

COMPONENTS OF THE INDONESIAN LANGUAGE AND LITERATURE LEARNING CURRICULUM

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Abstract:

Curriculum, derived from the Latin "curriculae," originally meant the distance traveled by runners and now refers to the duration of education. According to Law No. 20 of 2003, curriculum is a learning plan to achieve educational goals. In Indonesia, the curriculum is updated periodically according to developments in the era. Its main components are interrelated objectives, materials, methods, and evaluations. Ralph W. Tyler emphasizes the importance of these four aspects in understanding the curriculum, although its implementation is often complex and requires adjustment. Learning methods are the means used to achieve curriculum goals through specific procedures. Subject-centered approach: Materials come from teaching subjects and are delivered through communication between teachers and students. A student-centered approach, learning based on students' needs, interests, and abilities, with a focus on individualization. A community-oriented approach, integrating schools and communities through field trips, work experiences, and community service projects. Components of a language learning curriculum, such as objectives, methods, materials, assessments, and language skill development, are essential to ensure an effective learning process. Strong curriculum design supports optimal language growth for students.

Keywords: Curriculum; Objectives, Learning Methods, Student-Centered Approach

INTRODUCTION

The term curriculum comes from Latin, namely "curricular," which means the distance a runner must travel. At that time, the definition of the curriculum was the period of education students must take to obtain a diploma (Hamalik, 2015). The curriculum in education means several subjects in schools or universities that must be taken to get a diploma or move up a level. Based on Law Number 20 of 2003, article 1, paragraph 19, the curriculum is a set of plans and arrangements regarding the objectives, content, learning materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals.

According to Sutarto (2015), the primary reference for the school program is the curriculum. Naturally, according to the demands of the times, the curriculum needs to be reviewed periodically to accommodate customer demands. The curriculum has undergone updates following the development of the increasingly modern world of education because of the development of the times. Curriculum updates in Indonesia occurred in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2014, 2017, and 2022. The changes and developments in the curriculum must have a clear vision and mission. All national curricula concerning Pancasila and the 1945 Constitution have been developed.

Educational insight places educators not merely as messengers of textbook content or carriers of material in the outline of the teaching program but as designers and implementers of experiential curriculum who are always vigilant in making ongoing adjustments through various appropriate



transactional decisions using the complete objectives of education as a reference. In turn, following the nature of education that reaches forward, the principles of reaction in the learning curriculum are based on research results and expert predictions, in addition to the choice of values adopted by society. As is known, Ki Hajar Dewantara, the Father of Indonesian Education, initiated one of the principles of reaction, which is wisely meant as *tut wuri handayani* (Sindunata, 2000)

An educational expert, Ralph W. Tylor, in his book *Basic Principles of Curriculum and Instruction* (S. Nasution., 2000), reveals the basics of the curriculum. His work is essential and influential in the development of the curriculum. He asked four main questions that became the essential reference in understanding the components of the curriculum. The four components are (S. Nasution., 2000): 1. What goals does the school want to achieve? 2. How do we have learning materials to achieve these goals? 3. How are materials presented to be effective for teaching? 4. How can learning effectiveness be initiated?

Based on these questions, the four components (fundamental variants) of the curriculum are obtained: (1) Objectives, (2) Learning Materials, (3) Teaching and Learning Process, and (4) Evaluation or Assessment.

These four components are interrelated or inherent. Objectives in a component always lead to what will be learned, how the learning process is, and what should be assessed. Likewise, assessment can affect other components. When evaluation is emphasized in the form of exams, for example, Ebtanas and UMPTN, then there is a tendency to make exam materials the goal of the curriculum, and the teaching and learning process tends to prioritize practice and memorization.

It should be underlined in the curriculum components (S. Nasution., 2000). If one component changes, for example, the new objectives are highlighted, or the teaching and learning process, for example, a new method or assessment method, all other components will also experience changes. If the goal is clear, then the learning materials, PBM, and evaluation will also be more explicit.

