



INDONESIAN LANGUAGE LEARNING IN THE INDEPENDENT CURRICULUM AT THE JUNIOR HIGH SCHOOL LEVEL

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ABSTRACT

The curriculum is a guideline in the learning process activities in schools. Both in planning, implementation, and assessment are regulated in the curriculum used. Currently, Indonesia uses an independent curriculum. This study aims to explain Indonesian language learning by implementing an independent curriculum at the junior high school level. This research method uses a literature review. The literature used is following the topic of discussion and is further analyzed in depth. The literature is sourced from articles, books, and references related to the independent curriculum. The independent curriculum is classified as a new curriculum implemented in Indonesia in the post-pandemic, so it needs to be studied more deeply in its implementation in Indonesian language learning.

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INTRODUCTION

Education is one of the important components in measuring the progress of a nation. A developed nation depends on the quality of good education. Indonesia is one of the countries that continues to develop according to the times and technology. Against the background of the Covid-19 pandemic that hit the whole world, one of them is Indonesia. This has an impact not only on the health sector. However, education in Indonesia is also starting to change.

One of the changes in the educational aspect is in the curriculum used. The curriculum is a central system in the process of education in a country. The curriculum can be called a learning plan, which is a learning or educational plan for students (Munir, 2008). The curriculum is then used as a learning guide based on the needs and results of the evaluation of the previous learning process. The update related to the curriculum is currently called the independent curriculum.

The process of changing the curriculum from K13 to the Independent Curriculum in Indonesia is a form of overcoming the learning crisis during the pandemic. The independent curriculum is designed to empower educators as professionals to work. Each school has different characteristics and is adjusted to the characteristics of the students where the school is located.

Indonesia is currently enforcing a new curriculum called the independent curriculum. In the independent curriculum, there are four skills, namely listening, reading and watching, speaking and presenting, and writing. These four skills are taught in learning Indonesian in the Independent Curriculum. In the independent curriculum, educators and students are expected to be able to communicate with each other actively in the classroom. The independent curriculum also has a focus on developing the character of students. The character development is formed through a character development program called the Pancasila Student Profile. The independent curriculum has a domain of language competence which includes six things, namely listening, reading, watching, speaking, presenting, and writing.

Indonesian language learning in the Independent Curriculum uses the paradigm of partiality to students. In learning Indonesian, it provides opportunities for students to meet their learning needs. This is in line with one of the principles of the Independent Curriculum, namely differentiation. Students have different interests, preferences, and types of learning (Megawati, 2023). The differences in students are

then packaged in differentiated Indonesian language learning.

In the Independent Curriculum, Indonesian subjects are one of the compulsory subjects for all levels of education in Indonesia. Indonesian learning is directed at learning literacy for various communications in the socio-cultural context of Indonesia. In addition, in learning Indonesian with the Independent Curriculum, it uses a genre-based approach, genre pedagogy, and teaches to improve the language of life in managing oneself and the environment.

In learning Indonesian with an independent curriculum, it gives freedom to educators in the teaching process. The learning process is contextual and innovative which aims to enable students to have good knowledge and skills. Educators have a role as facilitators and get freedom in structuring innovative learning. In Indonesian language learning with an independent curriculum, there are different learning outcomes in each phase. It is hoped that students can be guided in learning according to their intellectual abilities.

INDEPENDENT CURRICULUM

The Essence of the Independent Curriculum

The curriculum is a guideline in realizing educational goals in schools. The curriculum has an important role in the sustainability of the world of education. The curriculum can be interpreted as an important tool to realize and achieve the goals of school education (Yulaelawati, 2007). Mudlofir (2011) conveyed that the curriculum can be interpreted in two contexts, namely as several subjects that must be taken by students as a learning security and program plan. The central government establishes the basic framework and curriculum structure which then becomes a reference in developing the curriculum (Balitbang and Books of the Ministry of Education and Culture, 2021).

