



The Role of Ki Hajar Dewantara's Tri No and Tri Nga Philosophy as the Foundation of Education for Indonesia's Golden Generation

Aurellia Agatha Sylvia, Sujarwanto, Asri Wijastuti, Pamuji, Wiwik Widajati, Syunu Trihantoyo

Universitas Negeri Surabaya
E-mail: aurelliaagatha12@gmail.com

Abstract: Education is one of the most important aspects in building Indonesia's golden generation. Ki Hajar Dewantara's philosophy, with its concepts of Tri No and Tri Nga, provides a strong foundation for emphasizing the importance of developing a complete Indonesian generation that is cultured, civilized, and of superior quality. This article aims to analyze the role of Ki Hajar Dewantara's Tri No and Tri Nga philosophy as the foundation of education in creating Indonesia's golden generation. These concepts will be explained in the context of the Second Principle of Pancasila (Just and Civilized Humanity), which emphasizes the importance of creating diversity awareness and a sense of togetherness. This study uses a literature review approach to explore a deeper understanding of Ki Hajar Dewantara's contribution to education in Indonesia. The combination of Ki Hajar Dewantara's Tri No and Tri Nga philosophies results in three important stages in shaping the foundation and character of children's education. Ki Hajar Dewantara's Tri No and Tri Nga educational philosophies are an important foundation for the formation of individuals with character, morals, and the ability to live harmoniously in a diverse society, which is the core of the Second Principle of Pancasila. This philosophy promotes learning that not only enhances academic intelligence but also character development.

Keywords: Ki Hajar Dewantara; Tri No and Tri Nga; Foundations of Education; Second Principle of Pancasila

INTRODUCTION

Ki Hajar Dewantara's educational philosophy has profound relevance in Indonesian national education. Ki Hajar Dewantara developed an educational system that focuses not only on academic aspects but also on guiding children to achieve happiness as individuals and members of society. According to Sugiarta et al. (2019), Ki Hajar Dewantara's philosophy emphasizes that education is a process of humanizing humanity, indicating that education should prioritize humanistic values and character development. Nugroho (2023) adds that this philosophy underpins the Merdeka Belajar policy in shaping the character of Indonesian citizens. Overall, Ki Hajar Dewantara's philosophy remains relevant for strengthening character education and supporting national education policies. Ki Hajar Dewantara's philosophy, with the concepts of Tri No and Tri Nga, provides a strong foundation for emphasizing the importance of developing a complete Indonesian generation that is cultured, civilized, and of superior quality. Tri Nga/Tri Ngo (or TRINGO) is a learning concept related to learning outcomes as a legacy of Ki Hadjar Dewantara. This concept is related to metaphorical activities, where creativity is a conscious process (Kuswandi et al., 2020). Metaphors build comparative relationships between objects or ideas by changing their positions (Kuswandi et al., 2017).

The application of these two concepts in the Indonesian education system is highly relevant, especially in the midst of globalization and cultural diversity. Nurhalita and Hudaidah (2021) state that Tri No and Tri Nga provide a framework for educators to develop students' potential holistically. Thus, education does not only focus on cognitive aspects but also involves students' affective and psychomotor aspects. The Tri Nga concept consists of three components: *ngerti* (understanding), *ngrasa* (feeling), and *nglakoni* (doing) (Thaariq et al., 2023). Tri No's learning concept at the pre-school level consists of three stages. First, *Nonton* (cognitive), which is the passive process of using the five senses to recognize the environment. Second, *Niteni* (affective), which is the ability to mark, learn, and observe until the information received through the five senses is understood. Third, *Nirokke* (psychomotor), which is the positive imitation of what has been learned. Furthermore, at the elementary school level and above, this concept is continued with the application of Tri Nga, which also consists of three stages. First, *Ngerti* (cognitive), which is the ability to understand learning using reason. Second, *Ngroso* (affective), which is how learning provides deep meaning for students. Third, *Nglakoni* (psychomotor), which is the ability of students to perform what they have learned and apply life values. The combination of the Tri No and Tri Nga concepts results in a deep learning process, where students not only understand

knowledge cognitively but also feel, interpret, and apply it in their daily lives. In this concept, we are reminded that understanding, awareness, and sincerity are necessary to apply all teachings and ideals of life. We cannot just know and understand something; it would be even better if we could feel and experience everything we want. Thus, Tri Nga can be developed in various educational components that can help the learning process (Diana et al., 2019).

Thus, education can shape individuals who are not only intellectually intelligent but also have strong character and are able to apply knowledge in real actions. Additionally, the moral crisis faced by the nation today can be addressed by emphasizing humanistic education rooted in freedom. The philosophy of Ki Hajar Dewantara can serve as a solution to cultivate individuals of good character and responsibility. In facing the challenges of education in the 21st century, the application of the principles of Tri No and Tri Nga can create a more inclusive and adaptive learning environment for students (Indarti, 2019). In addition, by integrating local cultural values into education, this philosophy contributes to the formation of character in line with national identity. The application of these values can strengthen a sense of togetherness among students from various cultural backgrounds, which is very relevant given the cultural diversity in Indonesia (Widyalistyorini et al., 2023).

