The Teaching Strategy of Bahasa Indonesia in Curriculum 2013

Wisnu Nugroho Aji ✉, Sri Budiyono

Indonesian Language and Literature, Faculty of Teacher Training and Education, Universitas Widya Dharma Klaten, Indonesia

Info Articles

Abstract

This article is intended to explain and describe the implementation of Curriculum 2013 on Bahasa Indonesia. A plan of choosing learning strategy of Bahasa Indonesia is supposed to be adapted to the characteristics and approach of the curriculum. It also works for Curriculum 2013 which recommends five stages of scientific approach: observing, asking, trying, associating, and communicating. Based on the characteristics and scientific approach, some learning strategies which are in line with Curriculum 2013 scheme are found. They are (a) Expository Learning Strategy, (b) Contextual teaching and learning (CTL), (c) Inquiry Learning Strategy, and (d) Problem-Based Learning Strategy (PBLS).

How to Cite

✉ Address correspondence:
Jalan Ki Hajar Dewantara, Klaten Utara, Karanganom, Klaten Utara, Kabupaten Klaten, Jawa Tengah 57400
E-mail: wisnugroaji@unwidha.ac.id

INTRODUCTION

Indonesian language study is a planned and purposeful activity that it requires learning strategies in their implementation so that the learning goal can be achieved. A research entitled "The Implementation of Curriculum 2013 on the Indonesian language in Klaten" resulted that one of the teacher's obstacles in the implementation of curriculum 2013 is learning strategy plan. It can be seen from the gaps between indicators and achievements in process and outcome assessments.

In general, the strategy can be interpreted as a major outline enacted to achieve the particular goal. If it is associated with teaching, the strategy may also be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the objectives outlined.

Strategy, in education, is defined as planning which contains about a series of activities designed to achieve certain educational goals (Sanjaya, 2007: 126). Besides, Subana (2003: 16) explains that the learning strategy is a design or pattern used to determine teaching and learning process.

It can be concluded that the learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources/ strength in learning. The strategy is formulated to achieve a certain goal, which means that the direction of all strategy-making decision is the achievement of objectives, that the compilation of learning steps, the utilization of various facilities and learning resources are all directed to achieve the objectives. However, a clear goal whose success can be easily measured needs to be arranged.

Under the above description, the author will discuss the learning strategy which is one of the ways to train students to be more skillful. This paper focuses on the teaching of Indonesian language to Junior High School in Klaten.

The purpose of this research is to know and to describe learning strategy and model. This study is expected to be useful for readers, especially teachers, who want to know and apply strategies and learning models in their teaching process.

METHOD

The study is conducted in 5 Junior High Schools along Klaten; SMP N 2 Ceper, SMP N 2 Jogonalan, SMP N 1 Karanganom, SMP N 4 Klaten, and SMP N 5 Klaten. This research is conducted for ten months, from December 2016 to September 2017. The details of current research activities are implementation (planning, action, monitoring evaluation, and reflection), compilation, report improvement based on seminar, multiplication, and delivery of research report.

The method employed is the case study. A case is similar to a problem or a phenomenon under the perspective of the researcher's knowledge. Triangulation of data and method is conducted to make sure the validity of the data. The technique of data analysis uses Flowing Miles and Huberman model with three stages: data reduction, data presentation, and conclusion.

RESULT & DISCUSSION

The Implementation of Curriculum 2013

Curriculum 2013 is a design of learning to develop the potential of learners and to realize a noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible Indonesian generation with dignity, high civilization, culture, character, faith, and piety to God Almighty (Kemdikbud, 2013). Curriculum 2013 is a set of plans and arrangements concerning objectives, content, and instructional materials as well as methods used as guidelines for learning activities to achieve certain educational goals. This curriculum has actively been implemented since 2013.

