

Formation of Global Diverse Character in Students through Arts Learning Based on the Tri-Kon Principal Perspective

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ABSTRACT

Changes that occur in students due to globalization can cause students to not be able to respect each other, bullied, not accept differences and not reflect the noble cultural values of the nation. Global diversity is a character that aims to form students who increase their sense of appreciation for national diversity and are open to other cultures. The application of arts learning is a strategy that can be used to implement the dimensions of global diversity. The aim of this research is to describe art learning in forming a character with global diversity based on the perspective of the trikon concept including continuity, concentricity and convergence. The method used in this research is a qualitative approach by conducting a literature review of journal articles adapted to the topic of discussion using data analysis techniques using thematic analysis. The results of this research include that art education can shape character based on the perspective of the trikon principle through continuity, convergence and concentricity. The trikon principle will form character that can form character of global diversity, including recognizing and appreciating cultural differences, being able to communicate interculturality and interact with others, reflecting and taking responsibility for the experience of diversity.

Index Terms—Arts Education, Global Diverse, Trikon Prespective

I. INTRODUCTION

Changes in times will always be accompanied by changes in society within it. Changes occur in various aspects that are difficult to avoid. The most rapid form of change is globalization. Globalization is a transformation in various fields that penetrates all aspects of society without recognizing regional boundaries ^[2] (Amini et al., 2020) . The transformation that has entered society not only brings positive changes, but also negative changes. One of the negative changes is changes in people's behavior, especially changes in the behavior of school students.

School students experience many changes brought about by globalization ^[9] (Kurniawan, 2015) . Negative changes occur because there is no good control for school students in accessing technology with various kinds of information that can be received without any filters to sort the information. Various information received by students without a filter will cause a moral shift in society ^[11] (Novia & Andika Rusmana, 2022) . Moral shifts that occur in school students include not respecting others, bullying, not accepting differences and not reflecting the nation's noble cultural values. The problems that occur with these students are of particular concern to the government in shaping the character of the nation's successors. Through the education curriculum, the government prepares a special program to shape student character that reflects the values of the Indonesian nation.

The formation of student character at school is contained in the independent curriculum through the Pancasila student profile. The Pancasila student profile is a program in the independent curriculum to create Pancasila students. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence, behavior in accordance with Pancasila values ^[16] (Rusnaini et al., 2021). The Pancasila student profile has six dimensions as characteristics of Pancasila students, including faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. These six characteristics will shape student character on an ongoing basis which are implemented in every school. The implementation of the Pancasila student profile is adjusted by schools with various collaborations with scientific field taught at schools, one of which is the dimension of global diversity.

Global diversity is character formation which aims to form students who increase their sense of respect for culture and national identity and are open to other cultures ^[3] (Cahya Saputri & Katoningsih, 2023). The main aspects contained in global diversity include knowing and appreciating culture, being able to communicate interculturally and interact with others, reflecting and being responsible for the experience of diversity. This aspect is the goal in implementing the dimensions of

global diversity. Implementing the dimensions of global diversity usually begins with recognizing and appreciating culture. This process will form characters that can enable students to blend into various conditions and situations globally ^[14] (Patria & Abduh, 2023). In achieving this, it will usually be collaborated with art learning.

The application of arts learning is a strategy that can be implemented to implement the dimensions of global diversity. Art as one of the aspects of arts and culture learning will bring students to know more about the culture that grows and develops in Indonesia ^[17] (Suparmi, 2023). This learning will open up students' knowledge so that they know that Indonesia consists of various forms of culture through the art of dance. Ki Hajar Dewantara said that one form of appreciation for the Indonesian nation is to study the state of art that is growing and developing ^[13] (Nurhayati, 2019).

Culture can be the basis for developing a character. Culture contains noble values in accordance with national identity which can influence a person's thought patterns and behavior ^[4] (Camellia et al., 2022). Ki Hajar Dewantara as the father of Indonesian education who gave birth to the Indonesian educational philosophy which became the basis for the implementation of education in Indonesia. Ki Hajar Dewantara's view explains that education is an effort to promote the growth of character (inner strength and character), the child's mind and body which cannot be separated into each part so that the child can grow in harmony with his world ^[10] (Mudana, 2019). Education is not only about learning about science but also forms a child's character so that it can support his life. Education is not only a transfer of knowledge but also a transfer of values. Value transfer is intended as a process in shaping children's character in accordance with the values that exist in society. In achieving children's character through culture, Ki Hajar Dewantara initiated a trikon theory related to the formation of student character. Trikon is an abbreviation of continuity, convergence and concentricity.