Previous studies on the themes of Tri No and Tri Nga were conducted by Nafisah et al. (2024) in their study entitled “Implementasi Ajaran Tamansiswa Tri N Untuk Mengembangkan Kreativitas Siswa di SD Negeri Karanggondang” analyzed the application of the Tri Nga (Ngerti, Ngrasa, Nglakoni) concept in learning in the fourth grade of elementary school and found that the implementation of these teachings succeeded in increasing student creativity through various learning activities. The research by Pristiwantti et al. (2022) titled “Integrasi Pengajaran Tri Nga Melalui Pendidikan Seni sebagai Upaya Membangun Karakter Budaya yang Baik di Sekolah Dasar” shows that this approach not only improves students’ musical skills but also strengthens their cultural character. Meanwhile, research by Indarti (2023) titled “Relevansi Pemikiran Pendidikan Ki Hajar Dewantara di Abad 21” discusses the application of the Tri Nga principles in modern education and concludes that these concepts remain relevant and have applications in improving education.

This article aims to analyze the role of Ki Hajar Dewantara’s Tri No and Tri Nga philosophies as the foundation of education in creating a golden generation of Indonesians. These concepts will be explained in the context of the Second Principle of Pancasila (Just and Civilized Humanity), which emphasizes the importance of creating a generation that cares about diversity and has a sense of togetherness. Ki Hajar Dewantara’s Tri No and Tri Nga educational philosophy serves as an important foundation for the formation of individuals

who are principled, moral, and capable of living harmoniously in a diverse society, which is the core of the Second Principle of Pancasila. This philosophy promotes learning that not only enhances academic intelligence but also character development.

METHOD

This study uses the Systematic Literature Review (SLR) method. According to Nugraha (2023), the literature review in this study includes a series of activities related to library data collection methods, reading and note-taking, and managing research data objectively, systematically, analytically, and critically. The data collected and analyzed are secondary data in the form of research results such as journals, articles, websites, and other relevant materials related to the title “The Role of Ki Hajar Dewantara’s Tri No and Tri Nga Philosophy as the Foundation of Education for Indonesia’s Golden Generation.”

The approach used is the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach. According to Oktafiolita & Wijastuti (2023), “The PRISMA process includes systematic steps that ensure that each stage of the research is conducted transparently and structurally. Literature review was conducted by accessing online databases from ERIC, Elicit, Scopus, Research Gate, PubMed, Science Direct, SAGE Journals, Springer Link, and Google Scholar. The research flow can be seen in the figure 1.

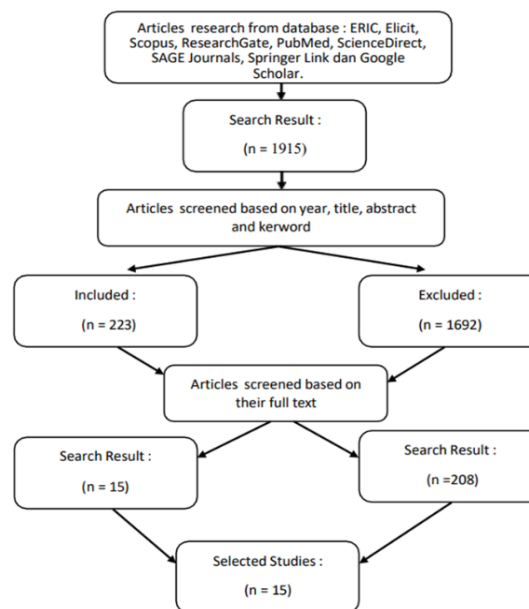


Figure 1. Research Flow

The selection and screening of reference articles in this study were carried out in several stages to ensure relevance to the research objectives. The first stage was to develop inclusion criteria for systematic review of studies, excluding studies that did not meet the criteria. The search for studies was

