

# ***Tripusat* of Education Principle in Elementary School Learning**

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Abstract: *Tripusat* of Education is the educational principle of Ki Hajar Dewantara, a national figure who has a broad and profound thought about Indonesian education. The *Tripusat* law emphasizes that the school system includes three aspects: family, school, and community. This study aims to describe this principle in elementary school learning. Data were gathered by literature review, observation, and interview. Research subjects consisted of educators, parents, and community leaders. Data were analyzed by using Miles & Huberman interactive method. Research indicated that the *Tripusat* principle integrated within the school committee's policy, but in fact, the involvement of families and communities is still minimal. School dominated the implementation of learning. This study recommends that the role of parents and society needs to be strengthened in the education system.

## **1 INTRODUCTION**

Education is an essential component for a human to improve self-esteem. A human who has an education will be able to socialize with the surrounding community. Education is also capable of raising the level of a person as explained by Argyris et al. (2011) that for many years the belief that education can increase social equality and promote social justice, has been predominant. Education can foster social equality for educated people. Further Herera in (Muhadjir, 2010) posits that through education, the transformation of social and economic life will improve, where through education, decent work is easier to obtain. The most important educational phase is elementary level learning or elementary school. Elementary schools usually serve children between the ages of five and eleven years old, or kindergarten through sixth grade. Some elementary schools comprise kindergarten through fourth grade and are called primary schools. These classes followed by a middle school, which includes fifth through eighth grades. Elementary schools can also range from kindergarten to eighth grade (Harmon and Jones, 2005).

Learning period in elementary school is a time when a child through the sensitive or golden period in establishing of their self-competence. This competence includes knowledge acceptance, building attitude, and skills. These three domains are

essential in the children development. Therefore, the role of the elements surrounding the children such as schools, and society must be noticed and enhanced. Factors that influence in learning classified into two, namely internal factors and external factors. Internal factors are factors that exist within the individual being studied consisting of physical, psychological, and fatigue factors. External factors are the factors that influence in learning that exist outside the individual composed of family, school, and community.

Ki Hajar Dewantara explained that the optimization of child competence is the responsibility of all elements around the children. Ki Hajar Dewantara's thoughts that intersect with the kids learning environment called as *Tripusat* of education principle which is educational system should cover three aspects: family, school, and society. These elements are mutually integrated and interrelated to optimal educational services for children to reach their competence. Technically, the education of parents to their children should be conducted and strengthened by school and controlling by society as social environment of the children (Hasbullah, 2000)

The role of the family in the learning process is urgent because the family is the primary and first learning environment for the children. The quality of education in the household is determined by extent the role of parents in it. Parents should prove the

ability of Parenting. These were by the following statement “Parenting education programs can provide parents with vital information about skills and practices that may improve their children's short- and long-term developmental outcomes” (Finders, et al., 2016). Parenting programs will make parents more acquainted with children for getting relevant information as well as providing short and long term planning for their children develop. Without this ability, the role of parents will not be optimal.

The function of the school is crucial also as a basis for the establishment of quality human resources. Through classes, children learn to build skills for their future. The school function as a socializing agent by providing the intellectual and social experiences for children to develop their skill, knowledge, interest, and attitudes that characterize them as individuals and their abilities to perform adult roles (Berns, 2004). The role of the School in the learning process is more focused on learning in the classroom. Learning in the classroom becomes the primary determinant in shaping student competence, this statement is following the opinion of Umbach and Wawrzynski (in Hyun et al., 2017) that the more faculty interacted with the students, the more students were challenged and engaged in meaningful activities. The more often the school interacts with students, the more students gain useful knowledge, the better the quality of learning the better the quality of competence of the child.

The community has a significant role to construct and develop children skill, where the most of the time of children spent in the community. The formation of character and personality of the child determined by the quality of the environment. Society as a learning environment is giving a contribution and a significant influence on the growth of children. The outdoor environment should promote social participation as well as gender equality and inclusion and should be designed to offer both access to a natural environment and multiple opportunities for play (Miranda et al., 2017).

In this case, the innovation of the preschool environment should give a positive effect on the child's development. The outside circumstances of the school should promote social participation as well as gender equality and inclusion or not discriminate and should design solutions that offer access to natural environments and provide opportunities for children to play. It should be noted that the meaning of playing here is learning which

integrated into social interaction with the community.

