus is due to the transformation of education in the current era, from a teacher-centered to a student-centered approach (Rosnaeni, 2021).

Trigatra Bahasa is a form of national togetherness. *Trigatra Bahasa* prioritizes Indonesian, preserves local languages, and masters foreign languages. The three are not interchangeable. The many cultures in Indonesia gave birth to many regional languages. The Indonesian Language plays a vital role in unifying a very diverse nation. In addition, it is a unifying tool and a national pride that can be a means of communication between regions and cultures. The 21st century skills based *Trigatra Bahasa* model is essential to be researched further because the challenges of 21st century learning are not only the development of science but also the development of technology. There needs to be several

aspects in integrating 21st century skills with the *Trigatra Bahasa* learning model that will give birth to a new model. It is hoped that it can optimize language planning, development, coaching, and protection, leading to harmony between nations.

Discussions about each role of Indonesian and local languages in frontier regions continue. Measures should be taken to prevent heightened friction between the two languages, which can result in conflicts regarding language sovereignty. Accordingly, there is a need for language learning materials that delve beyond mere linguistic explanations. A *Trigatra Bahasa*-based language learning model is needed to help teachers explain empirical, historical and political aspects of specific areas using appropriate media (Hardini, et al., 2022).

2. METHOD

The product of the study is the *Trigatra Bahasa* Model, a digital, web-based approach based on the skills of the 21st century. A research and development (R&D) methodology was used in the research to create the product and assess its efficacy, as outlined by Sugiyono (2016). The design model was 4D, involving the distinct phases of define, design, develop, and disseminate, as elucidated by Kurniawati (2021).

The study uses the 4D (four D) model in development, which consists of four stages: (1) defining, (2) designing, (3) developing and (4) disseminating. Abbreviations of technical terms are explained the first time they are used. Precise word choice is used throughout, while remaining comprehensible and adhering to grammatical correctness. The model is implemented as follows: the defining and designing stages take place in the first year, the developing stage in the second year, and the dissemination stage in the third year. The study adheres to conventional formatting guidelines, including regular author and institution formatting and a clear structure with causal connections between statements. The language used is formal, objective and value-neutral, with consistent use of high-level technical terms, avoiding biased or emotive language. The implementation of the 4D model in this study followed a series of stages. The first stage involved defining the problems and analyzing the language conditions in two provinces. This was achieved through observations, questionnaires, and interviews conducted with Language Centres in both provinces.

After identifying the problem, the following step is to perform a needs analysis. The analysis was acquired through observations, questionnaires, and interviews with relevant parties, including informants and local government officials. Furthermore, literature reviews related to the conducted and ongoing research are conducted after the problem and needs analysis. This is followed by the design stage which is formulated based on the analysis. Based on the issues and requirements of creating learning models and media, we have developed a *Trigatra Bahasa* learning media model using 21st century skills as a hypothetical and manual model. It has been designed with a clear and concise structure, logical flow, and objective language that avoids biased or emotional evaluations and employs passive tone and impersonal construction. Technical terms are appropriately explained, and subject-specific vocabulary is used when it conveys meaning more precisely. We have also maintained conventional academic structure, adhered to consistent citation and footnote style, and ensured the text is grammatically correct and free of spelling and punctuation errors.

Once the model has been designed, the development phase begins with model validation and testing. Technical abbreviations will be explained when first used. The language will be clear, objective and value-neutral, with a high level of standard vocabulary. The structure will be logical, with causal links between statements, conveying a balanced approach with precise word choice and grammatical correctness. The final stage involves disseminating the learning model after it has been trialled. Finally, the tone will be formal, avoiding biased, emotional, figurative, or ornamental language, while making positions on subjects clear through hedging. Research findings are communicated through Focus Group Discussions, seminars, webinars, and articles. This stage serves as a crucial basis for conducting the subsequent stage which assesses the language perceptions of the locals in both regions.

Data was collected through questionnaires, observations, interviews, and tests. The questionnaire was distributed among grade X high school students and teachers to gather information on language learning requirements, the utilization of learning media, and other factual data. The classroom language learning process was observed using an observation instrument, and the aspects observed were recorded by following an observation guideline. Interview instruments were prepared to gather data from relevant stakeholders, which included the school principal, the head of the Education Office, and the Head of the National Unity and Politics Agency (Kesbangpol) in both provinces, along with other relevant parties. Simultaneously, a test instrument was used to evaluate the effectiveness of the Language *Trigatra* learning model. The research respondents were from SMAN 8 Cirebon, SMAN 2 Cibinong, and SMAN 3 Tasikmalaya.

3. RESULTS AND DISCUSSION

Most respondents described various aspects of a good learning model currently needed analysis of research results from interviews, observations, questionnaires, and literature studies. Learning in the era of technological development encourages people to use various applications that support daily activities. High school students often open exciting applications. Most respondents like colorful apps and images. Many respondents like applications with several language options, such as Indonesian, regional, and foreign languages. Applications that do not use the Internet are more attractive to many students than applications that use the Internet. Respondents mostly choose apps that do not use a lot of memory, have an attractive appearance, and are easy to use.

