
Ministry Policy Related To Subjects Indonesian Language and Literature in School

Annisa Rizky Fadilla, Putri Ayu Wulandari

Yogyakarta State University, Indonesia

*Corresponding author, putriayu.2022@student.uny.ac.id

Abstract

This study aims to determine the development of curriculum and government policies, especially in the field of Indonesian from year to year. This study uses the literature review method to review the history of the development of educational policies in accordance with the laws in force in Indonesia, the authors also convey the problems that exist in it for the formation of a law related to the curriculum as well as the problems faced by the general public about the ministry of manpower which includes Indonesian as the main language. The results obtained from this paper are that each government regulation has its own constraints and difficulties, such as the abolition of the UKBI test for foreign workers which reduces local human resources to easily find jobs in their own regions. Likewise with curriculum changes with the constraints of remote areas lacking training while the curriculum is always developing every year following government policies in carrying out the curriculum.

Keywords: Education Policy, Indonesian Language, School Curriculum



This is an open access article distributed under the Creative Commons Attribution-ShareAlike 4.0 International License.

©2021 by author

Introduction

The long step of a policy process boils down to the implementation part of the policy itself. In fact, the policy implementation process is the most important final determinant of overall policy making, including in the education sector. This means that no matter how good the policy formulation and formulation is, it becomes meaningless if the formulation is not followed up by the implementation process. Therefore, no matter how simple it is not to say bad or bad, the formulation and formulation of policies, if implemented, will have a beneficial value. Policy implementation is part of the policy making process (policy making process). As stated by Hasbullah (2015), that the policy-making process is a political process that takes place in the stages of political policy-making, where this political activity is explained as a policy-making process, and is visualized as a series of stages that are interdependent on one another, arranged according to time sequence. , such as agenda setting, policy formulation, policy adoption, policy implementation, and policy assessment.

Public policy according to Winarno as quoted by Muhammad Munadi and Barnawi is a policy developed by government institutions and government officials who are influenced by non-government actors and factors. The meaning of this expression is that policy is not solely dominated by government interests, actors outside the government must pay attention to their aspirations, and influential factors must be studied beforehand. Policy is also a series of processes from a planning and formulation by a group or government agency/agency in the form of regulations or programs to solve a problem.

Implementation of education always departs from a policy. Education policy concerns the entire process and results of the formulation of educational strategic steps which are translated from the vision and mission of education in order to realize educational goals. In this case, education policy is in a strategic role to guide the implementation, development, and evaluation of results. On the basis of this role, educational policies need to be systematically prepared by considering the interrelationships between subsystems in order to maximize the function of each of these subsystems. The subsystem in question leads to the macro and micro scope. The macro scope includes educational policies for a country, while the micro scope includes an

agency. However, the formulation of education policies at the micro scope should also be guided by the macro scope of education policies. This underlies the spirit of equity in the quality of education.

Elwijaya (2017:41) revealed that the government as an education provider must formulate policies that are proactive and problem solving. Therefore, changes in education policy departing from the dynamics of educational goals are natural. The Indonesian government is also trying to formulate and legalize education policies following the times which are suspected to have raised more complex educational problems as well. Change is a necessity. Syafaruddin (2008) says that every change and development in education marks the desire of a nation to continue to exist. Changes in education policy are carried out thoroughly covering all aspects. One form of educational policy that is operational and inherent in the teaching and learning process is a policy that regulates the administration of subjects.

Indonesian Language and Literature subjects are compulsory subjects for every student studying in Indonesia. As the government work cabinet changes, policies related to this subject also change. In this case, the policies discussed came from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and the Ministry of Manpower (Kemnaker). This paper focuses on discussing policy changes from the two ministries related to Indonesian Language and Literature as well as interpreting their meaning and implementation.

Method

The method in this study is to use a literature review on government policies in reviewing the curriculum, especially in Indonesian language lessons and the enactment of laws related to language, the researcher takes several studies from journals and from trusted books to use as a reference in writing, as well as official websites. as a result of writing such as the official website from the Ministry of Education and Culture regarding curriculum and the Ministry of Manpower regarding the implementation of tests that will be carried out by foreign workers in Indonesia.

Results and Discussion

A. Ministry of Education and Culture Policy Regarding Indonesian Language and Literature Subjects

1. Policy product development in terms of curriculum implementation

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has experienced a long history of changing names as leadership and cabinet changes. The name Kemendikbudristek will only be ratified in 2021 as a follow-up to Circular Letter No. 6 of 2021 concerning Use of the Emblem, Nomenclature of the Ministry of Education, Culture, Research and Technology on Heads of Service Documents, Capdinas, Position Stamps, and Work Unit Nameplates (Kemendikbudristek, 2021). Based on the description from the Ministry of Education and Culture (2015), this institution is a government agency that oversees aspects of education. The task of the Ministry of Education and Culture is to administer government affairs in the fields of early childhood education, basic education, secondary education, and community education. In addition, the Ministry of Education and Culture also organizes cultural management to assist the president. Within the scope of these work tasks, one of the functions of the Ministry of Education and Culture is to formulate and establish policies in the field of education at all levels.

Before specifically discussing the meaning and implementation of policies related to Indonesian language subjects, it is necessary to examine the development of policies that inspired the current policies. The following is a description of developing policy products in terms of curriculum implementation. The policy products described are based on meaning analysis data and specific implementation of Indonesian language subjects. Policy product data is collected from sources from the National Archives of the Republic of Indonesia (ANRI) accessed online via <https://jkn.go.id/>.