Learning in elementary schools is a starting point in shaping child competence. However, it does not mean the child does not have the fundamental knowledge. All of the students have their first knowledge that bought when entering the elementary school. Child's early experience was gained when socializing in the community and interactions with the family. This is the capital or basis for children to establish their competence sustainably both regarding knowledge, skills, and character. The period when children in elementary school is a golden period. Elementary School is the period in which children receive basic knowledge of science, the term of personality formation of children, and the time to hone the skills of the child as much as possible. This level is also a time when the child or student indeed formed from all the competencies, so it will be easier to identify, direct, and optimize all the potential.

*Tripusat* is the ideal principle of education. However, the implementation of the principle in learning faces many obstacles. Community and parents' concern for learning is very low.

The purpose of this research is to describe the implementation of the *Tripusat* principle in the implementation of learning in elementary school. This paper also discusses the existence of *Tripusat* principle in western education hegemony.

Learning in elementary school should be striving to the maximum extent by all elements of the educational program which mandated in the National Education System No. 20 of 2003 that education conducted in three spheres of informal or family education, formal or school education, and nonformal education or community. All scopes must work together to develop student potential. Therefore, it should be noted the integration of the three components of education to support the education at the elementary school because the Elementary School period is the right time to optimize the potential owned by the students.

## 2 METHODS

This research is related to the implementation of Ki Hajar Dewantara's thought about *Tripusat* of education principle in the elementary school. Type of this research is qualitative research with case study design which is conducted in Surakarta, Central Java. The participant in this study is 95 peoples, included teacher (N=25), parents (N=50),

and society public figure (N=20). The setting of this study was in elementary school SDN Purwotomo Surakarta dan SD Muhammadiyah 11 Surakarta. These two elementary school have the same characteristic. The pupils generally come from poor family. Their parent spent much time for working to get the money. So, they do not have more time to assist their children in learning.

Data were gathered through interviews, observation, and literature review. Instruments in this research are observation guides and interview guides. Data analysis technique used is interactive analysis technique (Miles and Huberman, 2007), collecting data, reducing data, presenting data, and making the conclusion.

### 3 RESULTS AND DISCUSSION

*Tripusat* of education principle is one of the thoughts of Ki Hajar Dewantara. The emphasis of this principles is on conditioning the learning environment of the children in gaining learning processes. The children have three places in their life that became the center of education: family, school and youth movement or community. When investigated more deeply, the urgency of the learning environment of children has a significant impact on the development of potential children. Ki Hajar Dewantara's thoughts have been accommodated in the Sisdiknas Law which is mentioned as informal, formal and non-formal education.

Informal education is called the Nature of the family. Family environment is the most flexible education but has a major role in children's education. The family is the first educational places for children, unbound by time, and unstructured education because the child does not seem to be learning while learning. However, the essence and urgency of the upbringing of the family will remain visible when children mingle with other environments. Because education in the household is the primary and perfect education to carry out the construction of the character or personality of the children and the best place to get a social and knowing self.

Formal education referred to as a college nature. College nature is a place to get the legality to carry out education. In the school, all activities are organized and structured. Educational organizations operate systematically to achieve goals that are academically. The college nature organization or school consists of planning, learning process,

evaluation, achieving learning objectives, and curriculum implementation. It means that education in the school is more emphasis on knowledge through effective and organized learning.

The third type is nonformal education or natural movement of youth. This social environment is a society where children interact with their social environment. The community of education is nonformal education that delivers education intentionally, planned and directed to all its pluralistic members for the achievement of the social welfare of its members.

*Tripusat* of education principle has been implemented by the school through a good relationship with parents and the community.

“Forms of communication are conducted through school committee meetings involving parents and community leader or public figure, where representative’s parents become members of the school committee (Interviewed, June 23, 2017)”.

Parents feel helped by the school committee activities. They become more aware of activities carried out in school. Parents or public figure sometimes participated in student learning process as a tentative teacher.

“They provide additional materials such as topic social science administration by apparatus (Interviewed, June 2, 2017)”.

The interesting thing is a few parents do not understand the essence of the activities undertaken by the school. Parents only know the name of the activity, the date of the activity, and the budget used.