Another essential thing to understand is that the curriculum pattern proposed by Tylor seems very simple, but in reality, it is more complex than previously thought. It takes work to determine the goals of education or lessons. However, it is also challenging to determine the materials to educate children to become human builders, honest workers, etc. Determining effective PBM is more accessible because its success is only known after being assessed. Tylor's concept (in, S. Nasution., 2008). about the composition of the curriculum has indeed also received criticism but is still considered today. A complete curriculum is a complete overall system with components closely related to one component and another: Objectives, Materials, Methods, and Evaluation or Assessment. The education system built in each educational institution should be based on the components of the curriculum that are absolute in every learning. The curriculum components are Curriculum Objectives, Materials or Subject Matter, Teaching and Learning Methods and processes (PBM), and Evaluation or Assessment.

Curriculum Objectives. The curriculum objectives of each educational unit must refer to the achievement of national education goals as stipulated in Law No. 2 of 1989 concerning the National Education System. On a broader scale, the curriculum is an educational tool for developing quality human resources. The curriculum provides ample opportunities for students to experience the education and learning process to achieve the target of national education goals in particular and quality human resources in general. The objectives of the curriculum can be divided into several, namely:

- a. National Education Objectives. The objectives of national education following Law No. 20 of 2003 concerning the national education system are to improve the quality of Indonesian people, namely people who believe in and are devoted to God Almighty, have noble morals, are healthy,

knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The objectives of national education must refer to these national education objectives.

- b. Institutional Objectives. Institutional objectives are the objectives that an educational institution, as an education provider, wants to achieve. Every educational institution must achieve this objective. It is an intermediate objective to achieve the general objective formulated as graduate competencies for each level of education: primary education, basic education, secondary education, vocational education, and higher education.
- c. Learning Objectives. It is categorized as the general objective of the curriculum. In this case, related to the objectives of the subjects, they are grouped into several fields of study, especially the fields of Language and Literature, including Indonesian and English subjects (Oemar Hamalik, Curriculum and Learning, pp. 23-24).

1. Classification of Learning Objectives according to Bloom's Taxonomy. Bloom calls this classification method "The Taxonomy of Education Objectives" in this understanding. According to Bloom, educational or learning objectives can be classified into three domains, namely: area, aspect, realm or dimension (Munir, 2008, pp. 54-60):

- a. The cognitive domain concerns the ability and intellectual skills of thinking.
- b. The affective domain concerns attitudes, abilities and mastery of emotional aspects, namely feelings, attitudes and values.
- c. The psychomotor domain, namely, involves physical skills or movements.

In this discussion, we only focus on one crucial thing, namely the cognitive domain, which is related to the following essential parts, namely:

Knowledge, which is often referred to as recall because knowledge shows the ability to recall previously learned learning materials; information concerning specific things, terms, specific facts, methods/tools, conventions, tendencies, classifications, benchmarks or standards, methodologies, general things in the form of abstractions, principles and generalizations, and theories.

1. Understanding is one level higher than knowledge. Understanding shows the ability to understand learning materials. From this understanding, we will be able to distinguish something. This ability concerns translation (interpreting), namely verbalization or vice versa. Give examples (exemplifying), namely finding specific examples. Classifying (classifying) is distinguishing something based on its category. Summarizing (summarizing). Arguing (inferring), providing an overview of logical conclusions. Comparing (comparing), detecting the relationship between two ideas or objects. Explaining (explaining) is constructing a cause-and-effect model.
2. Application (application): the ability to apply learning materials learned in a new situation. Application is higher than understanding. It can apply a theory or formula and so on from the application. From here, two essential things emerge: Executing and applying a procedure/method to straightforward questions. Implementing, namely applying procedures/methods to complex questions.
3. Analysis, namely the ability to break something down into parts so that the parts can be understood. This analysis is the breakdown of an idea into elements or parts so that the hierarchy and relationship of ideas become clear. This analysis includes Distinguishing relevant and irrelevant parts of something. Organizing, namely determining how elements fit or function in a structure. Connecting, namely determining the boundaries of views, values, or goals that underlie the presentation of a material.
4. Synthesis, namely the ability to collect parts into one unit. We can collect various information or facts that become a theme through synthesis. Synthesis includes Checking and detecting



inconsistencies or errors in the process or product. Criticizing, namely detecting inconsistencies in products and external criteria. 6. Creating: namely, the ability to create works or creations. It includes Generating, namely generating alternative hypotheses based on specific criteria. Planning is finding a procedure to complete a task. Producing is producing a product.