Table 1. Policy development in terms of curriculum implementation

No.	Kebijakan	Kurikulum
1.	The ideal basis is Pancasila in the Preamble of the 1945 Constitution, Paragraph IV, namely "To educate the life of the nation" & the constitutional basis Chapter XIII Article 31 Paragraph 1 of the 1945 Constitution (before amendment) "Every citizen has the right to receive teaching" which underlies the Ministerial Instruction of 29 September	Study Plan 1947

	1945 concerning Guidelines for Implementation of Education and Teaching	
2.	Basic Law on Education and Teaching (UUPP) No. 4 of 1950 which was later ratified as Law no. 12 of 1954 concerning Declaration of Applicability of Law no. 4 of 1950 from the Republic of Indonesia Formerly concerning the Fundamentals of Education and Teaching in Schools for All Indonesia (the first curriculum that has an operational legal basis)	Unraveled Study Plan 1952
3.	<ul style="list-style-type: none"> • TAP MPRS No. II/MPRS/1960 concerning the Outlines of the First Phase Planned Universal National Development Pattern 1961—1969 • Law No. 12 of 1954 	Education Plan 1964
4.	TAP MPRS No. XXVII/MPRS/1966 concerning Religion, Education and Culture	1968 curriculum
5.	Decree (SK) of the Minister of Education and Culture No. 008-D/U/1975 and 008-E/U/1975 concerning Standardization of School Curriculum	1975 curriculum
6.	TAP MPR No. IV/MPR/1978 and No. II/MPR/1983 concerning Outlines of State Policy (GBHN)	1984 curriculum (CBSA)
7.	Law No. 2 of 1989 concerning the National Education System (UUSPN)	1994 Curriculum and 1999 Curriculum Supplements
8.	Law No. 20 of 2003 concerning the National Education System (Sisdiknas)	Competency Based Curriculum (KBK) 2004
9.	<ul style="list-style-type: none"> • Law no. 20 of 2003 concerning National Education System • PP No. 19 of 2005 concerning National Education Standards • Permendiknas No. 22 of 2006 concerning Content Standards • Permendiknas No. 23 of 2006 concerning Graduate Competency Standards • Permendiknas No. 24 of 2006 concerning Implementation of Permendiknas No. 22 and 23 	Education Unit Level Curriculum (KTSP) 2006
10.	<ul style="list-style-type: none"> • PP No. 23 of 2013 concerning Changes in National Education Standards (K-13 before revision) • Permendikbud No. 54 of 2013 concerning Competency Standards for Elementary and Secondary Education Graduates (K-13 before revision) • Permendikbud No. 58 of 2014 concerning the 2013 Middle School/MTS Curriculum (K-13 before revision) • Permendikbud No. 59 of 2014 concerning the 2013 Curriculum for Senior High Schools/Madrasah Aliyah (K-13 before revision) • Permendikbud No. 24 of 2016 concerning Core Competencies (KI) and Basic Competencies (KD) (K-13 after revision) • Permendikbud No. 36 of 2018 concerning Amendments to the Minister of Education and Culture Regulation No. 59 of 2014 concerning the 2013 Curriculum for Senior High Schools/Madrasah Aliyah (K-13 after revision) • Permendikbud Number 37 of 2018 concerning Amendments to Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competencies Lessons in the 2013 Curriculum in Elementary and Secondary Education (K-13 after revision) 	2013 Curriculum (K-13)

11.	<ul style="list-style-type: none"> • Kepmendikbud No. 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions • Head of Balitbangbuk Decree No. 018/H/KR/2020 concerning KI and KD Subjects in the 2013 Curriculum in PAUD, Basic Education, and Higher Secondary Education for Special Conditions. 	Emergency Curriculum (2019)
12.	<ul style="list-style-type: none"> • Permendikbudristek No. 26 of 2022 concerning Mobilizing Teacher Education • Kepmendikbudristek No. 162/M/2021 concerning Driving Schools 	Prototype Curriculum (2021)
13.	<ul style="list-style-type: none"> • Permendikbudristek No. 5 of 2022 concerning SKL in PAUD, Basic Education Levels, and Secondary Education Levels • Permendikbudristek No. 7 of 2022 concerning Content Standards for PAUD, Elementary Education, and Secondary Education • Permendikbudristek No. 262/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery • Decree of the Head of BSKAP Kemendikbudristek No.033/H/KR/2022 of 2022 concerning Learning Outcomes in PAUD, Elementary Education Levels, and Secondary Education Levels in the Independent Curriculum 	Independent Curriculum (2022)

The policies listed above are policies that have been implemented and are currently being implemented in Indonesia for learning. Furthermore, the meaning and implementation of these policies are explained in the next section to find out in more detail regarding conditions that have been or are currently taking place related to learning Indonesian subjects within the Ministry of Education and Culture or the Ministry of Manpower.

2. Meaning and Implementation of Ministry of Education and Culture Policies Related to Indonesian Language and Literature Subjects

Changes in policy and curriculum have had an impact on Indonesian Language and Literature as a form of compulsory subject. Departing from the presentation of policy products in terms of curriculum implementation, meaning analysis and implementation are focused on Indonesian Language and Literature subjects that apply in schools. The explanation of the meaning and implementation of the policy can be seen from the policies issued by Indonesian educational institutions (Kemendikbudristek, including the names of institutions that have been in force before).

a. Meaning and Implementation of Indonesian Language and Literature Subjects in the 1947 Lesson Plan Curriculum

Judging from the ideological and constitutional basis of its policy formulation, the 1947 Lesson Plan Curriculum emphasizes affective rather than cognitive education to create awareness of society and the state. This is reflected in the implementation of Indonesian language subjects in schools, bearing in mind the spirit of building an independent country through education and the enactment of the 1945 Constitution Chapter XV Article 36 which legalizes Indonesian as the state language.