Table 1. Results of Article Review

Researcher Name (Year), Research Title (Country of Origin)	Research Results
Prawita et al. (2020), Pengembangan SDM pada Forum Generasi Berencana (Genre) Kabupaten Bantul dengan Implementasi Ajaran Ketamansiswaan Tri Nga dan Tri-N (Indonesia)	Research findings on human resource development at the Generasi Berencana (GenRe) Forum in Bantul Regency indicate that the issue of klith is a serious concern in D.I.Y., influenced by factors such as family conditions, environment, economic pressures, and the influence of digital media. Through a community service approach that includes counseling, training, and discussions, participants were provided with an understanding of the importance of self-productivity through entrepreneurship and digital marketing. As a result, there was an increase in participants' knowledge and understanding of entrepreneurship, as well as the use of digital marketing as a means to start a business. This activity successfully involved 25 participants, including members of the GenRe Forum and students, in interactive sessions discussing current issues related to human resource quality. The methods used, such as lectures, question-and-answer sessions, and sharing sessions, proved effective in enhancing motivation and knowledge. The teachings of Tamansiswa, particularly the concepts of Tri-Nga and Tri-N, have proven relevant in fostering productivity and creativity among the younger generation. Overall, this study recommends the need for further support from relevant parties to enhance the potential of the younger generation to become more productive and of higher quality.
Krishantari et al. (2025), Enhancing Students' Critical Thinking and Creativity through Local Wisdom-Based Literacy Projects Incorporating Tri Nga and Tri N (Indonesia)	The results of research on the project to strengthen the Pancasila student profile based on Tri Nga and Tri N through the Buku Karyaku program show a significant increase in students' critical thinking and creativity skills. This study involved 33 students and 2 teachers, using a qualitative descriptive method. The results showed a 36.36% increase in students' ability to ask questions, a 54.54% increase in expressing opinions, and a 54.54% increase in reflective thinking within the critical thinking dimension. For the creativity dimension, there was a 34.85% increase in the indicators of innovation, developing ideas, and communicating ideas to others. In conclusion, the Buku Karyaku program based on Tri Nga and Tri N has proven effective in developing the critical thinking and creativity dimensions of elementary school students, as well as providing an alternative model of learning based on local culture in elementary schools.
Rahayu et al. (2023), Membangun Profil Pelajar Pancasila Dimensi Gotong Royong melalui Ajaran Tamansiswa Ngeri, Ngrasa, Nglakoni (Indonesia)	Research findings on the development of Pancasila student profiles in the dimension of mutual cooperation through Tamansiswa teachings (Ngeri, Ngrasa, Nglakoni) indicate that the implementation of project-based learning (PjBL) successfully improved cooperation among students. This research was conducted at Umbulwidodo State Elementary School with fifth-grade students. Through six steps in the PjBL model, students were guided to: 1. Identify the fundamental question. 2. Design the project plan. 3. Create a schedule. 4. Monitor project progress. 5. Evaluate the results. 6. Reflect on the learning experience. As a result, students demonstrated enthusiasm in completing the project together, and the values of cooperation were clearly evident in every stage of the activity. The Tamansiswa teachings applied helped students understand the importance of collective action and improved their critical and collaborative thinking skills. Overall, this study concluded that the application of Tamansiswa teachings and the PjBL model can be effective in building cooperative character in students.
Khamidah et al. (2025), Pembelajaran Berbasis Proyek Terintegrasi Ajaran Tri Nga untuk Meningkatkan Sosial Emosional Siswa SD (Indonesia)	The results of research on integrated project-based learning using the Tri Nga teaching method show that this approach is effective in improving the social and emotional skills of students at SD Negeri Rejowinangun 1, Yogyakarta. This study involved 28 fifth-grade students and used a qualitative descriptive method with data collection techniques through interviews, observations, and documentation. From the observation results, students showed improvement in their ability to collaborate, communicate, and solve problems through projects related to the solar system. The learning process was carried out in several steps, including designing projects, gathering information, and presenting group work results. A summary of the students' social-emotional development assessments showed significant improvement, with many students falling into the "very good" category after the learning process. This indicates that project-based learning integrated with the Tri Nga teachings (Ngeri, Ngrasa, Nglakoni) can help students develop social-emotional skills effectively.
Puspitasari et al. (2024), Penerapan Model Pembelajaran Berbasis Proyek Terintegrasi Ajaran Tri Nga dalam Pembelajaran IPS untuk Meningkatkan Kepedulian Peserta Didik terhadap Lingkungan (Indonesia).	The results of this study indicate that the implementation of Project-Based Learning (PBL) integrated with the teachings of Tri Nga is effective in fostering students' concern for the environment and creating a green school. Observational results show positive achievements in four key indicators: expressing gratitude for God's blessings through environmentally friendly behavior (90.9%), developing the habit of caring for plants (87.9%), fostering a sense of cooperation (95.5%), and cultivating a disciplined attitude (90.9%), all of which fall into the good to very good category. Learning activities encourage students to care for the environment, maintain school cleanliness, collaborate with teachers and peers, and adhere to rules and schedules for cleanliness. Additionally, these activities foster students' understanding, awareness, attitudes, and behaviors that are rational and responsible in maintaining the school environment. These overall results demonstrate that the integration of Tri Nga in PjBL effectively develops students' environmental awareness, cooperation, and discipline.
Wulan et al. (2024), Pengembangan E-Modul Berbasis Artificial Intelligence yang Terintegrasi Ajaran Tri-Nga dalam Meningkatkan Kemandirian Siswa di Sekolah Dasar (Indonesia).	The results of research on the development of Artificial Intelligence-based e-modules integrated with Tri-Nga teachings show that the e-modules produced have high validity, with an average validation score of 92.67% from three experts and 83.5% from four stakeholders, indicating their suitability for use in learning. This study also notes an increase in student independence, where the average initial independence score increased from 2.4 to 3.45 in a limited trial and to 3.6 in a large-scale trial. The effectiveness of learning is proven by the pretest results, which showed an average of 44.50, while the posttest after using the e-module reached an average of 89.00. The T-test yielded significant results with a calculated t-value of 19.043, greater than the table t-value, and a Sig. (2-tailed) value of 0.001. Thus, the Artificial Intelligence-based e-module integrated with the Tri-Nga teachings is effective in enhancing students' independence in elementary schools, helping them learn independently, and improving their social-emotional skills.
Saptiyanti et al. (2024), Innovation of Natural and Social Science E-Module Based on MERDEKA Flow Integrated with Tri Nga to Improve Critical Thinking Dimension of Elementary School Students (Indonesia).	The results of research on the development of an Artificial Intelligence-based e-module integrated with Tri-Nga teachings show that the resulting e-module meets the characteristics of the MERDEKA flow and has been validated with an average of 3.77 and a percentage of 94.6%, indicating that the module is highly suitable for use in learning. Additionally, in a limited trial, there was a significant improvement in students' critical thinking skills, with the average pretest score reaching 29 and the posttest score increasing to 78, with an N-gain of 0.70, which falls into the high category. In the large-scale trial, observation results showed that the average independence score of students increased from 1.61 in the pretest to 3.64 in the posttest, reflecting significant progress in student independence. Thus, it can be concluded that the Artificial Intelligence-based e-module integrated with the Tri-Nga teaching method is effective in enhancing critical thinking and independence among elementary school students, and is designed to encourage the application of knowledge in daily life.
Finaryanti et al. (2023), Penerapan Think Pair Share Terintegrasi Tri Nga (Ngeri, Ngrasa, Nglakoni) melalui Pembelajaran Seni Tari Kelas 1 SDN Kecis (Indonesia).	The results of research on the application of the Think Pair Share method integrated with Tri Nga teachings in dance education in grade 1 at SDN Kecis show that this method is effective in enhancing creativity and student engagement. This study involved observing and monitoring students' activities, as well as assessing their dance movement coordination skills. Using this method, students actively participated in discussions, dance movement practice, and group work presentations. The average score for students' activities reached 84, with 35% of students exceeding the assessment standards. These results indicate that learning becomes more engaging and productive, and students can develop their social and emotional skills. Thus, the implementation of the Think Pair Share method integrated with Tri Nga has proven successful in enhancing dance education and collaborative skills among students.
Nawati et al. (2024), Analisa Kebutuhan Media Pembelajaran IPAS Berbasis PBL Terintegrasi Nilai Tri-Nga untuk Siswa Sekolah Dasar (Indonesia).	The results of research on the analysis of IPAS learning media needs based on Problem-Based Learning (PBL) integrated with Tri-Nga values show that there are significant challenges in the learning process, particularly related to the lack of discipline among students and difficulties in teaching material that requires memorization. This study involved 20 fourth-grade students at SD Negeri Gentan Seyegan and used a qualitative descriptive approach. Interviews and observations revealed that students tend to be less interested in conventional teaching methods. Therefore, the implementation of PBL is expected to enhance student engagement through problem-solving activities relevant to real-life situations. The integration of Tri-Nga values into learning is expected to strengthen students' understanding and foster disciplined character. This study concludes that the development of PBL-based LKPD media integrated with Tri-Nga can meet the needs for more effective learning and support the character development of students in elementary schools.