These three things are related to each other and are steps that can be taken to shape student character. Continuity is related to the art learning process in forming character which must be carried out continuously starting from kindergarten to high school level, convergence is related to the collaboration of local culture with global culture and concentricity is related to an open attitude which must be instilled in students so that they do not have attitudes. the conservative one. These three things must be combined to form a character of global diversity in a gradual and sustainable manner.

Based on this background, the researchers will study further regarding the formation of global diversity of character which is one of the dimensions in the profile of Pancasila students. The aim of this research is to examine the formation of a character with global diversity carried out through art learning which is studied from the trikon perspective (continuity, concentricity and convergence) which is the idea of Ki Hajar Dewantara.

II. RESEARCH METHOD

This research uses qualitative research through a literature review approach by producing descriptive data. Literature studies were carried out to answer research problems by collecting and reviewing data from articles, books and other relevant sources ^[6] (Hadi & Afandi, 2021). Literature study is carried out by searching for various relevant information which is then processed to become a research summary. The more researchers understand and process relevant research conducted previously will strengthen the results of the literature review process carried out.

The data source in this research was obtained from journal articles that were relevant to the topic by creating keywords. The keywords in this research used to obtain data sources are character formation, global diversity, art learning and Ki Hajar Dewantara's trikon concept. The data collection technique in the research was carried out using the library method by obtaining research data in the form of journal articles via Google Scholar. The data analysis technique used is thematic analysis. Researchers carried out thematic analysis on each data found by assigning codes and themes to each data found.

III. RESULT AND DISCUSSION

A. Global Diversity through Arts Learning

Global diversity is a dimension that brings students to know, understand and appreciate the locality of national culture to increase their sense of belonging, respect and tolerance for diverse national cultures, which is able to instill a sense of tolerance towards diversity ^[12] (Nur Wijayanti, 2023). Global diversity is one dimension that

includes several key elements that need to be considered in implementing it. These key elements include knowing and appreciating culture, being able to communicate interculturally and interact with others, reflecting and being responsible for the experience of diversity. These key elements are elements that are carried out in implementing the Pancasila student profile through learning. The dimensions of global diversity can be implemented through arts learning in schools

Art learning at school will generally introduce various forms of art and culture in Indonesia. Introduction to arts and culture will bring students to know more about the diversity of the Indonesian nation in terms of arts and culture. Students will learn about various cultures that grow and develop in Indonesia through dance, for example students will know that dance from Central Java is different from dance from East Java. The two areas are close, but have a difference. In learning the art of music, students will be invited to work together with each

other in playing a set of musical instruments to form beautiful notes. Through studying fine arts, students can find out the differences in various forms of Indonesian decoration that exist in each region.

Through this learning, it will indirectly be integrated into the key elements contained in the global diversity dimension. Introduction to national culture will form a multicultural attitude for students, which will prepare students for a diverse global life ^[7] (Hatapayo et al., 2023). This attitude can be obtained by providing awareness that every culture and individual has the same rights and position in society.

B. Continuity (*Kontinuitas*) in Global Diversity Through Arts Learning

Continuity is one of the trikon concepts initiated by Ki Hajar Dewantara. Continuity has the meaning of continuity or sustainability. In this case, the development of national culture becomes an unbroken continuity originating from the past, present and future. In developing a character, it must be a continuation of the nation's own continuous culture ^[18] (Suwahyu, 2018). The culture of the past will continue to be the basis for determining the direction of character formation which must not be eliminated. The values of past cultures will shape the values that become the nation's identity. The values contained will become the basis for forming character in the next generation, especially school students.

The values in national culture will stick and shape character if they are established continuously for students at school ^[5] (Ernawati et al., 2018). Information about the nation's cultural values will be embedded in students if this is taught continuously and gradually. Schools are a strategic place in instilling cultural values in students. Instilling cultural values in students at school can be done through art learning at school.

Continuous art learning is taught from preschool to high school. Gradually and continuously, dance learning introduces Indonesian culture through art learning in accordance with the learning outcomes of each level. The learning outcomes for each level have been designed so that each art lesson can be interconnected and sustainable.