2. Objectives of Learning Indonesian Language and Literature. The objective of teaching the Indonesian language at all levels of education is to guide students in using it in all aspects of their communication. In this sense, it is clear that the objective of teaching the Indonesian language is directed at students' ability to communicate in the Indonesian language according to its function. The objective of learning is the mastery of operational competencies targeted or achieved by participants in the RPP. Preparing learning objectives explains students' knowledge, skills, and attitudes due to learning outcomes channeled in behavior that can be observed and measured.

According to Ahmad Susanto (2013: 245), the objectives of learning the Indonesian language in elementary school include students being able to enjoy and utilize literary works to develop their personalities, broaden their life horizons, and improve their knowledge and language skills. The specific objectives of teaching the Indonesian language include students having a passion for reading, improving literary works to improve their personality, sharpening their sensitivity and feelings, and broadening their life horizons.

Meanwhile, according to Hartati (2013), the objectives of learning Indonesian are as follows:

1. Students appreciate and develop Indonesian as a unifying (national) language and state language.
2. Students understand Indonesian in terms of form, meaning, and function and use it appropriately and creatively for various purposes, needs and circumstances.
3. Students can use Indonesian to improve intellectual abilities, emotional maturity, and social maturity.
4. Students have discipline in thinking and speaking (speaking and writing).
5. Students can enjoy and utilize literary works to develop Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

From the two opinions above, it can be said that the objectives of learning Indonesian are so that students can enjoy and utilize literary works to develop their personality, broaden their horizons, and improve their knowledge and language skills and so that students have discipline in thinking and speaking (speaking and writing).

Meanwhile, according to Sofie Dewayani (2021:47-64), the goal of learning Indonesian in Junior High Schools is for students to have good and correct Indonesian language skills and be able to appreciate Indonesian language and literature according to the situation and language goals and level of student experience. In Akhadiyah et al. (1991:1), it is further explained that the goal of learning Indonesian for students is to develop Indonesian language skills according to their abilities, needs, and interests, while for teachers, it is to develop students' Indonesian language potential and be more independent in determining language teaching materials according to the conditions of the school environment and student abilities. In addition, it is stated in BNSP 2006 that language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study. Learning language allows humans to communicate with each other, share experiences, learn from each other, and improve intellectual and literary abilities, which is one of the means to achieve this understanding.

It is further explained that by learning Indonesian, students are expected to have the following abilities: 1) Students are expected to be able to use Indonesian well and correctly and to be able to communicate effectively and efficiently both verbally and in writing, following applicable ethics. 2) Students are proud and appreciate Indonesian as the national and unifying language of the Indonesian nation. 3) Students can understand Indonesian and use it appropriately and creatively. 4) Students can use Indonesian to improve intellectual abilities and emotional and social maturity.



5) Students can read and utilize literary works to broaden their horizons, refine morals, and improve their knowledge and language skills. 6) Students are expected to be able to appreciate the Indonesian language and literature and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesia. 7) Small Lantern: Understanding the Concept of Complete Learning. 8) Aspects of language skills, which include listening, speaking, reading, and writing skills related to language varieties and literary varieties, are part of the scope of the Indonesian language learning competency standards.

Meanwhile, Antar Semi, in his book, Indonesian Language and Literature Teaching Design for High School, states that the objectives of language teaching are as follows: 1) Expanding students' experiences through mass media and being able to enjoy it. 2) Help students to be able to communicate effectively in Indonesia according to their respective potentials. 3) Introducing valuable literary works to students so that they are interested and motivated to read them. 4) Helping and guiding students to gain the ability to listen, speak, read and write. 5) Students should be stimulated to pay attention to the national language, foster good appreciation, and have a sense of responsibility to accelerate their skills in speaking Indonesian. 6) Helping students recognize good Indonesian rules and have the will to use them in spoken and spoken language. 7) Guiding students to have the courage to express their opinions and have self-confidence so they can communicate well and correctly in various situations. The teaching objectives above show that the objectives of Indonesian language teaching are to be skilled in using good and correct Indonesian according to the situation and conditions and to appreciate good literature.

