



Digital Natives Students' Perception on Development of Application “*Trigatra*” in Indonesia

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ABSTRACT

This study centers on evaluating the perceptions of 325 digital native students in Indonesia concerning the *Trigatra Bahasa*, as well as their responses to the development of the *Trigatra Bahasa* application. Employing the Research and Development approach guided by the 4D model (define, design, develop, and disseminate), the study specifically focused on the initial phase, i.e., the "define" phase. The data was collected through questionnaires utilizing the Likert scale measurement method. Notably, the analysis revealed that 90% of the respondents exhibited an overwhelmingly positive attitude toward the significance of *Trigatra* Language in Indonesia. Moreover, an equal proportion of participants responded favorably to the proposed *Trigatra* application. This was corroborated by strong endorsement for the *Trigatra Bahasa* slogan: "Prioritize Indonesian, Preserve Regional Languages, Master Foreign Languages." The study's findings support a high acceptance rate among digital native students for *Trigatra Bahasa* and its proposed application, suggesting a strong need for its further development and implementation in the educational landscape.

Keywords: Application, cultural and citizenship literacy, digital native, student perception, *Trigatra*.

1. INTRODUCTION

Language, the main bridge of human communication, has experienced a fantastic evolution throughout the ages (Rakasiwi et al., 2014). In Indonesia, the heritage of languages from various tribes and cultures has formed a rich and colorful linguistic mosaic. However, behind its beauty, language is also an invisible battlefield. Complex problems arise when language meets changing times, especially in the increasingly rampant digital era (Zainuddin, 2018).

An interesting phenomenon is related to three forms of language in Indonesia, known as the *Trigatra* of Languages in Indonesia, which refers to three languages: Indonesian, regional, and foreign language (Hardini et al., 2022). The Indonesian language functions as the primary unifying tool for the unitary state of the Republic of Indonesia, while the regional languages function as symbols of national diversity that must be preserved, and the foreign languages are one of the parameters for assessing a country's competitiveness in the global level (Masreng, 2015). The arrival of technology and global connectivity have opened the gate for broader interaction between the three languages but also pose severe challenges to the sustainability and purity of each language (Hardini et al., 2022).

Data from the Language Development and Development Agency, Ministry of Education and Culture, shows that of the 94 regional languages studied, 8 languages are categorized as extinct, 5 languages are critical, 24 languages are endangered, 12 languages are in decline, 24 languages are in a vulnerable condition, and 21 languages are in a safe status (Hutapea, 2021). In addition to the problems above, the main challenge in using language in the digital era is changes in communication patterns. Digital natives, who grew up in an era of increasingly sophisticated technology, tend to be more familiar with digital languages, such as abbreviations, emoticons, and popular phrases that often cross the line between official and informal languages.

This generation is so attached to the internet that they even think that IM, text, and Google are not applications but verbs (Jones, 2010). According to a survey by the Digital Civility Index (DCI), Indonesian social media users rank at the bottom of Southeast Asia regarding social media civility scores (Susanto et al., 2022). Hate speech is easily found,

which has the potential to trigger a rift of harmony (Susanto et al., 2022). Even Microsoft's research states that Indonesian netizens are considered the most impolite in cyberspace (Pertwi, 2021).

While technology brings speed and efficiency to communication, it should also be emphasized that inappropriate use of language can lead to decreased understanding and less practical use. According to the research results of the Indonesian Internet Service Users Association (APJII) in 2017 (in Rastati, 2018), almost most Indonesian Internet users (49.52%) are digital natives. Digital natives are a generation of technology-native speakers who use technology as they breathe (Tapscott, 2013). These facts show that this generation is vulnerable to global influence, disclosure, and freedom of speech, as well as exposure to hate speech (Ardhiani, 2020), which can potentially cause a loss of cultural identity and break the idea of citizenship within the framework of harmony and tolerance (Hastini et al., 2022)

Digital natives' students need to understand the *Trigatra* of Languages. By understanding the complexities of languages interacting in the digital era, they will be able to appreciate linguistic diversity and maintain the authenticity and survival of Indonesian languages. Education about the *Trigatra* of Languages can also help students choose and use the language according to the context and purpose of communication. This comprehension will improve their communication skills and avoid misunderstandings arising from inappropriate use.