The Concept of Curriculum 2013

Curriculum 2013 is an advanced step and development of Competency-Based Curriculum (KBK) and School-Based Curriculum (KTSP). It includes aspects of knowledge, attitudes, and skills. Some elements that change over Curriculum 2013 development are graduate competence, content, structure, learning process, assessment process, syllabus, and book (Kemendikbud, 2014:24). Some of these elemental changes are expected to balance the following hard and soft skill:

1) **Graduate Competence**, Graduate Competency Standard of Curriculum 2013 is derived from student's demand. It is different from the Graduate Competency Standard of KBK and KTSP which is derived from the material standard.
2) **Material standard**, the content standard of Curriculum 2013 is derived from Graduate Competency Standards through Subject Competencies which are subject-free, while the previous two curricula standard is formulated based on subjects (Competency Standards based on passing subject) detailed into Competency Standards and Basic Competency of subjects.
3) **Curriculum structure**, curriculum 2013 consists of two groups of compulsory subjects supposed to be learned by all students and special subjects relevant to their talents, interests, and **abilities**.
4) **The learning process,** curriculum 2013 focuses on the scientific approach. The use of scientific approach aims to improve students' credibility with logical thinking during the learning process.
5) **The assessment process**, assessment of curriculum 2013 is aimed at assessing the process and results. Assessment is done **continuously** or authentic assessment. Assessment includes all aspects: knowledge, attitudes, and skills.
6) **Syllabus**, Curriculum 2013 teachers do not need to create a syllabus. The syllabus in the Curriculum 2013 is prepared by the government.

The Implementation of Curriculum 2013 in the Learning Process

The implementation of curriculum 2013 is the actualization of the curriculum in the learning process, competence improvement, and character building of learners. It is an educational design that helps learners develop their potential through the learning process. Learning and curriculum are important components of education. Learning and curriculum are interrelated. The actualization of the curriculum in the learning process requires teachers' activeness to create and to grow various activities in accordance with the programmed plans.

The Implementation of the curriculum is done through fun, effective, and meaningful learning. There are five things to consider related to the organization of learning in the implementation of curriculum 2013: the implementation of learning, expert formation and coaching, utilization of environment and community resources, as well as development and management of learning policies (Mulyasa, 2013: 04).

The success of Curriculum 2013 implementation can be assessed through the implementation of the learning plan, learning process, the formation of competence, and the character of learners. In general, learning activities include initial activity or opening, core activity or the inclusion of competence and character, and the final or concluding activities. A class implementing curriculum 2013 cannot be separated from the scientific approach. The learning process consists of steps of the scientific approach.

The Learning Strategy of Curriculum 2013

The discussion on the implementation and characteristics of curriculum 2013 above and the construct of observation, document analysis, and in-depth interviews with Junior High School teachers of class IX in Klaten concludes some strategies which can be used in teaching Bahasa Indonesia by developing the scientific approach in curriculum 2013. The strategy is as follow:

Expository Learning Strategy

An expository learning strategy is a strategy which emphasizes the process of verbal material delivery of a teacher to a group of students so that students can master the subject optimally. It is a form of teacher-oriented learning approach because the teacher plays a very important or dominant role in this strategy. The teacher presents in a well-prepared, systematic, and complete formula that students stay listening and digesting nicely and accurately.

Appropriate learning method describes the following strategy:

1) Lecturing

Lecturing method is an oral illumination of learning the material to a group of listeners to achieve certain learning objectives in a relatively large number. It is in line with the meaning and purpose of the Expository Strategy. It is a lecture or one-way strategy.

2) Demonstration

Demonstration method is a way of presenting lesson material by demonstrating or displaying to students a particular process, situation or object studied in either real or imitational presentation. The teacher physically demonstrates the learned material.

3) Socio drama

Sociodrama essentially dramatizes behavior about social problems. The teacher explains the material by dramatizing the behavior in the class as an example.

Contextual teaching and learning (CTL)

Contextual teaching and learning (CTL) is a learning concept which helps teachers correlate learning materials with students' real-world situation, and encourages students to relate their knowledge and apply it in their daily life.

The characteristics of contextual learning are:

1. Learning is carried out in an authentic context

2. Learning provides opportunities for students to do meaningful tasks (meaningful learning).

3. Learning is done by providing meaningful experiences to students (learning by doing).

4. Learning is done through group work, discussion, and mutual review among friends (learning in a group).

5. Learning provides an opportunity to create the sense of togetherness, working together, and understanding one another in depth (learning to know each other deeply).