Meanwhile, the Indonesian language is a compulsory and essential course in college for students. Learning the Indonesian language aims to enable students to communicate using the Indonesian language effectively, efficiently, well and correctly according to ethics and politeness. College is the right place to learn because students from the beginning to the end of college are very close to writing and presenting activities. College is also a place for students to learn two things: pouring scientific ideas into writing (scientific) and speaking (presentations and discussions). In addition, the Indonesian language teaches students how to make sentences, complete final assignments, and create scientific works, articles, papers, and reports according to excellent and correct rules without plagiarism, as in Presidential Regulation No. 63 of 2019, which states that use of Indonesian language must meet the criteria of good and correct Indonesian language according to Indonesian language rules which include grammar, spelling rules, and rules for forming terms. Teaching the Indonesian language is also directed at developing thinking so that students can complete assignments, develop science and technology, socialize and use the Indonesian language properly and correctly. Indonesians play a vital role in students' intellectual, social, and emotional development in education. It supports success in all fields of study.

Curriculum Materials. The orientation of curriculum material development is not only on achieving learning material targets but also on achieving student learning completion of learning materials (Munir K, 2008, 61-65). The main things to note about curriculum materials are:

1. Understanding Learning Materials. Learning materials are tools to facilitate understanding of learning materials. Mistakes in choosing learning materials can hinder the learning process and achieving learning objectives. Learning materials (instructional materials) are knowledge, attitudes, and skills students must learn and possess to achieve the specified abilities/competencies. Learning materials concern learning materials' type, depth, scope, and sequence. Learning materials must also contain the level of mastery that students must display. (Manur Muslich, 2007, 53).

2. Types of Learning Materials. Learning materials include knowledge (facts, concepts, principles, procedures), attitudes and skills. Facts can be accepted by reason and follow reality that

the five senses can recognize. Facts convey information about specific people, places, things, or events. The teaching strategy outlined in the curriculum is to convey factual material in oral, written or pictorial form. A concept results from a conclusion about something based on the same characteristics in that thing. The purpose of studying concepts is so that students understand, can show characteristics, differentiate, compare and generalize. So, the concept is related to an object or event or humans. Principles are students' abilities in finding relationships between several concepts or applying relationships between various concepts. The term principle is sometimes also called rules or generalizations. Procedures are learning materials that are abilities that must be mastered by students in the form of explaining or carrying out steps or procedures for an activity in sequence or making something.

3. Grouping of Learning Materials. The grouping of learning materials makes it easier for us to analyze and understand the learning materials' structure and the characteristics of the lessons needed to develop curriculum materials. There are several groupings: 1. Compulsory learning resources are primary learning materials used as references in learning activities through curriculum books, textbooks, modules, etc. 2. Supporting learning materials (supplementary reading materials), namely secondary or tertiary learning materials as complements and enrichments (enrichment learning materials) which can be obtained from reading books, magazines, video programs, leaflets, posters, instructional comics, and so on. In terms of acquisition, there are four groups of materials: (1) Linear: mastery requires a definite sequence, which finds the sequence of learning materials. (2). Accumulative: If the acquisition does not require a definite sequence. Analysis of this accumulation is very useful for determining the scope of a learning material. (3). Practical: This occurs if the acquisition requires practical activities, for example, learning materials for reading practice, writing literature, poetry and so on. (4). Experimental, if the acquisition is achieved through experience. Expressing language skills in speech can only be achieved through experience (Prof. Dr. Gorys Kearf, Composition, 1994).

4. Indonesian Language and Literature Learning Materials.

a. Language Skills

1. Listening skills. Listening is one type of oral language skill that is receptive. Thus, listening is an activity of listening and understanding. There are two types of listening situations, namely interactive listening situations and non-interactive listening situations. Interactive listening occurs in face-to-face conversations and telephone conversations or the like. In this type of listening, we take turns doing listening and speaking activities. The following are the micro-skills involved when we try to understand what we hear. Namely, the listener must be able to master the following things:

1. storing/ remembering elements of language heard using short-term memory;
2. trying to distinguish sounds that differentiate meaning in the target language;
3. being aware of stress and tone forms, voice color, intonation, and reduction of word forms;
4. distinguishing and understanding the meaning of words heard;
5. recognizing typical word-order patterns;
6. detecting keywords that identify topics and ideas;
7. guessing meaning from context;
8. recognizing grammatical word classes;
9. being aware of primary syntactic forms;
10. regarding cohesive devices;

2. Speaking skills. Speaking is one type of oral language skill that is productive. Concerning speaking skills, there are three types of speaking situations: interactive, semi-interactive, and non-interactive. Interactive speaking situations, for example, face-to-face conversations and speaking on

the telephone, allow for changes between speaking and listening and also allow us to ask for clarification and repetition, or we can ask the other person to slow down the tempo of the other person's speech. Then, there are also semi-interactive speaking situations, such as speaking directly in public. In this situation, the audience cannot interrupt the conversation, but the speaker can see the listener's reaction from their facial expressions and body language. Some speaking situations are truly non-interactive, for example, speaking on the radio or television.