Most respondents like teachers who use interesting apps as learning aids. The questionnaire results also show that many respondents like apps that suit their needs. Apps that are easy to download are more popular with respondents because they can facilitate the use of apps by saving time. In addition, Indonesian language, regional language, and foreign language lessons must be strengthened with media applications. The existence of *Trigatra Bahasa*, consisting of Indonesian, local, and foreign languages is one of the characteristics of diversity in Indonesia that respondents understand well. On average, respondents agreed that *Trigatra Bahasa* symbolizes harmonization between ethnic groups in Indonesia and illustrates the local cultural wisdom of Indonesia's diverse communities. All respondents realized that Trigatra's awareness reflects the community's citizenship literacy.

The harmony of the three types of languages in Indonesia shows a sense of tolerance for differences that respondents respond to and understand well. Respondents also understood the deep meaning of the Language Trigatra. The important meanings of the Language Trigatra are: (1) Indonesian language is one of the unifying symbols of the nation, (2) regional languages represent the diversity of the Indonesian nation that must be preserved, and (3) foreign languages need to be mastered to increase the nation's competitiveness at the global level.

Indonesian language learning needs to be filled with knowledge of *Trigatra Bahasa* that can support students' development. All respondents appreciate and respect friends who have different regional languages and support teachers who teach the three types of languages through the *Trigatra Bahasa* application to strengthen the sense of nationalism. After understanding *Trigatra Bahasa*, respondents love Indonesia's differences even more. According to most respondents, learning about the differences between the three languages needs to be made through engaging application media. All respondents agreed with *Trigatra Bahasa's* slogan, "Prioritise Indonesian, preserve local languages, master foreign languages." Indonesian language learning needs to be filled with knowledge of *Trigatra Bahasa* that can support students' development. All respondents appreciate and respect friends who have different regional languages and support teachers who teach the three types of languages through the *Trigatra Bahasa* application to strengthen the sense of nationalism. After understanding *Trigatra Bahasa*, respondents love Indonesia's differences even more. According to most respondents, learning about the differences between the three languages needs to be made through interesting application media. All respondents agreed with *Trigatra Bahasa's* slogan, "Prioritise Indonesian, preserve local languages, master foreign languages".

The *Trigatra Bahasa* learning model, based on 21st century skills, is easily accessible to students online. It provides valuable insight into the *Trigatra Bahasa* and its association with critical thinking, creative thinking, communication abilities, and collaboration skills - all of which are fundamental attributes of the 21st century. The model includes reading materials and references regarding the impact of *Trigatra Bahasa* in enhancing critical and creative thinking skills, effective communication, active engagement, and collaborative teamwork. This approach can enhance competitiveness in confronting diverse challenges and enable students to maximise their potential in science whilst developing strong values, essential to nurturing future leaders.

Hardini et al. (2018) state that language maintenance can occur in business or business. It can be seen from the use of language in product promotion on social media, one of which is the artist cake business. However, using lousy language can cause misunderstandings, such as cases of code-mixing. Using good and correct Indonesian is also very influential in unifying the nation (Hardini et al., 2018).

The Indonesian language has distinctive and unique characteristics that can be enjoyed with deep meaning. In addition to unifying the nation, the role of the Indonesian language can also counteract hoaxes. According to Fauziyah et al. (2022), digital literacy can prevent hoaxes. The existence of the Indonesian language in digital media characterizes news or information. There are various characteristics of writing true information or information that is not true. Learning Indonesian in depth can increase efforts to avoid false information (Fauziyah et al., 2022).

The threat of foreign languages to Indonesian is also mentioned by Rahmawati et al. (2022). The phenomenon of proudly using foreign languages threatens the displacement of the Indonesian language. Foreign languages often used and favored excessively can shift the Indonesian language, which has a significant leading role in the nation. Therefore,

Indonesian must be the main one, and foreign languages are a provision to compete internationally. Meanwhile, Ghoni et al. (2022) explained the importance of preserving regional languages by involving Indonesian in learning. Then Nurkamila et al. (2022) demonstrated that foreign languages are essential to master and social media greatly affects the motivation to learn foreign languages (Fauziyah et al., 2022; Ghoni et al., 2022; Nurkamila et al., 2022).

Some 21st century skills involve the *Trigatra Bahasa*, namely:

1. Critical Thinking

Students can understand the meaning of the *Trigatra Bahasa* by analyzing the role of the Indonesian Language as a unifying nation and various issues related to Indonesian, English, and Indonesian. This positively impacts the development of critical thinking skills, ranging from hoax issues, language mix-ups, language love, regional language preservation, foreign language skills, etc.

2. Creativity

The *Trigatra Bahasa* encourages students to explore new ideas in solving related problems. Students who utilize Trigatra Language well can increase their creative thinking power by searching for various scientific theories with great curiosity.

3. Communication

With the *Trigatra Bahasa*, students can increase their vocabulary and experience communicating with various languages to improve their communication skills.

4. Collaboration

The *Trigatra Bahasa*, if well understood, can facilitate collaboration between students from different linguistic backgrounds to exchange ideas.

4. CONCLUSION

The 21st century skills require support from various learning tools to have an optimal impact. It is crucial for students to deeply understand the urgency of *Trigatra Bahasa* in learning. *Trigatra Bahasa* represents a form of national unity, with the Indonesian language serving as the primary unifying factor for a nation composed of diverse cultures and languages. Regional languages play a crucial role in preserving a nation's cultural heritage and uniqueness. Foreign languages are a crucial asset for students to compete globally. The *Trigatra Bahasa* requires a more profound interpretation and comprehension by students with 21st century skills. A *Trigatra Bahasa* learning model, based on these skills, is necessary to support language development. The web-based format can aid students in acquiring a thorough understanding of the *Trigatra Bahasa*.

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