Asmawati et al. (2025), Filsafat Pendidikan Ki Hajar Dewantara dalam Proyek Penguatan Profil Pelajar Pancasila pada Pendidikan Anak Usia Dini (Indonesia).	The results of research on the analysis of IPAS learning media needs based on Problem-Based Learning (PBL) integrated with Tri-Nga values show that there are significant challenges in learning, such as a lack of discipline among students and difficulties in teaching material that requires memorization. This study involved 20 fourth-grade students at Gentan Seyegan Public Elementary School and used a qualitative descriptive approach. Interviews and observations revealed that the conventional teaching methods currently used are uninteresting to students, leading to their lack of active participation. Therefore, the implementation of PBL is expected to enhance student engagement through problem-solving activities relevant to real-life situations. The integration of Tri-Nga values is anticipated to strengthen students' understanding and foster disciplined character development. This study concludes that the development of PBL-based LKPD media integrated with Tri-Nga values can meet the needs for more effective learning and support the character development of students in elementary schools.
Thaariq & Karima (2023), Menelusik Pemikiran Ki Hadjar Dewantara dalam Konteks Pembelajaran Abad 21: Sebuah Renungan dan Inspirasi (Indonesia).	The research findings reveal that Ki Hajar Dewantara's ideas are highly relevant to 21st-century learning. In terms of foundational literacies, the concepts of Tri-Ngo/Tri-Nga, Tri-No, and Trisilas are considered appropriate because they emphasize core skills that students can apply in their daily lives. For the competencies component, relevant ideas include Tri Sakti Jiwa, Tripusat, Tri Sentra, and Tri-N, which emphasize the development of critical thinking, creativity, collaboration, and communication. As for character qualities, Ki Hajar Dewantara's relevant ideas include Panca Dharma, Budi Pekerti, Tri-Kon, Sistem Among, and Trilogi Kepemimpinan as well as Trihaya, which are considered to support the strengthening of national character. These findings indicate that Ki Hajar Dewantara's concepts can serve as a source of inspiration and an important foundation for the development of a modern education system in Indonesia, with a focus on humanization as the central theme.
Hutagalung & Andriany (2024), Filosofi Pendidikan yang diusung oleh Ki Hadjar Dewantara dan Evolusi Pendidikan di Indonesia (Indonesia).	Research on Ki Hajar Dewantara's educational philosophy shows that his views are still highly relevant to the current educational context, particularly in the implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5). Ki Hajar Dewantara argued that education should internalize cultural values into children, enabling them to develop into individuals who are spiritually and mentally whole. The concept of the "Among System" introduced by Ki Hadjar Dewantara emphasizes the importance of freedom of thought and children's ability to overcome the challenges they face. This study also found that the application of Tri-Nga values in early childhood education can enhance discipline and support the formation of national identity. Thus, Ki Hajar Dewantara's educational philosophy can serve as a strong foundation for the development of education in Indonesia, combining local wisdom with modern learning models.
Salihin & Andriany (2024), Relevansi Pemikiran Pendidikan Ki Hajar Dewantara pada Abad ke-21 (Indonesia).	Research findings on the relevance of Ki Hajar Dewantara's educational philosophy in the 21st century indicate that his views and philosophy remain highly relevant to current educational developments. With the transition from a teacher-centered learning paradigm to a student-centered approach, Ki Hajar Dewantara's ideas about education that liberates and internalizes cultural values have become increasingly significant. This study found that the "Sistem Among" concept developed by Ki Hajar Dewantara, which emphasizes freedom of thought and character development, can be applied to improve the quality of education in the modern era. Additionally, the integration of Tri-Nga values into the current curriculum can support the development of 21st-century skills such as creativity, collaboration, and problem-solving, which are essential for addressing global challenges. Thus, Ki Hajar Dewantara's ideas can serve as a foundation for more inclusive and relevant educational reform.
Fitri et al. (2025), Pemikiran Ki Hadjar Dewantara dan Implikasinya Bagi Sekolah di Era Industri 5.0 (Indonesia).	Research findings on Ki Hajar Dewantara's ideas and their implications for education in the Industry 5.0 era show that the educational principles proposed by Ki Hadjar Dewantara are highly relevant to the challenges of modern education. Through a Systematic Literature Review approach, this study analyzed literature from the past decade and found that Dewantara's concepts of "Education for Freedom" and "Tri Pusat Pendidikan" (Three Centers of Education) can be integrated with current technology-based learning. The results show that Dewantara's educational philosophy supports learner-centered learning and promotes the development of 21st-century skills such as creativity, collaboration, and problem-solving. Thus, Ki Hajar Dewantara's ideas not only provide a strong philosophical foundation for Indonesian education but also offer a framework that can help educate a generation ready to face the complexities of the digital age.
Pratiwi & Artika (2023), Relevansi Filsafat Ki Hajar Dewantara dalam Pendidikan Matematika di Era Evolusi Industri 4.0 (Society 5.0) (Indonesia).	Research findings on the relevance of Ki Hajar Dewantara's ideas in education in the Industry 4.0 era show that his educational philosophy is highly relevant to the challenges of modern education. Using a literature review method, this study found that Dewantara's concepts of "Education for Freedom" and "Tri Pusat Pendidikan" (Three Centers of Education) can be integrated with 21st-century learning approaches, such as project-based learning and learner-centered learning. The emphasis on educational character, independence, and collaboration between family, school, and community is crucial for developing a generation ready to face the complexities of the digital world. These findings underscore that Ki Hajar Dewantara's ideas can serve as a foundation for designing a more humanistic and inclusive education system, emphasizing the development of skills aligned with the needs of the times.