Through a deeper understanding of the role and impact of language in the digital era, students from the digital native generation will become agents of change who can care for and enrich Indonesia's linguistic diversity. Thus, the *Trigatra* of Languages is not only an essential issue in education but also in building a society that is more aware of the power of language as a cultural bridge and unifying the nation. Therefore, the research results in this article focus on the perceptions of digital native students on their understanding of *Trigatra Bahasa* and their responses regarding the development of *Trigatra* applications.

2. LITERATURE REVIEW

2.1. Cultural Literacy and Citizenship

Cultural literacy is understanding and behaving toward Indonesian culture as a national identity. Meanwhile, civic literacy is the ability to understand rights and obligations as citizens (Hasnadi, 2019; Pratiwi & Asyarotin, 2019; Atmojo & Lukitoaji, 2020). In other words, every citizen must have the ability to understand diversity and their responsibilities as part of the nation. Cultural and civic literacy can save and develop national culture and global national identity (Maimun et al, 2020).

Cultural and civic literacy is one of the focuses of the Ministry of Education and Culture through the National Literacy Movement. The following are some of the principles of cultural literacy and citizenship according to the Ministry of Education and Culture in 2017: (1) Culture as a way of thinking through language and behavior, (2) Art as a cultural product, (3) Multicultural and participatory citizenship, (4) Nationalism, (5) Inclusivity, and (5) Direct experience.

Reflecting on the above principles, language education, and language behaviour can be one of the doors to teaching cultural literacy and citizenship. Moreover, within the framework of the Unitary State of the Republic of Indonesia, three language forms or *Trigatra* Languages have lived: Indonesian, regional, and foreign languages.

2.2. Trigatra Language Practice-Based Learning

The *Trigatra* Language-based language learning model is an integrative and implementable model of various government policies regarding language learning. This model emphasizes the implementation policy of learning three types of languages in Indonesia: Indonesian, regional, and foreign. These three types of languages are officially included in the 2013 Curriculum, but the curriculums Core Competencies and Basic Competencies must explain the *Trigatra* of Languages. It means that every teacher of Indonesian, regional languages, and foreign languages only focuses on their respective fields of work and does not touch on the basic philosophy of language policy in Indonesia.

The *Trigatra* Language model contains historical facts about the struggle of the Indonesian people before independence through the Youth Pledge of 1928 until the time of independence in 1945. The theoretical core of this model is based on existing laws and regulations in the 1945 Constitution article 36, and the implementation of the two things above is revealed in UU no 24 Tahun 2009 concerning Flags, Languages, and National Emblems, as well as the National Anthem which explicitly mentions the existence of three language elements.

Trigatra is a form of policy that still requires proper implementation of learning (Maryanto, 2023). Therefore, this learning model can be developed through learning applications.

3. METHOD

This research article is part of extensive research on *Trigatra* application design. Overall, the research method used is the Research and Development 4D Model which consists of defining, designing, developing, and disseminating. This study is the result of the first 4D model step, "define," which aims to determine the understanding of digital native students on the concept of Language *Trigatra* and the urgency of developing an interactive application on Language *Trigatra*.

The sample of this research is 325 high school students in West Java. Furthermore, the instrument used is a questionnaire using Google Forms, which consists of 4 indicators: interest in mobile applications, learning applications, understanding of the *Trigatra* of Languages, and *Trigatra* Applications. This questionnaire consists of 31 closed questions and is divided into two sections. The first section contains questions about student demographics, namely gender and age.

The second section contains 31 questions related to the four indicators above and is designed using a five-point Likert Scale: Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). Then, the data is processed again by calculating the central tendency (CT) and divided into five parts: Very Less Positive, Less Positive, Quite Positive, Positive, and Very Positive.

4. FINDINGS AND DISCUSSION

In the first part, there are two questions about age and gender. Of 325 respondents, 61.8%, or 201 people, were women, and 38.2%, or 124 respondents, were men. The age range consists of the age range of 15 to 18 years. 7.4% are 15 years old, 33.5% are 16 years old, 51.7% are 17 years old, and 8.3% are 18 years old. All respondents were high school students from class X to XII.

