

The Essence And Curriculum Of Learning Indonesian Language In Elementary Schools

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ARTICLEINFO

Article history:

Received 3 December 2022

Received in revised form 2 January 2023

Accepted 10 February 2023

Available online 22 February 2023

Keywords:

Essence, Curriculum, Indonesian, Elementary School

ABSTRACT

Education in elementary schools is the initial momentum for students to improve all the abilities inherent in children. Starting at the time of learning in early childhood (kindergarten) and then continued and strengthened in elementary school. Habits that children carry out every day, both in the home, community and school environment, are important in forming natural potential, especially in the field of children's language. Language skills that are expected to be assisted, grown, and used as development material for elementary school teachers include listening or listening skills, speaking, reading, and writing. These four skills are so important to be given at the elementary school level as a form of teaching Indonesian according to the current education curriculum. Learning activities in schools are also expected to be able to integrate this unified language in all intra- and extra-curricular activity programs so that their benefits are increasingly visible and meaningful in harmony with the social life of students.

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INTRODUCTION

Basically, education cannot be separated from human life. through education humans will always get and explore knowledge. Education is the most important thing when viewed in terms of the knowledge component of the Indonesian nation in order to create people who have knowledge and insight so that it is appropriate and expected to improve and preserve the quality of intelligent human resources in a real way. Language learning has such an important role, not just to develop communication skills but as a means to support the mastery of knowledge. With human language learn all kinds of fields of science in the world. Because of this, it is appropriate that language learning in schools,

especially the elementary education (SD) level, must be carried out with good management and in accordance with the developmental characteristics of students so that learning can be truly meaningful for the child's personal life and for the environment that needs it.

The use of language is a reflection of one's personality and character. A person's education can also be seen clearly from how a person applies his language in daily social interactions in society. The use of language that tends to be clear, systematic, and does not ignore the value of politeness and courtesy often becomes a personal reflection of the speaker so that he is categorized as a person with a good reputation. And vice versa, someone who often uses language that tends to be harsh, contains insults, and even makes fun of is a reflection of a person who is less educated and has no manners. Learning Indonesian language and literature in elementary schools leads to increasing the competence of students in communicating both orally and in writing. The characteristics of Indonesian language learning content have even become the basic capital when studying at school and in the world of work because the study focuses on literacy skills, namely language and thinking. Literacy ability has always been an indicator of progress and development of students. In the process of learning activities, students receive guidance and develop their self-confidence as contributors in communication, both as communicators, contributors of ideas to creators of works.

Humans use language as a means of communication in all their daily activities. You can imagine how it is when we live in an environment or community but cannot communicate properly with other people. then of course we cannot understand the situation and conditions that occur and what needs the people in that environment have. The main basis for communicating is language ownership, in this case Indonesian , because we live in the same country.

METHOD

The method used in writing this article is a literature review, namely by reviewing seven references in the form of one book of learning and learning theory and six articles on the implementation of learning that have been published in reputable national journals. In drawing conclusions, the authors consider various learning points of view, but are more inclined to the existence of the teacher as the main element of education in the school environment.

DISCUSSION

The Essence of Indonesian Language Learning

According to KBBI, essence or essence is the essence or basis; the real thing (actually). The essence of learning Indonesian is all efforts made by someone in an effort to improve their ability to speak. The skills that must be possessed by elementary school students are good language skills. The use of good and appropriate Indonesian is the initial capital in communicating fluently with others. It is also contained in teaching Indonesian, that there are four skills that are expected to be attached to students, namely listening skills, speaking skills, reading skills, and writing skills. These four aspects of skills are related to one another. How will someone be able to speak or express something correctly if it does not begin with a listening / listening process. How can one write well if it does not begin with listening and reading. When a child cannot listen well, it is difficult for him to be able to read fluently. The picture of the interrelationship of this aspect of language often appears in learning activities at school, especially in elementary schools. Since birth, the child has been provided by his family, in this case, the mother as the closest family member to the child. Mother becomes the most important person for children in channeling children's primary education. The habit of looking at children with affection, giving a gentle touch that fosters comfort, responding quickly when a child is disturbed or needs something, and the most important thing is the habit of speaking that a mother has with her child.

Children's language skills cannot emerge by themselves, but they need habituation and example from family, community and school which are the three centers of education. The three of them are always role models for children. Therefore, teachers are expected to continue an important mission in children's language development, namely in the learning environment at school. Actually teaching language skills such as listening, speaking, reading and writing is definitely integrated with all the content of lessons at school but is more clearly seen in learning Indonesian because it has a special scope of teaching Indonesian. Language skills can be grouped into two categories, namely receptive aspects and productive aspects. The receptive aspect has the nature of receiving or absorbing, as seen in listening and reading activities. While the productive aspect has the nature of issuing or producing language, both orally and in writing as seen in speaking and writing activities.