conducted in online journal databases using keywords related to Ki Hajar Dewantara, Tri No and Tri Nga, Foundations of Education, and the second principle of Pancasila. Articles meeting the criteria were limited to publications between 2019 and 2024. The collected articles were then analyzed and screened to ensure their alignment with the research objectives, and the results were presented in a critical review in the results and discussion section.

RESULTS AND DISCUSSION

From the results of literature searches using Systematic Literature Review (SLR), 1915 journals and articles were found with the keywords Ki Hajar Dewantara, Tri No and Tri Nga, Foundations of Education, and the second principle of Pancasila. Then, using exclusion criteria based on publication date and research relevance, 223 pieces of literature were obtained. In the final stage, an assessment was conducted by removing 208 journal articles with identical titles and authors, incomplete texts, and verifying research results such as bias anticipation, as well as the statistical test suitability of the literature list. The author obtained 15 complete and relevant texts covering various character education approaches focused on the application of Ki Hajar Dewantara's values and Pancasila. The following are some of the research results that serve as references in this study.

The results of the article analysis can be seen in table 1. The application of Tri No and Tri Nga in education has profound relevance for creating students who are not only intellectually intelligent, but also have strong character and are able to apply their knowledge in real actions. This concept can also create a more inclusive and adaptive learning environment for students, as well as strengthen a sense of togetherness among students from various cultural backgrounds. A number of studies support this idea, such as that conducted by Prawita et al. (2020), which shows that the implementation of Tamansiswa teachings based on Tri Nga and Tri N can increase the productivity, creativity, and quality of human resources among the younger generation through entrepreneurship and digital marketing training the Relationship between Tri No & Tri Nga in the Foundation of Education can be seen in the figure 1. In the context of education, Ki Hajar Dewantara's philosophy through the concepts of Tri No and Tri Nga provides a holistic framework for shaping individuals with character in accordance with the values of Fair and Civilized Humanity. This chart illustrates how these stages are interrelated and contribute to the achievement of the "Golden Generation of Indonesia" in a process of deep learning.

Tri No focuses on building awareness and sensitivity, starting with Nonton (Cognitive Observation), the initial stage of passive observation by students of their environment and materials using

all five senses, which forms the foundation for their initial understanding of reality, including social and cultural diversity in Indonesia. Next is Niteni (Affective Observation), where students are encouraged to observe and mark relevant information, emphasizing the affective aspect to feel and internalize values, which are important in developing sensitivity to differences and building empathy. The final stage of Tri No is Nirokke (Psychomotor Imitation), which focuses on imitating positive behaviors that have been observed and analyzed, as the first step in applying humanistic values in concrete actions, such as imitating attitudes of tolerance and mutual respect.