The curriculum in Indonesia today continues to develop following the progress and needs of students in the learning process. The Independent Curriculum is a curriculum that is currently used in Indonesia. The Independent Curriculum is a curriculum with diverse intra-curriculum learning (Prameswari, 2020). This aims to optimize the competencies possessed by students. The Independent Curriculum can help educators choose various teaching tools to adjust the learning needs and interests of students. According to Mulik, et al. (2023), the independent curriculum is an education based on the nature of nature and times to create a pleasant learning atmosphere.

Based on the explanation above, it can be concluded that the Independent

Curriculum is a new curriculum implemented in Indonesia. The curriculum is an adaptation of the post-pandemic education process. An independent curriculum is a curriculum that provides freedom to educators and students in learning.

Characteristics of the Independent Curriculum

The Independent Curriculum is a curriculum that is prepared to assist educators in choosing various teaching tools. In addition, the Independent Curriculum also provides opportunities for educators to adjust the learning process to the needs and interests of students. According to Megawati (2023), there are three characteristics of the Independent Curriculum as follows.

First, the Independent Curriculum focuses on essential materials. The Independent Curriculum provides freedom to educators in providing essential materials to students so that educators have more time to apply interactive learning methods. In the independent curriculum, educators can have a lot of time to pay attention to the learning process of students. With this, educators can understand the needs of each student. That way students can get a more meaningful and enjoyable learning experience.

Second, a flexible curriculum structure. In the independent curriculum, one of the new aspects is called learning outcomes (CP). The CP that has been determined by the Ministry of Education and Culture is divided into six phases, namely Phase A grade 2 Elementary School, phase B Grade IV, phase C Class VI, phase D Class IX, phase E Class X, and phase F Class XI and XII. With the division of several phases of CP that are adjusted to the level of education, it is hoped that educators can be more flexible in designing the learning flow. In addition, the independent curriculum with a separate CP is dense to adjust the conditions and needs of students. Education units can also design operational curricula flexibly.

Third, the availability of many teaching materials. In the independent curriculum, the teaching tools intended here are textbooks, teaching modules, literacy assessments, and so on. The device can be used by educators or modified and adapted according to learning needs. All of these devices are called independent teaching platforms.

Based on the explanation above, it can be seen that the independent curriculum has characteristics that help educators and students in achieving CP. The independent curriculum has the characteristics of being flexible and open. This

makes it easier for students to learn. The CP levels or phases that are compiled also make educators more directed and free in designing learning. This is still following the needs of students.

Learning Principles in the Independent Curriculum

In the learning process with the independent curriculum, there are principles used. Principles are the foundation for thinking in achieving dynamic and directed learning goals (Khairani, 2014). In the Ministry of Education and Culture's Learning Guide (2023), there are five learning principles in the Independent Curriculum as follows.

First, the development of students. In the Independent Curriculum, learning is designed by considering four things, namely development, achievement level, learning needs, and student characteristics. At the beginning of the school year, educators will dig up information related to the readiness and achievements of previous students. This is so that the designed learning will be adjusted to the development of students. Thus learning will become more meaningful and fun.

Second, lifelong learning. One of the slogans in the Independent Curriculum is lifelong learning. Students are invited not only to do learning activities in class. But it can be done anywhere and anytime. In addition, in the second principle, educators are directed to be able to design learning and implement it to build the capacity of students to become lifelong learners. This is done by inviting students to reflect and understand their respective strengths to then be redeveloped.

Third, supportive learning. In the Independent Curriculum, the learning process supports the development of students' competencies and character holistically. Educators use various learning methods that can support and assist students in achieving learning goals. There are several forms of learning methods, such as inquiry, project, and differentiated learning.

Fourth, relevant learning. Learning is designed and adapted to the context, environment, and culture of students. This aims to make students better understand the learning material when it is associated with knowledge in their environment. In addition, learning also needs to involve parents and the community as learning partners. Using relevant learning materials will attract students' interest.