6. Learning is conducted actively, creatively, productively, and it emphasizes the importance of cooperation (learning to ask, to inquire, and to work together).

7. Learning is done in a pleasant situation (learn, ask, and enjoy activity).

A good learning method describes the following strategy:

a. Demonstration Method

The teacher demonstrates the material by engaging in students' daily activities; so that they understand deeply.

b. Sociodrama method

The teacher explains by dramatizing the behavior associated with social problems around the students that they understand better than before.

Inquiry Learning Strategy

Inquiry Learning Strategy is learning activity series emphasizing the critical and analytical thinking process to find the answer to a problem they face.

The following are main strategies of inquiry learning:

1) Emphasizing on students' maximum activity to search and to find. It means treating students as the object of learning.

2) When the material is not complete or unfinished, and it needs a proof for the conclusion.

3) When the learning process begins with student's curiosity with something.
4) When the teacher teaches a group of students, who are highly motivated and open-minded. This strategy will be less successfully when applied to students with lack of ability to think.
5) When the number of students is not over, that the teacher can easily control them.
6) When the teacher has enough time to use a student-centered approach.

SPI is a strategy that emphasizes on the intellectual development of students. Mental development (intellectual), according to Piaget, is influenced by four factors: maturation, physical experience, social experience, and equilibration.
This strategy uses several relevant methods which include:
1) Discussion
Discussion method is a way of managing learning process by presenting the material through problem-solving, or systems analysis of technology product whose solution is very open. Students, in this case, discuss a problem given by the teacher, that students are motivated to be active.
2) Assigning Tasks
Task assignment is the way of teaching or presenting the material by assigning them to do a job/project. The task assigned to the students to lead them more active.
3) Experimental Method
The experimental method is a way of managing the learning process by conducting experimental activities. Thus, this method stimulates students to perform an active activity based on their own experience.
4) Question and answer method
Question and answer method is a way of presenting lessons in the form of questions and answer. The teacher allocates time for the students to ask about the materials.

Problem-Based Learning Strategy (PBLS)
According to the learning psychology of PBLS which relies on the cognitive aspect of students, learning is a process of behavioral change due to experience. It is not merely the process of memorizing some facts, but a conscious process of interaction between individuals and their environment. Through this process, students develop their skill gradually. In essence, the development of the students not only occurs in the cognitive aspect but also their affective and psychomotor aspects through internal appreciation of the problems faced.
When learning is seen from the philosophical aspect of school which functions as a place to prepare students to live among society, PBLS is a prospective strategy which is significant to develop because the human being is must face a problem. PBLS is expected to provide the training and ability of each to be able to solve the problems, from simple to the complex ones.
Apart from the philosophical aspect of school, PBLS is one of the learning strategies that can be used to improve the learning system. Other steps of Problem-Based Learning consist of five stages described in the following table;

Stage 1: Student orientation to the problem
The teacher explains the learning objectives and the required tools and motivates the students to engage in the problem-solving activity he or she uses.
Stage **2:** Organizing students to learn
Teachers help students define and organize learning tasks related to the problem.
Stage **3:** Guiding individual and group investigations
Teachers encourage students to collect appropriate information and to conduct experiments to get explanations and problem-solving.
Stage **4** : Develop and present the work.

Teachers help students plan and prepare appropriate work like reports, videos, and models and help them share their work with friends.

Stage 4: Developing and presenting the work

Teachers help students plan and prepare appropriate work like reports, videos, and models and share their work with friends.

Step 5: Analyzing and evaluating the problem-solving process

Teachers help students reflect or evaluate their investigations and the processes they use.