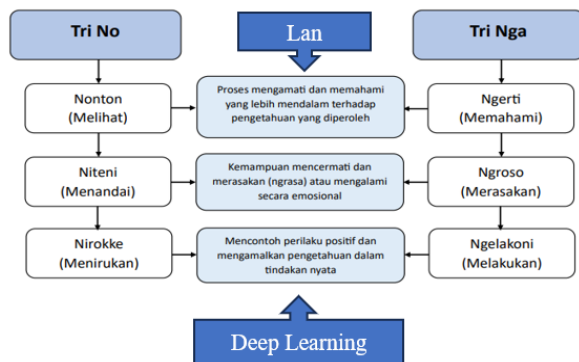


Figure 2. Diagram of the Relationship between Tri No & Tri Nga in the Foundation of Education

Meanwhile, Tri Nga aims to develop deep understanding and practice. This begins with Ngeriti (Deep Cognitive Understanding), which emphasizes a deeper understanding of the knowledge gained, where good viewing will result in better Ngeriti. This deep understanding is highly relevant in fostering awareness of cultural diversity and values in Indonesia, enabling students to develop a sense of unity and mutual respect among one another. Next, Ngrasa (Emotional Appreciation) focuses on the ability to feel or experience emotionally. By developing this ability, students not only learn intellectually but also emotionally, which is crucial for building empathy and solidarity among individuals from different backgrounds, thereby strengthening Fair and Civilized Humanity amid Indonesia’s diverse society. Finally, Nglakoni (Practical Application) emphasizes practical actions in education, namely applying knowledge and understanding into action. Practical actions taken by students based on their knowledge and experiences can contribute positively to society and maintain social harmony, in line with the principles of justice and civilization.

The relationship between Tri No and Tri Nga in the Educational Foundation shows that the two are complementary and continuous cycles. “Lan” (Lan in Indonesian means “and”) in this diagram can be understood as a bridge or continuous process that facilitates the transition and deepening from Tri No to Tri Nga. This represents “the process of observing

and understanding knowledge more deeply,” where observation (Nonton) and reflection (Niteni) from Tri No form the foundation for achieving deep cognitive understanding (Ngeriti) and emotional experience (Ngrasa) from Tri Nga.

Tri No serves as the initial foundation for building awareness and sensitivity, while Tri Nga guides students toward a deeper understanding and practical application. The integration of Ki Hajar Dewantara’s Tri No and Tri Nga philosophies results in three crucial stages in shaping the foundation and character of children’s education: cognitive, affective, and psychomotor aspects. Ki Hajar Dewantara’s educational philosophy of Tri No and Tri Nga serves as a crucial foundation in shaping individuals of character, morality, and the ability to live harmoniously in a diverse society, which is the core of the Second Principle of Pancasila. This philosophy promotes learning that not only enhances academic intelligence but also character development, thereby fostering a golden generation of Indonesians who uphold Humanity that is Just and Civilized.

Ultimately, the addition of Lan by researchers between the concepts of Tri No and Tri Nga resulted in “Deep Learning,” which in this context refers to holistic and transformative deep learning. Deep Learning is not only about mastering factual information, but also about developing comprehensive understanding, critical and analytical thinking skills, and the ability to apply knowledge in real contexts and solve problems. This approach encourages learners to actively engage, reflect on their learning experiences, and internalize values meaningfully, resulting in individuals who are not only academically intelligent but also character-driven, moral, and capable of adapting to the complexities of life.

Deep Learning is in line with Ki Hajar Dewantara’s philosophy, which emphasizes education that humanizes humans and liberates the innate and inner potential of students. Ki Hajar Dewantara’s educational philosophy of Tri No and Tri Nga is an important foundation for the formation of individuals with character, morals, and the ability to live harmoniously in a diverse society, which is the core of the Second Principle of Pancasila. This philosophy promotes learning that not only enhances academic intelligence but also character development, thereby fostering a golden generation of Indonesians who uphold humanity that is just and civilized.

Research by Krishantari et al. (2025) demonstrates that a literacy project based on local wisdom that integrates Tri Nga and Tri N can enhance critical thinking skills (up to 54.54%) and creativity among elementary school students. In line with this, Rahayu et al. (2023) found that the application of Tamansiswa teachings through Project-Based Learning (PjBL) can strengthen the dimension of mutual cooperation in the Pancasila Student Profile, forming collaboration skills and collective responsibility among students.

Improvements in social-emotional skills were also noted in the study by Khamidah et al. (2025), where the integration of Tri Nga in PjBL encouraged collaboration, communication, and problem-solving among elementary school students. In the context of environmental awareness, Puspitasari et al. (2024) found that Tri Nga-based PjBL successfully fostered caring attitudes, cooperation, discipline, and environmentally friendly behavior among students. Additionally, the development of learning technology based on Dewantara's philosophy also demonstrated its effectiveness. Wulan et al. (2024) and Fauziah Saptiyanti et al. (2024) reported that AI-based e-modules integrated with Tri Nga significantly improved students' learning independence, critical thinking, and learning outcomes (post-test scores increased by up to twice the pre-test scores).