Learning at the preschool level, in dance sub-art learning, students are introduced to simple dances which are packaged through games in preschool student learning. At elementary school level, students observe various forms of regional dance and recognize dance as a form of expression. Dance as a form of expression certainly has differences in each region. There is dance as a form of gratitude for the blessings of an abundant harvest, such as the plate dance from West Sumatra, there is also dance as a form of repelling danger, such as the Muang Sangkal dance from Madura and many more forms of dance expression in each region.

At junior high school level, students explore the background of traditional dance that developed in Indonesia. Students will understand that each regional dance has a different historical background which is influenced by various things such as geographical conditions, external influences and the influence of mixing with other cultures. Learning at the high school level, students learn about creating a dance work that is based on traditional dance based on meaning and symbols as inspiration in creating dance movements. At this level students will learn about the meaning contained in traditional dance in each region. Indirectly, students will know the meaning of a dance which can be used as learning in it. The continuous process of learning dance from preschool to high school will indirectly shape character according to the dimensions of global diversity.

Learning that is carried out in stages and continuously will provide memorable and meaningful learning for students ^[15] (Pohan, 2020)

Art learning which is carried out in stages starting from introduction to the creation process, all of which is based on regional traditional dances in Indonesia, will form Indonesian students who can recognize, identify and appreciate a national culture so that they are able to recognize the identity of themselves and their groups such as the elements of recognizing and appreciating the dimensions of global diversity.

C. Convergence (*Konvergen*) in Global Diversity Through Arts Learning

Convergence in the trikon principle has the meaning of an effort to advance the culture of the Indonesian nation

which can be combined with other cultures so that the nation's culture can stand side by side with the culture of other nations ^[1] (Akbar Albany, 2021). Collaboration between other cultures will lead Indonesian culture to become a universal cultural unity without abandoning the original values of the nation's culture. Cultural collaboration will also make the nation's culture better known and able to compete with other cultures so that its existence is maintained and can be accepted globally. Incoming foreign culture can work side by side with national culture so that it can enrich cultural treasures, one of which is the influence on art.

The richness of Indonesian art cannot be separated from influences from foreign cultures. The history of the Indonesian nation being colonized by Westerners is one of the factors that influenced this. On the other hand, this influence is a positive thing for art in Indonesia. Art in Indonesia is increasingly developing following the times. This development has brought changes from previously considering Indonesian culture to be too traditional, so that it can develop into a traditional culture that is able to collaborate with modern culture. This can be taught to students at school through learning dance.

Implementation in arts learning can be seen in the example of music arts learning. In the illustration of music design material, it can be made with various modern musical instruments that come from abroad, such as violins, drums, violas which are collaborated with gamelan musical instruments. The resulting sound will sound like a collaboration between music from outside and gamelan music. In practice, students will understand that the music created still has a distinctive gamelan sound, thus showing the identity of the music from Indonesian culture. The sound of the dance music that is produced does not have a traditional nuance but also has a modern feel so that it can be enjoyed by all groups. Often various types of dance music are collaborated with *disk jockey musical instruments* or better known as DJ. Many school students are actually interested in packaging dance music in collaboration with DJ musical instruments. This shows that collaboration between local culture and modern culture will increase the attractiveness of a culture. The learning process carried out collaboratively in arts learning will form convergent attitudes in students so that they can become a universal cultural unity. This attitude is in accordance with character formation in the dimension of global diversity.

Students are formed as Pancasila students who are able to recognize and appreciate culture in a convergent way who can explore cultural knowledge. Exploring culture means researching to find a local culture which can then be integrated with a new culture so as to foster an attitude of ownership towards the nation's culture. Being able to communicate and interact between cultures by accepting local culture as an identity which can then foster integration with other cultures so that it can form students who understand intercultural relationships. Students are able to reflect and be responsible for experiences of diversity by showing awareness of the importance of accepting other cultures. Other cultures can be a support in the development of local culture. The formation of student character can harmonize cultural differences into cultural integration.