Fifth, is continuous learning. In the last principle, the Independent Curriculum directs learning that is oriented towards a sustainable future. This can

be associated with various activities, such as showing concern for the environment and the future of the earth. In the Independent Curriculum, students are not only introduced and taught related to science. But it also motivates students to be responsible and play a role in the future of their environment.

Based on this explanation, it can be concluded that the learning principles in the Independent Curriculum are arranged based on the implementation and previous learning results. In the learning process, students are the main focus. Students play an active role not only in the aspect of knowledge developed, but also in the aspect of skills and attitudes that are considered.

LEARNING PROCESS

Learning Planning

Learning planning is the initial stage before the learning process in the classroom. Gentry (1994) said that learning planning is the process of formulating and determining learning objectives, strategies, techniques, and media to be used. The planning aims to achieve the learning objectives that are prepared maximally. Learning planning is all activities to determine what will be done in the learning process (Majid, 2012). This is under the opinion conveyed by Purwanto (2009), that planning is the process of determining goals or objectives that are to be achieved and needed.

Learning planning has three characteristics. First, learning planning is the result of a thinking process, meaning that a learning plan is prepared not randomly but is prepared by considering all aspects that may have an effect. Second, learning plans are prepared to change students' behavior according to the goals they want to achieve. This means that the main focus in learning planning is the achievement of goals. Third, learning planning contains a series of activities that must be carried out to achieve goals. Therefore, learning planning can function as a guideline in designing learning according to needs.

In contrast, Kusniati (2017) stated that the things planned in learning planning include (1) the formulation of general goals, (2) the determination of general themes, (3) the determination of time frames, (4) the form of material patterns, (5) the model of learning application strategies, and (6) the determination of the form of measurement. These six aspects are interrelated and related. These

six aspects are incorporated into a unit called a teaching module (RPP).

Based on the explanation above, it can be concluded that the preparation of learning plans needs to be done before learning in the classroom. This aims to ensure that in terms of material, time, learning models, and measurement techniques, it can run optimally. In addition, the learning objectives that have been designed can be achieved. In the planning process, it is necessary to be carried out properly and on target, so that it has a positive impact on the quality of learning.

Learning Implementation

The implementation of learning is the process of implementing learning that has been arranged according to certain steps to achieve the expected results. Majid (2014) said that the implementation of learning is a teaching and learning process activity as a core element. The implementation is adjusted to the signs that have been prepared at the learning planning stage. The implementation of learning can also be interpreted as a system or process of learning students based on a systematic design with the aim of achieving learning goals. The implementation of this learning is divided into three parts, namely the beginning, core, and end activities.

The implementation of learning is carried out based on the curriculum that has been adjusted (Desni, 2012). In the implementation of learning with an independent curriculum, there are six competencies, namely listening, reading, watching, speaking, presenting, and writing. Each competency that has been designed is expected to be able to achieve learning goals. In achieving these learning goals, several supporting facilities are needed in the implementation of learning. Examples are learning media, learning methods, learning resources, learning strategies, and so on.

Based on the explanation above, it can be concluded that the implementation of learning is a core stage in the learning process. At this stage, the learning process that has been designed in the learning planning section is carried out. The implementation of learning is carried out according to what has been designed. Both in terms of the material taught, the learning media used, and the assessment that will be given. In the implementation of learning, it is hoped that it can run optimally with the aim that students can achieve learning goals.

Learning Assessment

In learning activities, benchmarks are needed to measure the success of a

learning activity through evaluation. Evaluation is an activity or process of providing information that is considered (Widoyoko, 2009). Evaluation is also often related to the provision of information that is used as consideration in making a decision. In learning evaluation, there is a definition of the last activity in the learning process. Davies (1990) said that learning evaluation is an activity to measure the competence or capability of students who have carried out learning. This learning evaluation also serves to make appropriate improvements for future learning.