In the 1947 curriculum, the nature of the policy was still simple because it only contained two main points, namely (1) a list of subjects as well as teaching hours and (2) outlines of teaching (GBP). Based on (Setiana & Nuryadi, 2020), the composition of the 1947 Curriculum lesson plan is fairly simple. The following table describes the content and structure of the 1947 Curriculum specifically for Indonesian subjects.

b. The Meaning and Implementation of Indonesian Language and Literature Subjects in the Unraveled 1952 Lesson Plan Curriculum

In this curriculum, lesson plans are more detailed for each subject where the syllabus of the subject is clarified by "one teacher teaches one subject". The Unraveled 1952 Lesson Plan Curriculum formed a community class (a special school for people's school graduates who did not continue on to junior high school so they could immediately work). Community classes teach skills, such as farming, carpentry, and fishing. So, the 1952 curriculum polished the junior high school curriculum more. The following details the contents and structure of the 1952 language group curriculum.

c. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 1964 Lesson Plan Curriculum

TAP MPRS No. II/MPRS/1960 concerning the Outlines of the Universal National Development Plan for the First Stages of 1961—1969 and Law No. 12 of 1954 is the operational basis of this curriculum. Judging from the name of the curriculum and the operational basis of the 1964 curriculum, it can be seen that this curriculum is also an advanced development or refinement of the previous curriculum. Setiana & Nuryadi (2020) revealed that learning is centered on the Pancawardhana Program, namely moral, intelligence, emotional or artistic, skill, and physical development. The 1964 curriculum was directed at developing the qualities stated in the Pancadharmaspirit of Manipol-USDEK (political manifesto, 1945 Constitution, Indonesian socialism, guided democracy, and Indonesian personality). The following is a brief description of the prominent changes from the 1964 Curriculum.

- 1) The prominent change in the curriculum is the Civics (now Citizenship) subject.
- 2) The term public school is changed to elementary school (SD).
- 3) New Style Junior High School Curriculum categorizes subjects into basic groups, creative groups, *rasa karsa* and *krida* groups. Indonesian is included in the basic group with Civics, National History, Indonesian Geosciences, Religious Education, and Physical Education.
- 4) Indonesian is included in the category of intelligence development according to the Pancawardhana program, while literature (music and drama) is included in the category of emotional/artistic development.
- 5) Elimination of division of A and B study paths.

Indonesian subjects belonging to the basic group category in the New Style Middle School curriculum indicate that these subjects are considered fundamental or important to learn. Indonesian is also considered to have an important role in efforts to internalize Indonesian ideology according to Pancadharmaspirit. On the other hand, the 1964 curriculum has provided specifications for literature subjects (manifested in the form of music and drama). In the previous curriculum, the government directed only limited art learning (sound arts, drawing, handicrafts/women's crafts), without involving literature.

d. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 1968 Curriculum

The 1968 curriculum was a renewal of the 1964 curriculum. Basically, changes were made to the structure of the Pancawardhana education curriculum to foster Pancasila spirit, basic knowledge, and special skills. This is stated in accordance with TAP MPRS No. XXVII/MPRS/1966 concerning Religion, Education, and Culture Article 4 which states that the contents of education are as follows: (1) enhancing mental capital of character and strengthening religious beliefs and (2) enhancing intelligence and skills. Setiana & Nuryadi (2020) state that the 1968 curriculum is also called the "round curriculum" which means a curriculum that only contains the main subjects. The content of the subject matter is theoretical and does not relate to factual problems in the field.

The most obvious change is seen in the SD curriculum which contains more complex policies consisting of four main elements, namely (1) the basis, goals and principles of implementing Pancasila national education in elementary schools; (2) program structure or elementary school curriculum framework; (3) educational materials or GBPP; and (4) guidelines for evaluating or filling in and using report cards for elementary school students.

Two educational contents directed according to applicable policies are implemented in all subjects, including Indonesian Language and Literature. The practice of change is more focused on the SD level. The structural arrangement of the 1968 curriculum teaching program directs each teaching program in each field of study so that it starts with the curricular goals of the field of study concerned as well as the didactics-methods of that field of study (including criteria for selecting materials to be taught, teaching and learning activities, and learning tools used). The 1968 curriculum has implemented the use of Indonesian as the language of instruction since grade I of elementary school.

e. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 1975 Curriculum

Decree (SK) of the Minister of Education and Culture No. 008-D/U/1975 and 008-E/U/1975 concerning Standardization of the School Curriculum became the basis for implementing the 1975 Curriculum. This curriculum used an approach through an instructional system which became known as the Instructional Development Procedure (PPSI) based on the view that the teaching and learning process is as a system, it must always be directed towards achieving goals (Setiana & Nuryadi, 2020). The approach also leads to integrative. The 1975 Curriculum program structure includes (1) types of study programs, (2) comparison of the allocation given to each type of teaching program and lesson hours given or provided each week, (3) allocation of study hours for each field of study from class level, (4) the types of fields of study held.