The implementation of Tri Nga is not limited to academics but also extends to the development of art and character. Finaryanti et al. (2023) found that the Think Pair Share method integrated with Tri Nga in dance education enhances creativity, engagement, and social-emotional skills among first-grade elementary school students. Furthermore, Nawati et al. (2024) demonstrated that integrating Tri Nga into PBL-based IPAS learning media helps address low student discipline while fostering a disciplined character. More philosophically, various studies (such as Thariq & Karima, 2023; Hutagalung & Andriany, 2024; Salihin & Andriany, 2024; Fitri et al., 2025; and Pratiwi & Artika, 2023) affirm that Ki Hajar Dewantara's ideas, including Tri No and Tri Nga, align with the demands of 21st-century education and the digital age. Concepts such as the Among System, Education for Independence, and the Tri Pusat Pendidikan are seen as capable of strengthening students' character, creativity, collaboration, and independence, all of which are essential tools for navigating the era of Industry 4.0 and 5.0. Thus, the results of this study of 15 articles confirm that Ki Hajar Dewantara's philosophy through Tri No and Tri Nga is not only relevant but also strategic for building Indonesia's Golden Generation. This philosophy serves as a strong foundation for designing learning that balances intellectual, emotional, and social intelligence, as well as mastery of 21st-century skills through contextual, project-based, technological, and character-building approaches. Beyond academic learning, the Tri No and Tri Nga philosophy also plays a crucial role in fostering fair and civilized human values, in line with the Second Principle of Pancasila. The implementation of these values in education is a long-term investment in shaping a generation that upholds human dignity, values diversity, and acts with empathy and social responsibility. The integration of Ki Hajar Dewantara's Tri No and Tri Nga philosophies simultaneously presents three important stages in

establishing the foundation and character of education for the Golden Generation of Indonesia, rooted in humanistic values.

.CONCLUSION

Based on Ki Hajar Dewantara's philosophical analysis, particularly the concepts of Tri No and Tri Nga, this study concludes that education plays a fundamental role in shaping the "Golden Generation of Indonesia" that upholds the values of Fair and Civilized Humanity. Tri No (Observing, Reflecting, Acting) and Tri Nga (Understanding, Feeling, Doing) synergistically form the foundation of holistic education, encompassing cognitive, affective, and psychomotor aspects. This approach not only enhances students' academic intelligence but also critically builds character, empathy, and a sense of solidarity. The implementation of Tri No and Tri Nga in education has proven to have great potential in strengthening humanistic values and justice amidst Indonesia's diverse society. By encouraging students to observe, analyze, imitate, understand, internalize, and practice positive values, education can create individuals who are not only intelligent but also caring toward others, respectful of differences, and capable of living harmoniously together. Therefore, the application of Ki Hajar Dewantara's philosophy is an essential long-term investment in building a more harmonious, inclusive, and responsible generation. It is hoped that the results of this study can provide valuable insights for educators, policymakers, and the general public in formulating more effective educational strategies to realize a civilized Indonesian society that upholds humanity.

REFERENCES

- Asmawati, L., Purwoko, B., & Susarno, L. H. (2025). Filsafat Pendidikan Ki Hajar Dewantara dalam Proyek Penguatan Profil Pelajar Pancasila Pada Pendidikan Anak Usia Dini. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 13(1). <https://doi.org/10.20961/jkc.v13i1.97557>.
- Finaryanti, N., Susanto, M. R., Rahimah, R., Ernawati, Y., Suwardi, Rahayu, D. N., Rohman, R., Arumsari, M. D., & Suryaningsih, A. (2023). Penerapan Think Pair Share Terintegrasi TRINGA (Ngerti, Ngrasa, Nglakoni) melalui Pembelajaran Seni Tari Kelas 1 SDN Kecis. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 319–324. <https://doi.org/10.51169/ideguru.v9i1.793>
- Fitri, K. R., Kuswandi, D., & Wedi, A. (2025). Pemikiran Ki Hadjar Dewantara dan Implikasinya Bagi Sekolah di Era Industri 5.0. *INNOVATIVE: Journal Of Social Science Research*, 5(1), 3283–3295.