CONCLUSION

Curriculum 2013 is a set of plans and arrangements concerning objectives, content, and instructional materials and method used as guidelines for the implementation of learning activities to achieve certain educational goals actively implemented in 2013. The implementation of the curriculum is done with fun, effective and meaningful learning. Five things need to be considered related to the organization of learning for the implementation of the Curriculum: the implementation of learning, the provision and coaching of experts, the utilization of environment and community resources, and the development and management of learning policies. The success of Curriculum 2013 implementation can be assessed through the application of lesson planning, learning, the formation of competence, and the character of the learner.

The learning strategy selection of Curriculum 2013 should be adapted to its characteristics with the scientific approach. Some of the strategies which can be implemented are: (a) Expository Learning Strategy; (b) Contextual teaching and learning (CTL) (c) Inquiry Learning Strategy; and (d) Problem-Based Learning Strategy (PBLS).

REFERENCES

Aji, N, Wisnu. 2016. Model Pembelajaran Dick And Carrey Dalam Pembelajaran Bahasa Dan Sastra Indonesia. *Jurnal Kajian Linguistik dan Sastra* Vol 1. No. 2. Pp 119 -126

Aji. N. Wisnu., Sri Budiyono. 2017. Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Indonesia di Kabupaten Klaten. *Jurnal Varidika* Vol 29. Pp 1-8

Aunurrahman. 2009. *Belajar dan Pembelajaran.* Bandung: Alfabeta. DePorter, Bobbi. 2000. Quantum Teaching.

Gunawan, D., Utanto, Y., & Maretta, Y. A. 2017. An analysis on indonesian teachers' reasoning in resolving moral dilemmas. *Man In India*, *97*(2), 829-841.

Hairudin. 2007. *Pendidikan Bahasa Indonesia untuk Sekolah Dasar*. Jakarta: Balai Pustaka. Hamalik, Oemar. 2008.

Isjoni. 2009. *Pembelajaran Kooperatif*. Yogyakarta: Pustaka Pelajar.

Iskandarwssid and Sunendar, D. 2008. *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.

Johnson, Elaine B. 2009. *Contextual Teaching and Learning. Bandung: MLC (translated version by Ibnu Setiawan).*

Komalasari, Kokom. 2010. *Pembelajaran Kontekstual Konsep dan Aplikasi.* Bandung: Refika Aditama.

Legowo, Budi. 2016. *Learning Strategy of Role Playing in The Material Submission of The Nuclear Power Application Environmental Physics Subjects.* International Journal of Active Learning. Vol 1. No.1 pp 20-22

Mardikantoro, H. B., & Maretta, Y. A. 2016. Language Shift Of Javanese And Its Impacts On The Transformation Of Samin Community. *Man In India*, *96*(11), 4167-4180.

Nurgiantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi.* Yogyakarta: BPFE.

Parmin, Sajidan, Ashadi, Sutikno, & Maretta, Y. A. 2016. Preparing Prospective Teachers in Integrating Science and Local Wisdom through Practicing Open Inquiry. *Journal of Turkish Science Education*, *13*(2), 3-14.

Rusman. 2011. *Model-model Pembelajaran.* Jakarta: Raja Grafindo Persada.

Sanjaya, Wina, 2009. *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi.* Jakarta: Kencana Prenada Group.

Silberman, Mel. 2009. *Active Learning. 101 Strategi Pembelajaran Aktif.*

Sumardiyani, Listyaning., Fine Reffiane, Ngurah Ayu, Siti Lestari. 2017. *Model of Monitoring and Evaluation of Character Education at Universitas PGRI Semarang*. International Journal of Active Learning. Vol 2. No.2 pp 112-119

Utanto, Y. Sukirman, S. & Maretta, Y. A. 2017. Surviving in The Limitations: Education Implementation Patterns in Coast al Communities. *Man in India*, *97*(10), 163-175.

Utanto, Y., Widhanarto, G.P. and Maretta, Y.A., 2017, March. A web-based portfolio model as the students' final assignment: Dealing with the development of higher education trend. In *AIP Conference Proceedings* (Vol. 1818, No. 1, p. 020063). AIP Publishing.

Warsito, Bambang. 2008. *Teklnologi Pembelajaran (Landasan dan Aplikasinya).* Jakarta: Rineka Cipta.