Munawwir (2002) said that learning evaluation is an assessment in the field of education or an assessment of matters related to educational and learning activities. Sujono (2003) said that there are three main components in educational evaluation, namely the evaluation of learning programs, learning processes, and learning outcomes. Evaluation or assessment has four functions, namely selective, diagnostic, placement, and success measure. The selective function is an assessment that contains a way to conduct selection or screening. The diagnostic function is that assessment is used to examine the strengths and weaknesses of learners. The placement function is to determine where the group/individual is placed. The function of measuring success is to know the success of a program carried out (Arikunto, 2021).

JUNIOR HIGH SCHOOL INDONESIAN LANGUAGE LEARNING WITH INDEPENDENT CURRICULUM

Indonesian subjects are important subjects that must be studied by students because they are directly related to one of the identities of the Indonesian nation. Indonesian is the official and national language of Indonesia (Zulfa, 2022). Indonesian language subjects relate to literacy skills developed into learning to listen, read and watch, write, speak, and present for a variety of genre-based purposes related to the use of language in life. In Indonesian subjects, students are directed to hone their literacy skills to be able to understand the meaning of a text and the context of other sciences by choosing and using the right words to express the various contents of a text's social discourse (Suwija, 2022). Thus, it can be said that learning Indonesian subjects is literacy learning for communication purposes in the Indonesian socio-cultural context and can play an integrated role with other sciences.

Indonesian has a function as the national and official language in Indonesia. The national language is the language that has become the standard in Indonesia, while the official language is the language used in official communication such as legislation and official letters (Cahyani, 2013). Based on this, Indonesian is important to be taught in learning at school. With that, communication proficiency in Indonesian orally and in writing can be improved in the learning process. The Indonesian language receives special attention at all levels of education (Rafika and Nursalim, 2021). Based on the above explanation, it can be concluded that Indonesian is an important subject to be learned by students. This is evident that at every level of education in Indonesia there are Indonesian subjects. With this, it is hoped that all aspects, both the government, schools, and students, can succeed in the Indonesian learning goals that have been designed.

OBJECTIVES OF INDONESIAN LANGUAGE LEARNING

Indonesian has a specific goal that is designed based on general goals, namely to acquire knowledge, skills, creativity, and attitudes (Megawati, 2023). In learning Indonesian, students are taught to use language in communicating (Resmini, 2007). Based on these two opinions, it can be concluded that the purpose of learning Indonesian is to direct students to be able to communicate using the correct Indonesian language and both orally and in writing.

The objectives of Indonesian language learning based on the Independent Curriculum (BSKAP Ministry of Education and Culture, 2022) are as follows.

- 1) noble morals by using Indonesian politely;
- 2) attitude of prioritizing and appreciating Indonesian as the official language of the Republic of Indonesia;
- 3) the ability to speak with a variety of multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts;
- 4) literacy skills (language, language, and critical-creative reasoning) in learning and working;
- 5) confidence to express themselves as capable, independent, cooperative, and responsible individuals;
- 6) concern for local culture and the surrounding environment;
- 7) concern to contribute as Indonesian citizens and a democratic and just world.

Based on the objectives of learning Indonesian based on the Independent Curriculum above, it can be seen that learning objectives are not only related to knowledge competence. However, attitude competence, namely morality, is designed in the first learning objective. This strengthens that the competence of attitude, morals, and religion is the main thing. Then continued with knowledge competence afterwards.

CHARACTERISTICS OF INDONESIAN LANGUAGE LEARNING

Each student has different characteristics. The characteristics of each student need to be taken into account in designing and organizing learning in the classroom. Analysis of student characteristics is a way to understand, and determine needs, talents, and interests (Andriani, 2022). There are two characteristics of students that need to be considered as follows.

1) Characteristics related to initial ability, namely intellectual, thinking, and psychomotor abilities.

2) Characteristics related to background and social status.