- Hutagalung, T. B., & Andriany, L. (2024). Filosofi Pendidikan Yang diusung Oleh Ki Hadjar Dewantara dan Evolusi Pendidikan di Indonesia. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 2(3), 91–99. <https://doi.org/10.61132/morfologi.v2i3.615>
- Indarti, T. (2023). Relevansi Pemikiran Pendidikan Ki Hajar Dewantara pada Abad Ke-21. *Jurnal Pendidikan dan Kebudayaan*, 6(2), 200-210.
- Khamidah, A., Lestariningsih, S., & Khasanah, S. T. (2025). Pembelajaran Berbasis Proyek Terintegrasi Ajaran Tri- Nga untuk Meningkatkan Sosial Emosional Siswa SD. *Prosiding Seminar Nasional Pendidikan Dasar*, 3, 142–160.
- Krishantari, D. Y., Nisa, A. F., Havifah, B., Khosiyono, C., Masjid, A. Al, & Cahyani, B. H. (2025). Enhancing Students ' Critical Thinking and Creativity through Local Wisdom-Based Literacy Projects Incorporating Tri Nga and Tri N. *Jurnal Ilmiah Sekolah Dasar*, 9(2), 230–241. <https://doi.org/https://doi.org/10.23887/jisd.v9i2.90878>.
- Nafisah, T. S., Lalita, D. A., Dewanti, S. A., Anggraeni, D. E., Ngapi, F., & Jundy, A. (2024). Implementasi Ajaran Tamansiswa Tri N Untuk Mengembangkan Kreativitas Siswa Di Sd Negeri Karangdandang. *Jurnal PGSD Universitas Lamappapoleonro*, 2(2), 65–73. <https://doi.org/10.57093/jpgsdunipol.v2i2.36>.
- Nawati, A., Setiawan, A., Al-Masjid, A., Havifah, B., & Khosiyono, C. (2024). Analisa Kebutuhan Media Pembelajaran Ips Berbasis Pbl Terintegrasi Nilai Tri-Nga Untuk Siswa Sekolah Dasar. *Journal. Unpas.Ac.Id*, 09(September). <https://journal.unpas.ac.id/index.php/pendas/article/view/16728>.
- Nugraha, A. (2023). “Menelisis Pemikiran Ki Hajar Dewantara dalam Konteks Pendidikan Modern.” *Jurnal Pendidikan dan Kebudayaan*, 10(2), 45-60.
- Nugroho, R. (2023). Filosofi Ki Hajar Dewantara sebagai dasar dalam Merdeka Belajar untuk mencetak manusia Indonesia berkarakter. *Jurnal Pendidikan Nasional*, 10(2), 78-89.
- Oktafiolita, N., & Wijastuti, A. (2023). “Penerapan Metode PRISMA dalam Sistematisasi Literatur Penelitian.” *Jurnal Penelitian Pendidikan*, 12(1), 34-45.
- Pratiwi, I., & Artika, A. (2023). Relevansi Filsafat Ki Hajar Dewantara Dalam Pendidikan Matematika di Era Evolusi Industri 4.0 (Society 5.0). *Jurnal Multidisiplin Indonesia*, 2(9), 2738–2748. <https://doi.org/10.58344/jmi.v2i9.548>
- Prawita, Mohammad A. S. L., Astuti W., P. (2020). Pengembangan SDM Pada Form Generasi Berencana (Genre) Kabupaten Bantul Dengan Implementasi ajaran ketamansiswaan Tri-Nga dan Tri-N. *Seminar Nasional Hasil Penelitian Dan Pengabdian Kepada Masyarakat 2020*, 580–590.
- Pristiwanti, D., *et al.* (2022). Pengintegrasian Ajaran Tri Nga melalui Pembelajaran Subjek Seni Musik sebagai Penanaman Karakter Budaya Baik di SD. *Jurnal Pendidikan dan Pembelajaran*, 8(3), 45-58.
- Puspitasari, Yulianti, H., Pradipta, H., & Zulfiati, H. M. (2024). Penerapan Model Pembelajaran Berbasis Proyek Terintegrasi Ajaran Tri Nga dalam Pembelajaran IPS untuk Memperkuat Kepedulian Peserta Didik Terhadap Lingkungan. *Jurnal Pendidikan Dasar Flobamorata*, 5(2), 198–205. <https://doi.org/10.51494/jpdf.v5i2.1430>.
- Rahayu, W. K., Havifah C. K., B., Astuti, D., Hadiputra, D. dan, & Wicaksono, S. P. (2023). Membangun Profil Pelajar Pancasila Dimensi Gotong-Royong melalui Ajaran Tamansiswa Ngerti, Ngrasa, Nglakoni. *Prosiding Seminar Nasional Pendidikan Dasar Yogyakarta*, 117–187.
- Salihin, S., & Andriany, L. (2024). Relevansi Pemikiran Pendidikan Ki Hajar Dewantara Pada Abad Ke-21. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 2(2), 164–179. <https://journal.aspirasi.or.id/index.php/morfologi/article/view/475/503>.
- Saptiyanti, F. I., Pardimin, & Nisa, A. F. (2024). Innovation of Natural and Social Science E-Module Based on MERDEKA Flow Integrated with Tri Nga to Improve Critical Thinking Dimension of Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 8(4), 664–672. <https://doi.org/10.23887/jisd.v8i4.89832>.
- Sugiarta, I., Sutrisno, D., & Wahyudi, B. (2019). Pendidikan menurut Ki Hajar Dewantara adalah serangkaian proses untuk memanusiakan manusia. *Jurnal Pendidikan dan Pembelajaran Indonesia*, 5(2), 45-56.
- Thaariq, Z. Z. A., & Karima, U. (2023). Menelisis Pemikiran Ki Hadjar Dewantara dalam Konteks Pembelajaran Abad 21: Sebuah Renungan dan Inspirasi. *Foundasia*, 14(2), 20–36. <https://doi.org/10.21831/foundasia.v14i2.63740>.
- Widyalistyorini, D., Kurniawan, A., & Pratiwi, R. (2023). Integrasi Nilai Budaya Lokal dalam Pendidikan: Relevansi Konsep Tri No dan Tri Nga dalam Membangun Kebersamaan Siswa. *Jurnal Review Pendidikan dan Pengajaran*, 7(2), 15-30.
- Wulan, E., Wibawa, S., & Supriyoko. (2024). Pengembangan E-Modul Berbasis Artificial Intelligence yang Terintegrasi Ajaran TRI-NGA dalam Meningkatkan Kemandirian Siswa di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 382–396.