The 1975 Curriculum policy again focused on changes at the elementary level. The structure of the 1975 curriculum in elementary school with integrated teaching programs aims to further contrast the subject matter between elementary and junior high school.

f. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 1984 Curriculum

TAP MPR No. IV/MPR/1978 and No. II/MPR/1983 concerning Outlines of State Policy (GBHN) became the operational basis for the 1984 Curriculum. This curriculum has emphasized the integration and harmony of cognitive, affective, and psychomotor aspects. The 1984 curriculum carries a process skill approach. Although prioritizing the process approach, the objective factor remains important. This curriculum is also often called the "1975 Enhanced Curriculum". Students position placed as studying subject. From observing something, grouping, to discuss, to report. This model is called an active student learning method (CBSA) or student active learning (SAL) (Setiana & Nuryadi, 2020).

Looking at the policies that formed the basis of the 1984 Curriculum, there are several policy points that must be implemented in this curriculum, including having an impact on Indonesian language subjects. The policy is described as follows.

- 1) There is a change in the set of core subjects. The 1984 curriculum has sixteen core subjects.
- 2) Addition of elective subjects according to each major.
- 3) Change of major program. If in the 1975 curriculum there were three majors in high school, namely science, social studies, language, the 1984 curriculum stated majors in programs A and B. Program A consisted of: A1, an emphasis on Physics; A2, emphasis on Biology subjects; A3, emphasis on Economics subjects; A4, emphasis on Language and Culture subjects. Meanwhile, program B emphasizes vocational skills. However, bearing in mind that program B requires sufficient school facilities, this program is temporarily abolished.

In its implementation, learning Indonesian up to the 1984 Curriculum still emphasizes instilling understanding before being given training. Therefore, learning Indonesian is still classified as theoretical and less functional. However, Indonesian at the junior high school level gets the top place in terms of the number of hours of study and exams so that it is categorized under the joint orientation of Indonesian Earth Sciences and Citizenship. At SMU, Indonesian is a subject in the core program.

g. Meaning and Implementation of Indonesian Language and Literature Subjects in the 1994 Curriculum and 1999 Curriculum Supplements

The policy that forms the basis for implementing this curriculum is Law no. 2 of 1989 concerning the National Education System (UUSPN). The 1994 curriculum as a complement to the 1984 curriculum which was implemented according to this policy had an impact on the lesson time distribution system, namely the change from the semester system to a quarterly system. The division in one year into three stages is expected to provide opportunities for students to be able to receive quite a lot of subject matter. The basic difference from the 1994 curriculum is that it emphasizes meaningful elements or principles, while the CBSA curriculum emphasizes student activity.

Based on its structure, the 1994 curriculum attempted to unify the previous curriculum, namely the 1975 curriculum with a goal approach and the 1994 curriculum itself with a process approach goal. Article 41 Law no. 2 of 1989 confirmed that "the language of instruction in national education is Indonesian". Therefore, Indonesian remains a priority subject because it has been declared in Article 39 Paragraph 3 which states that the contents of the basic education curriculum must contain at least study materials and lessons (one of which is) Indonesian.

Fundamental changes to Indonesian subjects occurred in the 1994 Curriculum. Learning a language is no longer interpreted as learning about language theoretically. Language teaching is also not teaching detached "topics". Language activities include "pragmatics". The separated items are taught in an integrated manner. Everything is integrated in texts that are packaged based on content or theme. Therefore, the 1994 curriculum is called a thematic approach. The description of the "subject matter" in the 1984 Curriculum was corrected and rearranged into a category called "learning items" in the 1994 Curriculum, which contained, for example, summarizing information from various sources, extracting reading content, distinguishing between facts and opinions, and finding implicit information. in text.

At the elementary school level, reading-writing-count skills (*calistung*) begin to be considered in learning because they are assumed to be the basic skills for continuing to the next level. This is in line with the emphasis on the importance of basic skills for students for the nine-year basic education program. The applicable policy also provides for more time allocation for Indonesian and Mathematics subjects.

At the senior high school level, the majors in the 1994 curriculum are called programs. These programs include the Language Program, the Natural Sciences Program (IPA), and the Social Sciences Program. Here, the position of Indonesian includes learning-tools along with Science, Mathematics, and other subjects that instill a scientific way of thinking. High school majors are held in class III.

h. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 2004 KBK

Law No. 20 of 2003 concerning the National Education System (*Sisdiknas*) underlies the implementation of the 2004 CBC. The KBK is directed at developing students' knowledge, understanding, abilities, values, attitudes, and interests so that they can do something with proficiency, accuracy, and success with full responsibility (Setiana & Nuryadi, 2020). The CBC implementation policy allows schools to be given the flexibility to compile and develop subject syllabuses so that they can accommodate the school's potential, the needs and abilities of students, as well as the needs of the community around the school. The 2004 KBK lesson uses a contextual approach and the PAKEM method.

The subject framework for Indonesian Language and Literature is structured into four main components, namely (1) competency standards are a general description of language and literature abilities which refer to the four language skills, namely listening, speaking, reading, and writing; (2) basic competence is an explanation of the minimum skills that must be possessed by students when communicating in spoken and written language; (3) indicators are explanations of more specific competencies that must be possessed by students as a guide in assessing the achievement of learning outcomes; (4) the subject matter is a scientific construction of Indonesian language and literature as a means of communication.