Here are some micro-skills that must be possessed when speaking. A speaker must be able to:

1. pronounce different sounds clearly so that the listener can distinguish them;
2. use clear and precise stress tone, and intonation so that the listener can understand what the speaker is saying;
3. using word forms, word order, and appropriate word choices;
4. using registers or language varieties appropriate to the communication situation, including those appropriate in terms of the relationship between speaker and listener;
5. trying to make the main sentence constituents clear to the listener;
6. trying to put forward additional ideas or information to explain the main ideas;
7. Connect the discourse harmoniously so the listener can easily follow the conversation.

3. Reading skills. Reading is a receptive type of written language skill. Reading skills can be developed separately from listening and speaking skills. However, in societies with a developed literacy tradition, reading skills are often integrated with listening and speaking skills.

Micro skills related to the reading process that readers must have are:

1. knowing the writing system used;
2. knowing vocabulary;
3. determining keywords that identify topics and main ideas;
4. determining word meanings, including split vocabulary, from written context;
5. knowing grammatical word classes: nouns, adjectives, and so on;
6. determining constituents in sentences, such as subjects, predicates, objects, and prepositions;
7. regarding primary syntactic forms;
8. reconstructing and concluding situations, goals, and participants;
9. using lexical and grammatical cohesive devices to conclude;
10. using knowledge and lexical and grammatical cohesive devices to understand the main topic or information.

4. Writing skills. Writing is a productive type of written language skill. It is the most complex language skill among other types. It is because writing involves copying words and sentences and developing and pouring out thoughts in a structured writing structure.

The following are the micro-skills needed in writing, the writer needs to:

1. use orthography correctly, including here the use of spelling;
2. choose the right words;
3. use word forms correctly;
4. order words correctly;
5. use sentence structures that are appropriate and clear to the reader;
6. choose the right writing genre, according to the intended reader;
7. strive for main ideas or information to be supported by additional ideas or information;
8. Strive to create paragraphs and coherent writing as a whole so that readers can easily follow the train of thought or information presented;
9. Estimate the target readers' knowledge of the subject being written about and make assumptions about things they do not know yet, which is essential to writing about.



Vocabulary.

1. Vocabulary Enrichment. A vocabulary is a set of familiar words in a person's language. It is usually developed with age and is a valuable and fundamental tool for communication and knowledge acquisition. Acquiring an extensive vocabulary is one of the biggest challenges in learning a second language (KBBI). In KBBI, enrichment means the process, method, or act of enriching, enriching, and increasing (knowledge and so on).

Vocabulary enrichment is the development of Indonesian vocabulary, which is carried out by creating equivalent words or new terms needed by the community for general and scientific needs.

This matching can be done by translation, absorption, or combining both. Efforts to develop the Indonesian language are carried out, among others, by enriching the expressive power of the Indonesian language. This enrichment can be obtained by adding Indonesian vocabulary through the absorption of foreign and regional language lexicons, as well as through the expansion of the language scale. Enrichment of the Indonesian language through the addition of regional language lexicons is carried out by the Technical Implementation Unit (UPT) in the regions. Enrichment through the absorption of foreign lexicons is also carried out, specifically by the Center for the Development and Protection of Language and Literature, referring to the General Guidelines for the Formation of Terms (PUPU).

Meanwhile, the enrichment of expressive power through the development of the language scale is obtained by adding new meanings, expanding use, or specializing use for technical purposes. The development of science and technology gives birth to new concepts that require this. Foreign words that accommodate these new concepts must be copied in Indonesian "clothes" from the Indonesian language already in the KBBI and regional language vocabulary. An inventory of regional languages is essential because it will become a warehouse for matching foreign words into Indonesian.