Table 1. Digital native students' perceptions of interest in applications

Aspect	Number of Statements	Score	F	Score Average	Percentage
Interest in Applications	13	SA (5)	2098	10490	50%
		A (4)	1229	4916	29%
		N (3)	646	1938	15%
		D (2)	166	332	4%
		SD (1)	91	91	2%
Total			2223	9555	4230
Max Score			21125		
Average Percentage			84%		
Criteria			Very Positive		

Table 1 shows aspects of student interest in applications in general, and 13 statements are given. Overall, the table above shows a very positive CT of 84%, which means that most digital native students are interested in attractive gadget applications that are full of colours and images and easy to use, mainly if the application follows their needs. Of the 13 statements in the questionnaire, three were related to their interest in applications in Bahasa Indonesia, regional, and foreign languages. Various results emerged; for their interest in the Indonesian language application, 40% of respondents were very interested. Meanwhile, for foreign languages, 50% of respondents stated that they were interested and that their interest in local language applications was low, whereas 46% of respondents were neutral or doubtful that they were interested. Only 17% of respondents stated that they were very interested.

In Table 2, related to applications in learning, the respondents were given three statements. Data processing results show that applications in learning are very positive, with a percentage of 88%. This data shows that using applications in learning, especially language learning, is very attractive to digital native students. One of the statements on this aspect shows that 50% of respondents really like teachers who use interesting applications as learning aids.

Table 2. Digital native students' perceptions of applications in learning

Aspect	Number of Statements	Score	F	Score Average	Percentage
Interest in Applications	13	SA (5)	2098	10490	50%
		A (4)	1229	4916	29%
		N (3)	646	1938	15%
		D (2)	166	332	4%
		SD (1)	91	91	2%
Total			2223	9555	4230
Max Score			21125		
Average Percentage			84%		
Criteria			Very Positive		

Table 3. Digital native students' perceptions of understanding of the *Trigatra* of languages

Aspect	Number of Statements	Score	F	Score Average	Percentage
Interest in Applications	11	SA (5)	2313	11565	65%
		A (4)	901	3604	25%
		N (3)	265	795	7%
		D (2)	46	92	1%
		SD (1)	54	54	2%
Total			1881	8739	3579
Max Score			17875		
Average Percentage			90%		
Criteria			Very Positive		

Table 3 related to understanding the *Trigatra* Language are 11 statements in the questionnaire. In this aspect, digital natives' understanding of the trigger of languages in Indonesia is very positive, with a percentage of 90%. It shows their understanding of the three language traditions, a form of diversity in Indonesia. 64% of respondents strongly agree that the harmony of the three types of languages in Indonesia shows tolerance for differences. 65% of respondents strongly agree that the *Trigatra Bahasa* describes Indonesian society's diverse local cultural wisdom. Even so, in Indonesia, language lessons still need to be filled with knowledge of the *Trigatra* of Languages. Therefore, 54% of respondents strongly agree that this is practiced in language lessons.

The last aspect described in Table 4 is related to the Application of the *Trigatra* Language, where the questionnaire is divided into four statements. Of the four completed statements, the respondents showed very positive results regarding the design of the *Trigatra* Language application (90%). An understanding of the *Trigatra* Language makes digital natives students love the differences that Indonesia has more. 77% of these respondents agreed with the *Trigatra* Language slogan: "Prioritizing Bahasa Indonesia, Preserving Regional Languages, Mastering Foreign Languages."

Table 4. Digital native students' perceptions of the *trigatra* language application

Aspect	Number of Statements	Score	F	Score Average	Percentage
Applications in Learning	4	SA (5)	826	4130	64%
		A (4)	344	1376	26%
		N (3)	98	294	8%
		D (2)	14	28	1%
		SD (1)	18	18	1%
Total			513	Total	684
Max Score			1881		
Average Percentage			90%		
Criteria			Very Positive		

The study results show that these digital native students gave a very positive perception (84%) of their interest in apps. This is in line with research conducted by Jones (2010), indicating that applications such as Google are not even considered applications anymore for them, but verbs.

Then, the understanding of these digital native students of the three forms of language that exist in Indonesia is very high at 90%. However, in practice, there is no "tool" unifying these three forms of language to be embodied in the form of learning. As stated by Maryanto (2023), *Trigatra* is a form of policy that still requires exemplary implementation, especially in learning. Therefore, these digital native students also have a positive perception if there is an application development related to the *Trigatra* Language in Indonesia.

4. CONCLUSION

After conducting this study, some points can be drawn. Overall, one can see a very positive trend from digital native students regarding their understanding of *Trigatra Bahasa* and the development of *Trigatra Bahasa* applications.

The development of the *Trigatra Bahasa* application is indispensable as one of the steps to safeguarding Indonesian languages, especially regional languages, which are increasingly heading for extinction. Before that happens, we are obliged to save them. The very positive response from digital native students to the *Trigatra Bahasa* slogan can be the key to preserving Indonesian languages.

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