In accordance with applicable policies, the implementation rules for learning Indonesian Language and Literature are more detailed and directed towards functional activities. Learning to improve language skills and improve the ability to think and reason as well as the ability to broaden horizons. In addition, learning is directed to sharpen the sensitivity of students' feelings. Students are not only expected to be able to understand information that is conveyed straightforwardly or directly (explicitly), but also that which is conveyed covertly or indirectly (impliedly). Basic competencies which include aspects of listening, speaking, reading and writing (including literature and language) must have a balanced portion and be implemented in an integrated manner.

i. The Meaning and Implementation of Indonesian Language and Literature Subjects in the 2006 KTSP

The implementation of the 2006 KTSP was based on several policies, namely Law no. 20 of 2003 concerning the National Education System, PP No. 19 of 2005 concerning National Education Standards, Permendiknas No. 22 of 2006 concerning Content Standards, Permendiknas No. 23 of 2006 concerning Graduate Competency Standards, as well as Permendiknas No. 24 of 2006 concerning Implementation of Permendiknas No. 22 and 23. The basic feature of this curriculum is that it gives broad autonomy to schools and educational units along with a set of responsibilities to develop a curriculum according to local conditions.

Based on the policies mentioned above, the implementation of KTSP provides freedom for teachers to utilize various learning methods that can arouse students' interest, attention, and creativity. Because in KTSP the teacher functions as a facilitator and student-centered learning, the lecture method must be reduced. Other methods, such as discussion, observation, question and answer need to be developed. This supports the implementation of learning Indonesian Language and Literature which is more applicable.

KTSP which emphasizes the achievement of competence to do something according to the characteristics of each subject has consequences for learning activities in class must also emphasize the achievement of performance competence, performance, or doing something related to the demands of basic competencies and indicators (not solely emphasizing the achievement of cognitive domains). This marks the implementation of learning using a contextual approach (CTL, contextual teaching and learning). The

assessment model has also been directed at authentic assessment. This means that the measurement of Indonesian Language and Literature learning outcomes must be in the form of language performance that is actively productive and that performance must exist and is needed in real life. The basic framework of the 2006 KTSP contains subject groups, curriculum structure for each level, as well as competency standards and basic competencies that reflect the implementation of the 2006 KTSP.

j. Meaning and Implementation of Indonesian Language and Literature Subjects in K-13

This curriculum is based on a more mature and complex policy. The policies underlying the implementation of this curriculum are divided into revised K-13 and K-13 policies. The revision of K-13 is based on the consideration of making it easier for teachers to implement it. The revision results are considered to make it easier for teacher performance, especially in assessing students. The K-13 policy before revision that is analyzed in this paper is PP No. 23 of 2013 concerning Changes to National Education Standards, Permendikbud No. 54 of 2013 concerning Competency Standards for Elementary and Secondary Education Graduates, Permendikbud No. 58 of 2014 concerning the 2013 Middle School/MTS Curriculum, as well as Permendikbud No. 59 of 2014 concerning the 2013 Curriculum for Senior High Schools/Madrasah Aliyah. Meanwhile, the revised edition of the K-13 policy, namely Permendikbud No. 24 of 2016 concerning Core Competencies (KI) and Basic Competencies (KD), Permendikbud No. 36 of 2018 concerning Amendments to the Minister of Education and Culture Regulation No. 59 of 2014 concerning the 2013 Curriculum for Senior High Schools/Madrasah Aliyah, and Permendikbud Number 37 of 2018 concerning Amendments to Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competencies Subjects in the 2013 Curriculum in Elementary and Secondary Education.

If it is concluded from several K-13 policies before and after revision, the emphasis on change leads to an increase in the preparation of lesson plans by integrating strengthening character education (PPK) in learning. The characters that are strengthened are mainly the five characters, namely religious, nationalist, independent, mutual cooperation, and integrity. In addition, there is integration of 21st century or 4C literacy skills (creative, critical thinking, communicative, and collaborative). The implementation of HOTS (higher order thinking skills) is also more echoed. HOTS cognitive abilities are characterized by taxonomic level applications starting at C4 (analyzing).

Setiana & Nuryadi (2020) revealed that in the 2013 Curriculum, especially in learning materials, there is streamlined material and added material. Streamlined material can be seen in Indonesian language material, IPS, PPKn, etc., while the added material is Mathematics material.

In the 2013 curriculum, the development of the Indonesian language curriculum uses a text-based language learning approach. Through this approach, students are expected to be able to produce (text is a unique creation of each author) and use text according to its social goals and functions (learning language as a social activity). Indonesian is taught not just as language knowledge, but as a text that has the function of being a source of self-actualization of its users in an academic socio-cultural context. Text is seen as a unit of language that is contextually meaningful. The Indonesian language learning method at the SMP, SMA and SMK levels consists of four stages, namely: 1) building context, 2) text modeling, 3) co-creating text, and 4) creating text independently.

In the technical instructions for implementing the 2013 Curriculum for each subject (Permendikbud No. 58 of 2014 in Appendix III), teachers play an active role in developing culture in schools. The behavior and attitudes of students grow while they are in school and their development is influenced by the structure and culture of the school. Interaction is also emphasized with components in schools, such as principals, teachers, and between students. To clarify the implementation of this subject, the following is an example of SKL K-13 according to Permendikbud No. 37 of 2018.

k. The Meaning and Implementation of Indonesian Language and Literature Subjects in the Emergency Curriculum

The emergency curriculum was enforced during the Covid-19 pandemic. Kepmendikbud No. 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions explains that the emergency curriculum is a curriculum that can be implemented by educational units in special conditions which provides flexibility for educational units to determine the curriculum according to student learning needs. In concept, the emergency curriculum is K-13 which is simplified on its basic competencies so that it focuses on essential/prerequisite competencies. This emergency curriculum also aims to reduce the burden on educators in implementing the national curriculum and students in relation to determining class promotion and graduation. Therefore, educational units under special conditions are not required to complete all curriculum achievements.