In addition to enriching the expressive power of the Indonesian language, regional languages are inventoried for codification purposes. Inventory and codification of regional languages in the context of dictionaries is carried out by compiling regional language dictionaries. Less than half of the 718 regional languages validated by the Language Agency until 2021 have been codified as bilingual or monolingual dictionaries. The Indonesian vocabulary is enriched by adding vocabulary from regional and foreign language vocabularies. Enrichment of vocabulary through the vocabulary of other languages is a common occurrence. All modern languages absorb other languages to fulfill their concepts in various domains. Not a single language in the world is sterile from the lexicon of other languages.

The absorption of concepts and lexicons in the form of vocabulary from other languages into a particular language can occur in two ways, namely naturally and through planning. Natural absorption occurs unconsciously and without any engineering. The Indonesian language's vocabulary that comes from other languages, such as *kusen*, *lemari*, *salat*, *komputer*, and so on, entered the Indonesian language because of the need to name new tools or concepts. The vocabulary undergoes a natural assimilation process, and even foreign elements are almost no longer recognized. The planned and measurable enrichment process refers to enriching the Indonesian language through regional languages, carried out simultaneously by thirty language centers and offices in thirty provinces. There are annual and five-year targets that are targeted.

The inclusion of regional language vocabulary into Indonesian is measured by looking at the characteristics of the Indonesian language. Some criteria must be followed to include regional language concepts and lexicons in Indonesian. The differences in the characteristics of regional language vocabulary in Indonesia mean that regional vocabulary proposed for inclusion in



Indonesian must meet several requirements. These requirements are needed so that foreign vocabulary can be accepted in Indonesian. Phonotactical forms, for example, in one region, can be complicated for Indonesian speakers to pronounce in other regions, so the potential for acceptance could be higher. The preparation of criteria is needed so Indonesians maintain consistent characteristics and make the morphological process easy. For example, the word *geulis* from Sundanese or *meunasah* from Acehese can change the characteristics of the Indonesian alphabet, where one sound is symbolized by one letter for vowels. For simplicity, these words are adjusted to become *gelis* and *menasah* in Indonesian. The criteria in question can be broadly represented by the following:

- a. Unique. The proposed word, whether from a regional or a foreign language, has a concept of meaning that still needs to be created in Indonesian. The word can function as a filler for lexical gaps -- voids of meaning in Indonesian, for example, *tinggimini*, which is a tradition of several tribes in Papua, such as Muyu and Dani, in the form of cutting off fingers to show disappointment or deep sorrow over the death of a family member, which women usually do.
- b. Euphonic (pleasant to hear). The proposed word does not contain sounds unusual in Indonesian or, in other words, following the rules of Indonesian phonology. This requirement is intended so that the word is easy to pronounce by Indonesian speakers with various mother tongue backgrounds; for example, the ending /g/ in Betawi/Sundanese/Javanese becomes /k/ in Indonesian, or the phoneme /eu/ in Sundanese becomes /e/ in Indonesian. Example:
ojeg > *ojek*
keukeuh > *kekeh*
- c. According to Indonesian language rules. The word can be formed and form other words with Indonesian word formation rules, such as affixes and compounding.
- d. Does not have negative connotations. Words with negative connotations are not recommended to be included because they are likely unacceptable among high users; for example, several words with the same meaning still need to be added in Indonesia. Of these words, the ones that will be selected to be included in the KBBI are words that have a more positive connotation. The words *lokalisasi* and *pelokalan*, for example, have the same meaning. The latter form is more recommended because it has a more positive connotation. This connotation can be seen from the conjunctions that follow each word. Examples from the corpus.
- e. Often used. The frequency of use of a word is measured using frequency and range. Frequency is the number of times a word appears in the corpus, while range is the spread of the word's appearance in several regions. A word is considered frequently used if its frequency of occurrence is high and the area in which it appears is also widely spread, for example, the word *bosoh*, whose use is widespread in several cities in Java, Sumatra and Sulawesi and its frequency of occurrence is also high. It can be seen through several pages, such as Google Trends and Google Search.