“They do not know the meaning or the essence of the implementation of the activity (Interviewed, June 12, 2017)”

On the other hand, parents lack the understanding of the essence of activities performed in schools, other facts found in the community are:

“The role of the community figured that they only got information related to school activities and they were not very familiar with the meaning of the activities undertaken by the school. (Interviewed, June 27, 2017).”

Parents and community should be involved in the morals construction and creeds of the children. Parents are not only involved formally in school such as is a committee meeting but take the initiative to accompany student when carried out activities outside of school. The participation rate of parents, need to be increased because of their business. The

facts of the findings are an irony. Parents should have a role to create a conducive learning environment for students in the family environment: creating a home-learning culture, prioritizing tasks directly related to education, encouraging children to be active in school activities and organizations, Providing opportunities for children to develop ideas, ideas, and activities that support learning activities, create democratic situations, provide adequate learning facilities, in accordance with the ability of parents and school needs.

“From the community factor, they involved in student activities directly such as Camp activities and green walk (interviewed, July 4, 2017)”.

This study indicates that the role of society in education has not been maximized. As explained by Cohen and Uphoff (in Hermanto, 2014) that community participation in development starts from the decision-making stage, the implementation of decisions, the enjoyment of results, and the evaluation of activities. The role of the community is not merely to know and give permission but from planning to evaluation of student activities including in the implementation of learning.

During the study, there were explicit attempts to integrate the three social environments of children in school committees. However, this form cannot run optimally because of the rare meeting routine. Usually, the meeting was conducted at the beginning of the semester or when it will carry out an activity. Regarding learning, some teachers have the initiative to use a liaison to find out the activities of children at home, but the liaison book has not run by expectations. Some parents are reluctant or forget to write children's activities at home. The role of community or public figure in school activities is still limited to knowing without a follow-up.

“The school just informs the community about the business, so the role that should be given to the students is not running maximally (Interviewed, July 6, 2017)”.

The lack of parents' and community roles will influence pupil's competency, especially emotional control related to children character. Samira et al. (2015) stated that “to investigate the relationship between authoritative parenting style and emotional intelligence among students of bivariate Pearson correlation test findings indicate a significant relationship between Authoritative parenting style and emotional intelligence among student's spatially strong relations with girls”. Zabihullah and colleagues (2012) investigate the relationship with

perceived parenting styles and EI and self-handicapping that reached the conclusion that the perceived parenting styles and components of emotional intelligence, strength and style Efficiency of excitement in people is the most important predictor of self-handicapping, which is in line with our results. Dhanajay and Indrajeet (2015) do the same research on Indian children, the result indicated that authoritative parenting style was not all correlated with emotional intelligence of the boys, girls or students. Though, some components were correlated with emotional intelligence among girls were studied. All those previous research indicate that parenting influences the student emotional character. It means that family plays in a vital role for character education.

Educating character has crucial role for student based on research conducted by Kamaruddin (2012) that “Character education is not merely to teach what is right and what is wrong to the child, but more than that, character education inculcates the habituation of the good that students understand, able to feel, and want to do good. Character education is a mission similar to moral education”.

The role of the school itself is still dominating. The role of parents and society is still not visible and real. Parents and the community hold that learning and education are the school responsibility. Their contribution is the fulfillment of budget and licensing of school activities. Also, the insights of parents, educators, and the community on the meaning of *Tripusat* of education principle have not been optimal for the children competence development. Education in elementary schools should involve the three active components for children development and achieve their competencies. By implementing the *Tripusat* of education principle, the learning in elementary school will reach the highest level. Collaboration dan cooperation among parents, school, community in student activities should be an increase in optimizing the potential possessed by children both regarding Knowledge, attitude and character, and skills.

## 4 CONCLUSIONS

*Tripusat* of education principle has been formulated in the Law on National Education System No 20 The year 2003, namely informal, formal, and nonformal education. Implementation of this educational principle is not optimal. The role of parents and community in the learning process is still

minimalized and need to be improved. The school still dominated the learning process of the children. There are a few points of intersection between these components through the school committee, but the effectiveness has not been maximized. The obstacles that occur are paradigm parents and the community who think that education is the responsibility of the school and a weak understanding of the urgency of the *Tripusat* of education principle.

This study has implications for future research. Studies on local theories about education are increasingly exposed in the community and can be implemented in education. The study also recommends that school dominance should begin to be reduced in the implementation of learning and should involve and optimize the active role of parents and communities in the implementation of learning.

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