Head of Balitbangbuk Decree No. 018/H/KR/2020 concerning KI and KD Subjects in the 2013 Curriculum in PAUD, Basic Education, and Higher Secondary Education for Special Conditions is a follow-up policy from the Minister of Education and Culture. In the realm of learning Indonesian Language and Literature, learning in special conditions is carried out contextually. In addition, learning must be meaningful by using various strategies according to needs and still adjusting to the conditions of students, educational units, and regions. However, the emphasis is still on fulfilling the principles of learning. Regarding the selection of essential material, there are at least four requirements for a material to be called essential material, namely urgency, continuity, relevance, and usability. The following is an example of essential material for Indonesian subjects.

1. Meaning and Implementation of Indonesian Language and Literature Subjects in the Prototype Curriculum (2021)

The Kepmendikbudristek policy that describes the implementation of the Prototype Curriculum marks a change in the terms KI and KD as competencies that students must achieve into learning outcomes (CP). Learning outcomes (CP) are a series of knowledge, skills, and attitudes as an integrated continuous process so as to build complete competence. Therefore, each learning assessment that will be developed by the teacher is required to refer to the learning outcomes that have been determined. The form of the Prototype Curriculum CP is the same as the Independent Curriculum which will be explained later.

The prototype curriculum also provides flexibility in the application of collaborative learning models between subjects and makes cross-subject assessments. One example is a summative assessment in the form of a project or project-based assessment to strengthen the profile of Pancasila students. Indonesian subjects can collaborate with other subjects, for example Indonesian collaborates with TKJ in application development projects (copywriting) to preparing reports.

The Teacher Mobilization Program (PGP) started on June 15 2020 for teachers of all levels. Permendikbudristek No. 26 of 2022 concerning Mobilizing Teacher Education states that mobilizing teachers are intended to produce teachers who are capable of planning, implementing, assessing, and reflecting on learning according to the current and future needs of students based on data, collaborating with parents, colleagues, and the community to develop visions, mission, and education unit program; develop competencies independently and sustainably based on reflection on learning practices; as well as developing a student ecosystem through voluntary exercise of feeling, intention, body and thought with colleagues and the community.

Based on this policy, it can be interpreted that the implementation of the values of the role of the driving teacher aims to realize the vision of a school that is pro-student to develop education in a better direction starting from the classroom. The teacher guides to give students an active role in the learning process so as to produce meaningful learning. This is part of the role and values of the driving teacher who presents the concept of independent learning. That is, the teacher chooses the learning process based on student profiles (characteristics, background, and student potential) in presenting subject matter based on the applicable curriculum.

Other driving teacher values and roles can be implemented through creative and innovative teacher attitudes. In this case, the teacher must present and guide students in learning knowledge through fun and contemporary media. This is important because the characteristics and needs of students today are different from those of the past. Currently, students are familiar with many media that represent a variety of technological advances, so teachers must also be able to adapt to the "world" of students.

The role of the driving teacher as a guide for independence is also implemented in learning. This is important because the current teacher is not the main source of learning, but as a motivator, facilitator, and role model. Various learning resources must be introduced to students, especially those who are able to realize the correlation between theory and the environment, and even make the environment a source of learning.

The teacher as a developer of students' potential is carried out through a more in-depth understanding of student characteristics so as to be able to present effective learning. Collaboration with parents and guardians is an important thing that teachers do. Parents can provide comfort and motivation for children to keep up

the enthusiasm. In addition, teachers need to complete learning based on the level of student competence so that students are able to fulfill the completion of assignments given by teachers and students. This can be done by the teacher by making subject matter to adjust the achievement of competencies based on students' academic abilities.

The role of the driving teacher in Indonesian is also seen in the implementation of Indonesian in a more interesting way. The driving teacher allows selecting essential texts that must be taught to students according to the conditions of the students. The teacher also prepares an Indonesian language learning design or plan to support the achievement of Indonesian learning objectives.

m. Meaning and Implementation of Indonesian Language and Literature Subjects in the Merdeka Curriculum (2022)

The policy that underlies the implementation of the Independent Curriculum analyzed in this paper, namely Permendikbudristek No. 5 of 2022 concerning SKL in PAUD, Basic Education Levels, and Secondary Education Levels; Permendikbudristek No. 7 of 2022 concerning Content Standards for Early Childhood Education, Elementary Education, and Secondary Education; Permendikbudristek No. 262/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery; and Decree of the Head of BSKAP Kemendikbudristek No.033/H/KR/2022 of 2022 concerning Learning Outcomes in PAUD, Elementary Education Levels, and Secondary Education Levels in the Independent Curriculum. These policies are the latest policies containing updates to various teaching components.

The Merdeka Curriculum is the newest curriculum as a form of post-pandemic learning recovery. This curriculum provides flexibility and convenience for educators to implement deeper learning, according to the needs of students, and focus on strengthening character. This curriculum is in principle the same as the Prototype Curriculum. The Merdeka curriculum facilitates character development according to the profile of Pancasila students.

In these policies, the characteristics of Indonesian subjects are described. Indonesian subjects are capital for learning and working because they focus on literacy skills (language and thinking). Literacy ability is an indicator of student progress and development. Indonesian fosters and develops students' self-confidence as communicators, critical-creative-imaginative thinkers and Indonesian citizens who master digital and informational literacy. Learning Indonesian fosters and develops literacy knowledge and skills in all communication events that support success in education and the world of work.