Based on these characteristics, educators need to design and readjust the appropriate learning process. In learning Indonesian, there are recommended character education values, namely honesty, intellectuality, good manners, and rationality (Yulita, et al. 2023). According to the BSKAP of the Ministry of Education and Culture (2022), there are four characteristics of Indonesian subjects as follows.

1) Indonesian subjects as a means of communication. Humans are social creatures who always have communication relationships. One form of communication media is Indonesian. In Indonesian, a person expresses the goals, ideas, thoughts, and ideas to be conveyed.

2) Indonesian subjects include receptive skills (listening, reading, and watching) and productive skills (speaking, presenting, and writing).

3) The Indonesian language subject uses a genre-based approach through the use of various types of texts and multimodal texts.

4) Indonesian subjects are taught to improve students' awareness of life and concern for the social and cultural environment.

Based on this, it can be concluded that the subject has special characteristics that distinguish it from other subjects. In Indonesian subjects, there is a focus on oral and written competence. The two competencies are then redefined based on several

aspects, such as listening and reading.

INDONESIAN LEARNING OUTCOMES PHASE E AND F

Indonesian learning focuses on literacy competencies in achieving various goals. The special competencies in it are listening, reading, watching, speaking, presenting, and writing. Based on these special competencies, learning outcomes that will be used during the learning process are then compiled.

Learning outcomes (CP) is a term used in the Independent Curriculum and means an expression of educational objectives. CP is structured on each subject. According to Butcher (2006), learning objectives have a broad and general nature in explaining information to students. Based on this, learning outcomes (CP) were prepared which were more focused on the aspects expected by students in the learning process. Each level of education has different CP. This is adjusted to the level of education, needs, and abilities of students.

According to the Ministry of Education and Culture's BSKAP (2022), CP at the high school level is included in phases E and F. Both phases are among the highest CP phases. In phase E, it is devoted to students in class X. There are five CPs in phase E, which are as follows.

- 1) Students are expected to have the language skills to communicate and reason by goals, social, academic, and world of work.
- 2) Students can understand, process, interpret, and evaluate information from various texts with diverse topics.
- 3) Students can synthesize ideas and ideas from various sources.
- 4) Students can actively participate in discussions and debates.
- 5) Students can write various texts to express opinions and present and respond critically.

Furthermore, in the CP phase F which is devoted to students in grades XI and XII. CP Indonesian phase F is the highest and final phase in Indonesian learning achievement. The CP is divided into five parts, as follows.

- 1) Students have the language skills to communicate and reason according to goals, social, academic, and world of work contexts.
- 2) Students can understand, process, interpret, and evaluate various types of texts with diverse topics.
- 3) Students can create ideas and opinions in various goals.

4) Students can actively participate in language activities that involve many people.

5) Students can write various texts to reflect and actualize themselves to work and express the Indonesian language in various media in supporting the nation's civilization.

Based on the above explanation, it can be seen that learning outcomes are formulated to compile the next aspect of learning. At the high school level, it is divided into two phases of CP, namely Phase E for class X and Phase F for classes XI and XII. Phases E and F include the last and highest phases. This is related to the high school level is the upper school education level in education. Based on this, the CP that was prepared also includes critical thinking competence. It is hoped that students at the high school level can prepare themselves in the community.

CONCLUSIONS

Based on the explanation that has been explained, it can lead to an understanding that learning Indonesian using the independent curriculum is innovative, creative, and flexible learning. With an independent curriculum, educators are no longer fixated on strict rules. Educators can be more flexible in determining the learning style and learning media used. These adjustments are certainly based on the needs of each student in a school.

The independent curriculum is also related to all learning components, one of which is Indonesian language learning. In activities starting from planning, and implementation, to evaluation, it is necessary to pay attention to the achievement of the well-prepared learning outcomes. With the implementation of an independent curriculum, not only in Indonesian subjects, it is hoped that it can adapt to the new habits after the pandemic. In addition, all components of education, both the government, ministers, and educators, must continue to collaborate to create a superior and characterful generation.

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