2. Sources of Enrichment

a. Regional languages. Regional languages are a source of enrichment for Indonesian and foreign languages. Through regional languages, Indonesian vocabulary is enriched. Many vocabulary words can increase the expressive power of the Indonesian language. Vocabulary enrichment from regional languages can come from any area, including culture, kinship, culinary, and customs. Flora and fauna endemic to Indonesia or found by Indonesians are other potential sources of enrichment.

Enrichment in terms of technology can also be done, for example, in agricultural and fisheries technology. Technology is only sometimes related to something complicated, high-tech, and

modern. For example, the simple balancing method found on fishing boats is an essential technology in its time and in a specific environmental context. It is the technology for farming on sloping land, such as slopes, mountain ridges, or hills.

b. Foreign Languages. A foreign language is a language outside the languages in the Archipelago, both those spoken in Indonesia, such as Chinese and Arabic, and those not, such as German, French, and so on. Included in foreign languages are languages such as Chinese and Arabic that have speakers in Indonesia but originate from regions outside Indonesia. Although once the language of science and liturgy in the Archipelago, Sanskrit is a foreign language. Old Javanese, which has strong roots in Sanskrit, is included in the regional languages.

Many of the vocabulary from these foreign languages have entered the Indonesian language, even before the Indonesian language existed. In this modern era, technological developments and the rapid flow of global information have caused many new concepts to be created and developed in Indonesia. Some of these new concepts come from specific fields of science, and some come from everyday life (Mezaluna et al., 2024). Vocabulary for new concepts that have no equivalent in Indonesian must be absorbed.

This technical guideline does not discuss the absorption of elements from foreign languages because it is not carried out by language centers and offices but is carried out and becomes the task and function of word analysts at the Center for the Development and Protection of Language and Literature. Enrichment of the Indonesian language through the Indonesianization of special vocabulary or general vocabulary from foreign languages will be discussed through the related technical guideline, namely the General Guidelines for Term Formation (PUPU).

c. Mastery of Grammar Grammar. Mastery of Grammar Grammar is essential for effective language use. Grammar is often considered the basis of a language because, with sound and correct grammar, the message or meaning to be conveyed can be clear and understood. Therefore, understanding grammar is very important for everyone who wants to communicate well and effectively, both orally and in writing.

1. Definition of Grammar. Grammar is the rules or regulations in a language that regulate the arrangement of words and sentences to create clear and effectual meaning. In Indonesian, grammar consists of rules regulating punctuation, spelling, pronouns, nouns, verbs, tenses, and more.

In KBBI, Grammar/ta.ta ba.ha.sa/ n 1 (KBBI) is a collection of rules about the grammatical structure of language; 2 books on language rules that include phonology, morphology, and syntax. Many people often should be addressed rules, especially in the fast and practical digital and social media era. Excellent and correct grammar is essential in communicating, especially in writing with a specific purpose, such as making reports. Making presentations or sending emails. By understanding grammar well, we can avoid misunderstandings in communication and make the message conveyed more transparent and accessible for others to understand.

2. Purpose of Grammar. Indonesian grammar's primary purpose is maintaining consistency and conformity in standard Indonesian. With grammar, Indonesian users can understand and apply basic rules in everyday writing and conversation. Another purpose of Indonesian grammar is facilitating communication between Indonesian speakers and people who use Indonesian as a second or foreign language. Having clear and structured rules, Indonesian speakers can minimize confusion and misunderstandings when communicating with others. In addition, Indonesian grammar also functions as a reference for writers and translators in producing quality written works. By understanding grammar, writers and translators can produce texts that are easy to understand and do not cause ambiguity. Overall, Indonesian grammar has an essential role in maintaining consistency. Conformity and smooth communication are needed in Indonesian.



c. Characteristics of Grammar. Grammar has several identifiable characteristics, including: 1) Systematic: Grammar is based on systematic and consistent rules and patterns. These rules form a logical and organized grammatical structure, making learning and using it easier. 2) Conventional: Grammar is conventional, meaning that language speakers have agreed upon and accepted the rules to form sentences and express meaning. Therefore, grammar becomes part of the culture of a society. 3) Dynamic: Grammar continues to develop and change over time. The grammar rules used today may differ from those used in the past. It happens because language constantly adapts to social and cultural changes that occur in society. 4) Universal: Although each language has different grammar rules, there are also universal aspects of grammar. For example, almost all languages have syntactic rules distinguishing between subjects and predicates. 5) Creativity: Although grammar has rules that must be followed, language speakers can use them creatively and variedly. Speakers of the language can create new and different sentences using existing grammatical rules.