The implementation of learning Indonesian Language and Literature according to the Merdeka Curriculum is directed at learning literacy for various communication purposes in the Indonesian socio-cultural context. The Indonesian language subject develops receptive language skills (listening, reading and viewing) and productive language skills (speaking and presenting, as well as writing) for various purposes related to language and literature in life. This language competency is based on three things that are interconnected and mutually supportive to develop student competence, namely language (developing linguistic competence), literature (ability to understand, appreciate, respond, analyze, and create literary works); and thinking (critical, creative, and imaginative). The development of language, literary, and thinking competencies is expected to form students who have high literacy skills and have Pancasila character. The implementation of literacy is reflected in the rationale for learning Indonesian according to the Decree of the Head of BSKAP No.033/H/KR/2022.

An Indonesian language learning material implemented in integrative activities to improve language skills. The learning flow in the Independent Curriculum can be adapted to the needs of students and school conditions. The ways of presenting material also vary and can be packaged in an interesting way, for example when presenting material on procedural text you don't have to start with identifying, but you can go through the stages of concluding, studying structure and language or through writing activities.

Product differentiation is the stage of presenting the results carried out by students in the Merdeka Curriculum. Previously, the guidelines for Indonesian language learning outcomes were in the form of text, the Merdeka Curriculum prioritized products that were tailored to the interests and talents of students. These products can be in the form of infographics, posters, comics, and videos, but do not lose the identity of the

text. This is also supported by digitization which can package products in digital form into a fun learning experience. The following is an example of CP in the Independent Curriculum Phase E (grade X).

Conclusion

Indonesian Language and Literature is an essential field whose position and function cannot be ignored, both in its implementation as a subject and in practice in life. The essence of Indonesian Language and Literature is reflected in various ministry policies (in this case the Ministry of Education and Culture and the Ministry of Manpower).

After analyzing several policies in the field of education that underlie curriculum development, the subject of Indonesian Language and Literature has been implemented since the inception of the implementation of the national curriculum, even having a lot of time allocation or consideration. Indonesian language and literature seem to represent the spirit of nation building. Through this subject, students are expected to have competencies that are applicable to life as well as character education. Policies related to language and literature subjects in schools examine various aspects in more detail to meet the challenges of the times.

References

- Arjanto, D. (2017). "Tenaga Kerja Asing Bentrok dengan Pekerja Lokal Tambang di Konawe" Diakses dari <https://nasional.tempo.co/read/853519/tenaga-kerja-asing-bentrok-dengan-pekerja-lokal-tambang-di-konawe>. Diakses pada 26 Februari 2023.
- Arsip Nasional Republik Indonesia (ANRI). *Jaringan Informasi Kearsipan Nasional*. Diakses dari <https://jkn.go.id/> pada 20—27 Februari 2023.
- Balitbang. (2020). *Keputusan Kabalitbangbuk No. 018/H/KR/2020 tentang KI dan KD Pelajaran pada Kurikulum 2013 pada PAUD, Dikdas, dan Dikmen Berbentuk Sekolah Menengah Atas untuk Kondisi Khusus*. Jakarta.
- Depdikbud. (1975). *Surat Keputusan (SK) Menteri Pendidikan dan Kebudayaan No. 008-D/U/1975 dan 008-E/U/1975 tentang Pembakuan Kurikulum Sekolah*. Jakarta.
- Diono, Marzuki. (2018). Analisis terhadap Perubahan Ketentuan Penggunaan Tenaga Kerja Asing melalui Teori Mashlahah Masalah. *Jurisdictie: Jurnal Hukum dan Syariah*, 7(1).
- Elwijaya, F., et al. (2021). Konsep Dasar Kebijakan Pendidikan. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 67—71. <https://doi.org/10.29210/3003817000>.
- Kemendikbud. (2013). *Peraturan Menteri Pendidikan Nasional No. 54 tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kemendikbud. (2014a). *Peraturan Menteri Pendidikan Nasional No. 58 Tahun 2014 tentang Kurikulum 2013 SMP/MTS*. Jakarta.
- Kemendikbud. (2014b). *Peraturan Menteri Pendidikan Nasional No. 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta
- Kemendikbud. (2015). *Tugas dan Fungsi Kementerian Pendidikan dan Kebudayaan*. Diakses dari <https://www.kemdikbud.go.id/main/informasi-publik/tugas-dan-fungsi#> pada 20—27 Februari 2023
- Kemendikbud. (2016). *Peraturan Menteri Pendidikan Nasional No. 24 Tahun 2016 tentang Kompetensi Inti (KI) dan Kompetensi Dasar (KD)*. Jakarta.
- Kemendikbud. (2018a). *Peraturan Menteri Pendidikan Nasional No. 36 Tahun 2018 tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan No. 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta.
- Kemendikbud. (2018b). *Peraturan Menteri Pendidikan Nasional Nomor 37 Tahun 2018 tentang Perubahan atas Permendikbud Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah*. Jakarta.
- Kemendikbud. (2020). *Keputusan Menteri Pendidikan dan Kebudayaan No. 719/P/2020 tentang Pedoman Pelaksanaan Kurikulum pada Satuan Pendidikan dalam Kondisi Khusus*. Jakarta.
- Kemendikbudristek. (2021a). *Surat Edaran Nomor 6 Tahun 2021 tentang Penggunaan Lambang, Nomenklatur Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi pada Kepala Naskah Dinas, Capdinas, Cap Jabatan, dan Papan Nama Unit Kerja*. Jakarta.
- Kemendikbudristek. (2021b). *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 162/M/2021 tentang Sekolah Penggerak*. Jakarta