D. Concentricity (*Konsentrinitas*) in Global Diversity Through Arts Learning

Concentricity is the last part of the Trikon principle. Concentricity can be interpreted as meaning that in order to advance the culture of the Indonesian nation, one must have an open attitude, have a critical and wise perspective in dealing with various cultures from outside which can have a negative impact on the nation's culture ^[18] (Suwahyu, 2018). An open attitude will make culture develop and be accepted by outside society. If a culture can be accepted by the outside community, it will increase the existence of the culture itself so that it does not disappear over time. An open attitude must also be balanced with a critical attitude towards everything that is part of the nation's culture. A critical attitude towards a

culture can be a filter that can filter everything that comes in so that it can be in accordance with the existing national culture ^[8] (Humaeroh & Dewi, 2021). Apart from a critical attitude, a wise attitude is also needed to advance the nation's culture. Be wise by finding out the positive and negative impacts caused by the mixing of foreign culture with the nation's culture, so that the distinctive characteristics of the nation's culture remain. Concentricity can be realized through arts learning to form a globally diverse character in students at school.

Art learning in schools is rooted in national culture, but also accommodates other cultures that do not intersect with national culture. One of the art lessons through dance carried out at school is to give students the opportunity to think openly by giving students the opportunity to observe various existing dance performances by paying attention to the elements that make them up. The dance performances observed by students will provide knowledge that Indonesian art has its own characteristics that are inseparable from the nation's cultural values. Students can identify native culture and the values contained in it. Students will be able to compare how other cultural influences can be accepted without reducing or eliminating the characteristics of the nation's culture, so that a sense of cultural locality can still be enjoyed and reflect the nation's identity.

For example, in dance around the 80s, *break dance* was one of the popular dances at that time. The popularity of *break dance* was used by artists in West Java to collaborate with Jaipong dance. The *break dance* movement is part of the jaipong dance series which is accompanied by typical Sundanese music. Until now, this dance has become a special attraction for various groups, which has allowed Jaipong dance to develop until now. This

influence does not change the value contained in the dance, in fact it provides added value to the dance. This is an example for students that influence from the outside world is not a bad thing for national culture, as long as it does not damage or change existing noble values. This learning will shape students to be more open to various cultures from outside so that students are not conservative. and accept change well.

An open attitude towards students is followed by a critical attitude to filter various foreign cultures so that the foreign culture that enters is still in accordance with the values contained in the nation's culture. This will shape students as Pancasila students who can describe their own or group identity which can be combined with various cultures from outside in accordance with the elements of knowing and appreciating culture in the dimension of global diversity. Being able to interact between cultures so that the perspective is built in students to understand each other that intercultural interactions will create a harmonious relationship. Formation of students' awareness of cultural differences in various situations that occur due to interactions with the diversity of other cultures to form a reflection in students. The reflection that is formed takes the form of a critical attitude towards the various cultural groups encountered so that students are able to respond to other cultures. This is in accordance with the element of reflection on the experience of diversity

CONCLUSION

Changes in times will always be accompanied by changes in society within it. The transformation that has entered society not only brings positive changes, but also negative changes. One of the negative changes is changes in people's behavior, especially changes in the behavior of school students. School students experience many changes brought about by globalization. The problems that occur with these students are of particular concern to the government in shaping the character of the nation's successors. Through the education curriculum, the government prepares a special program to shape student character that reflects the values of the Indonesian nation. Through the independent curriculum, the government strives to instill character according to the values contained in Indonesian culture. One of the characters formed is a character in the dimension of global diversity. Global diversity consists of elements that can be formed through learning the art of dance. The character that is formed can refer to the trikon principle which comes from the educational philosophy of Ki Hajar Dewantara. The trikon principle is Ki Hajar Dewantara's view of forming character through national culture which consists of continuity, convergence and concentricity. Continuity or sustainability in developing national culture. Through learning the art of dance, character will be formed continuously and gradually until one can form character according to the dimensions of global diversity. Convergence, which has meaning as an effort to develop culture, can be developed by combining it with other cultures. Through learning outcomes, dance learning accommodates students to be able to collaborate local culture with other cultures so that local culture can maintain its existence. This learning will shape students' attitudes to accept cultural diversity in the environment and be able to explore various existing cultures. Concentricity which has meaning in developing culture must have an open attitude, but remain critical and selective so that the original values of the nation's local culture are maintained. In learning dance, students are taught to have an open attitude so as not to become conservative students. An open attitude is carried out through learning the art of dance through identifying original cultural values in dance so that it can instill the formation of one's own identity so that one can appreciate national cultures.

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