d. Literature learning materials include the following:

- 1) Writing literature: writing poetry, writing short stories, writing novels, writing dramas,
- 2) Reading literature: reading literary works and understanding their meaning, both in the form of poetry, prose, and drama scripts,
- 3) Listening to literature: listening to and reflecting on the reading of poetry, fairy tales, short stories, novels, drama performances,
- 4) Speaking literature: responding to pantuns, declamation, storytelling, role-playing based on scripts, retelling the contents of literary works, responding verbally to literary performances.

METHODS

The method section covers: Respondents, Instruments, Procedures, and Data analysis. The method is a way used to deliver learning materials to achieve curriculum objectives. Methods are implemented based on specific procedures. The method is a learning strategy or learning process that occupies an essential function in the curriculum because it contains tasks that need to be done (Hamaik, 2015).

In the teaching and learning process, three critical alternative approaches can be used in learning, including language and literature learning:

1. A subject-centered approach, where learning materials are sourced from teaching subjects. Delivery is done through communication, for example, between teachers and students. The teacher is the message sender and communicator, and the student is the recipient or communicator. Learning materials are the messages themselves. In the series of communications, various teaching methods can be used.
2. Student-centered approach. Learning is carried out based on students' needs, interests and abilities. This approach uses more methods to individualize learning, such as independent learning, modular learning, learning packages and so on.
3. An approach oriented towards community life. This approach aims to integrate schools and communities and improve community life in schools or when students visit the community. The procedure is taken by inviting the community to school or when students visit the community. The methods include field trips, resource persons, work experience, surveys, community service projects, etc.

RESULT AND DISCUSSION



Evaluation is an essential component of the curriculum (Hamalik, 2015). With evaluation, accurate information is obtained about the implementation and success of student learning. Based on this information, decisions can be made about the curriculum itself.

Important aspects that need to be assessed are based on the objectives to be achieved, including curriculum objectives, learning objectives, and learning methods. Each aspect is assessed based on what abilities are to be developed, and each ability contains elements of knowledge, skills, attitudes and values. The determination of the aspects assessed refers to the success criteria that have been determined in the curriculum.

The type of assessment carried out depends on the purpose of the assessment. For example, formative assessment is intended to determine students' progress and make the necessary improvements. It is different from summative assessment, which is intended to assess students' progress after one semester or a certain period to determine the overall development of students. Several requirements must be met by an assessment instrument, namely, validity, reliability, objectivity, practicality, and differentiation; these requirements are explained in detail in each learning and teaching evaluation. In addition, it should be noted that in the evaluation, the assessment must be objective and carried out based on the responsibility of the group of educators. This plan is detailed and related to the curriculum's implementation, following the curriculum's objectives and materials and using reliable measuring instruments. It is easy to implement and provides accurate results.

Evaluation in the Preparation of Language and Literature Learning Materials. Evaluation is a step to determine the success of a curriculum. At the same time, weaknesses in the process need to be found to be fixed. Curriculum evaluation is carried out on all curriculum components, namely objectives, materials, methods, and the evaluation itself. These components color the results of the evaluation carried out, namely validity (validity), reliability (reliability), significance (trustworthiness), and objectivity. Therefore, evaluation is essential to assess the extent and how well the curriculum and learning process is optimal (Munir, 2008).

Evaluation of objectives is related to the targets and direction of learning materials. Objectives are derived from community expectations, not just a curriculum design. In the evaluation, it is necessary to consider the obstacles that will arise in efforts to achieve these objectives. Evaluation is also carried out on learning methods and strategies, in this case, language and literature learning strategies, to determine the effectiveness of using language and literature learning methods and strategies and efforts to improve the shortcomings that arise. Likewise, regarding the evaluation components themselves, it can be known whether the evaluation is appropriate (Munir, 2008).

CONCLUSION

The components of a language learning curriculum are essential to ensure an effective and holistic learning process. In developing the curriculum, various aspects such as learning objectives, teaching methods, learning materials, assessments, and developing students' language skills must be considered. By designing a solid curriculum, learning can support optimal language growth for students.

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