- Kemendikbudristek. (2022a). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 5 Tahun 2022 tentang SKL pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*. Jakarta.
- Kemendikbudristek. (2022b). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 7 Tahun 2022 tentang Standar Isi pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*. Jakarta.
- Kemendikbudristek. (2022c). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran*. Jakarta.
- Kemendikbudristek. (2022d). Keputusan Kepala BSKAP No.033/H/KR/2022 Tahun 2022 tentang Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka**. Jakarta: Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan.
- Kemendiknas. (2006a). *Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Standar Isi*. Jakarta.
- Kemendiknas. (2006b). *Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan*. Jakarta.
- Kemendiknas. (2006c). *Peraturan Menteri Pendidikan Nasional No. 24 Tahun 2006 tentang Pelaksanaan Peraturan Menteri Pendidikan Nasional No. 22 dan 23*. Jakarta
- Kemnaker. (2015). *Peraturan Menteri Ketenagakerjaan No. 16 Tahun 2015 tentang Tata Cara Penggunaan Tenaga Kerja Asing*. Jakarta: Kementerian Ketenagakerjaan.
- Kemnaker. (2015). *Peraturan Menteri Ketenagakerjaan No. 35 Tahun 2015 tentang Perubahan atas Peraturan Menteri Ketenagakerjaan No. 16 Tahun 2015 tentang Tata Cara Penggunaan Tenaga Kerja Asing*. Jakarta: Kementerian Ketenagakerjaan.
- Kemnaker. (2018). *Peraturan Presiden No. 20 Tahun 2018 tentang Tata Cara Penggunaan Tenaga Kerja Asing*. Jakarta: Kementerian Ketenagakerjaan.
- Kemnaker. (2020). *Undang-Undang No. 11 Tahun 2020 tentang Cipta Kerja*. Jakarta: Kementerian Ketenagakerjaan
- Kemnaker. (2022). *Undang-Undang No. 2 Tahun 2022 tentang Cipta Kerja*. Jakarta: Kementerian Ketenagakerjaan
- Kemenkumham. (2013). *Peraturan Menteri Tenaga Kerja dan Transmigrasi No. 12 Tahun 2013 tentang Tata Cara Penggunaan Tenaga Kerja Asing*. Jakarta.
- Kemenkumham. (2022). *Peraturan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi No. 26 Tahun 2022 tentang Pendidikan Guru Penggerak*. Jakarta.
- Menteri Kehakiman. (1954). *UU No. 12 Tahun 1954 tentang Pernyataan Berlakunya Undang-Undang No. 4 Tahun 1950 dari Republik Indonesia Dahulu tentang Dasar-Dasar Pendidikan dan Pengajaran di Sekolah untuk Seluruh Indonesia*. Jakarta.
- Mensesneg. (1989). *Undang-Undang No. 2 Tahun 1989 tentang Sistem Pendidikan Nasional (UUSPN)*. Jakarta.
- Mensesneg. (2003). *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta.
- Mensesneg. (2003). *Undang-Undang No. 13 Tahun 2003 tentang Ketenagakerjaan*. Jakarta.
- Mensesneg. (2009). *Undang-Undang No. 24 Tahun 2009 tentang Bendera, Bahasa, dan Lambang Negara, serta Lagu Kebangsaan*. Jakarta.
- Mensesneg. (2013). *Peraturan Pemerintah No. 23 tahun 2013 tentang Perubahan Standar Nasional Pendidikan*. Jakarta.
- MPR. (1978) *TAP MPR No. IV/MPR/1978 dan No. II/MPR/1983 tentang Garis-Garis Besar Haluan Negara (GBHN)*. Jakarta: Majelis Permusyawaratan Rakyat.
- MPRS. *TAP MPRS No. II/MPRS/1960 tentang Garis-Garis Besar Pola Pembangunan Nasional Semesta Berencana Tahapan Pertama 1961—1969*. Bandung: Majelis Permusyawaratan Rakyat Sementara.
- Muhammad Munadi dan Barnawi, *Kebijakan Publik di Bidang Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2011), 17.
- Setiana, D. S., & Nuryadi (2020). *Kajian Kurikulum Sekolah Dasar dan Menengah*. Yogyakarta: Gramasurya.
- Sudaryat, Y. (2005). Memahami dan Mengembangkan Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Indonesia. *Makalah Seminar Bahasa dan Sastra Indonesia dalam rangka Bulan Bahasa, FKIP UNSUR Cianjur, 30 November 2005*.
- Sudiyono dan Mada Sutapa, *Kebijakan Pendidikan, Teaching Resource* <http://eprints.uny.ac.id/173/>, (Yogyakarta: UNY, 2011), 4.
- Syafaruddin. (2008). *Efektivitas Kebijakan Pendidikan: Konsep, Strategi, dan Aplikasi Kebijakan Menuju Organisasi Sekolah Efektif*. Jakarta: Rineka Cipta.
- Solichin, M. (2015). *Implementasi Kebijakan Pendidikan Dan Peran Birokrasi*. Religi: Jurnal Studi Islam, 6(2), 148-178.
- Yuliah, E. (2020). *Implementasi Kebijakan Pendidikan*. Jurnal At-Tadbir: Media Hukum dan Pendidikan, 30(2), 129-153.