Learning in Schools

Learning Indonesian in elementary schools is inseparable from the four basic language skills, namely listening, speaking, reading and writing. Language skills are needed by humans. Humans are social beings who always communicate and interact with other people by using language, both spoken and written language. Both communicate directly and through social media such as sms, whatsapp, telegram, instagram, live youtube, and others. Language skills in elementary schools begin with vocabulary. The richness of the vocabulary will affect the level of a child's ability to speak Indonesian. That is why at the elementary school level, especially in grade one, children start with simple vocabulary and then increase to more complex ones. Children are taught to spell starting from syllables, words, phrases, clauses, then continue into sentences. After learning the sentence the child will start towards the arrangement of sentences into paragraphs and so on.

Language skills do not necessarily grow by themselves, but need continuous training and are implemented in daily habits through learning activities at school namely the interaction of students with students, students with teachers, and teachers with students. Students use their language to communicate with people in the school environment so they need adequate language skills. Interacting is one means of conveying messages. According to Ahmad Susanto (2019: 244) " messages can be in the form of ideas (ideas), desires, wishes, feelings, or even interactions". Then according to Indihadi (2006: 57) " there are five factors that must be integrated in communicating, so that messages can be expressed or conveyed, namely the structure of knowledge (schemata), language, productive strategies, psychophysical mechanisms, and context".

Oral language skills consist of speaking and listening skills. The written language skills include reading and writing. When a child communicates orally, ideas, thoughts, ideas, and feelings are expressed in the form of words, sentences, or complete stories with the main goal that what is conveyed will be understood by the other person at that time. Likewise with written communication carried out by elementary school children. According to Cahyani and Hodijah (2007: 127) " messages can be the contents of a text that is transacted to readers". In other words , a reader can easily understand the message given by the author through a series of systematically arranged writings. Elementary school students learn writing skills gradually starting with writing words, clauses, sentences,

paragraphs, to form complete writing which can be in the form of summaries , essays , stories, and so on. Elementary school students in lower grades are generally able to write everyday stories, although they still use language and writing arrangements that are still not quite right. In high class students, children have started to be able to write with systematic language and good writing procedures. This is always the duty and homework of a teacher to be able to channel language knowledge to students so that they master language skills significantly so that in the future they are able to develop their potential, especially in the field of language.

Indonesian Curriculum

According to Ahmad Susanto (2019: 246) "the curriculum is an important tool in order to realize and achieve school goals". Likewise in the Indonesian language curriculum, especially at the elementary school level, which realizes and achieves the goal of increasing students' abilities in oral and written communication. Furthermore, according to the National Education Standards Agency (BSNP, 2006: 81) " Indonesian language learning content standards lead to improving students' ability to communicate both orally and in writing and foster appreciation of the works of Indonesian human literature". The aim of Indonesian language learning content in elementary schools is to be able to enjoy and be able to utilize literary works in an effort to develop karate, insight into life, and expand knowledge and language skills. The specific objectives of teaching Indonesian include cultivating a reading habit in students, developing a sensitive and caring attitude towards others, generating positive feelings and broad insights on how to act in social life. So it is important for teachers to be able to apply the curriculum appropriately according to the development of the characteristics of students so that the achievement of the objectives of the curriculum itself can be seen clearly.

Indonesian language learning activities in elementary schools

At the elementary school level, language skills can be carried out according to the level of development of students. Elementary school students are expected to be able to listen/listen, speak, read, and write well. **Listening** is a receptive skill of understanding spoken language. Listening does not only mean hearing the sounds of words or language through the sense of hearing, but also understanding the meaning of the language.

Therefore, listening is often equated with hearing. Listening is actually deeper than hearing. Hearing sometimes occurs accidentally, but listening is done intentionally with the aim of understanding the content of the language. When studying in class, children can get used to hearing positive conversations from teachers and friends, for example when one friend expresses an opinion during a discussion then other students listen with concentration to understand the contents of their friend's opinion, listen to a child's story read by the teacher, then the teacher gives evaluation questions as reference material whether students are able to listen well or are still not perfect. Teachers must always remind students of the importance of listening / listening in detail so they can dig up information as deeply as possible.

Speaking is the ability to pronounce the sounds of words or language in order to give expressions, statements, and convey ideas, thoughts, ideas, and feelings. Children are given practice speaking in a directed manner with the teacher, both just greeting sentences and developing sentences in class conversations during the learning process. Furthermore, children are always given the opportunity to express their opinions in front of other friends in their own language. Speaking skills can also be honed through poetry reading activities, short stories, singing and so on to train and foster self-confidence in students when dealing with other people in social interactions. Reading is an advanced ability after hearing or listening. The teacher needs to provide a stimulus to students so that they are motivated to speak. Of course, with the habits that are carried out at school in scout extracurriculars, children are trained to memorize the Das Dharma, memorize Scout songs, lead lines which also of course require a loud voice and high courage.

Reading is a process of absorbing or retrieving information which is done by studying a written work in an effort to find out and understand the information conveyed by a writer. Children are taught to read from the beginning when they enter elementary school to read skillfully when they are in high school. Reading given to elementary school students can be in the form of appropriate textbooks, children's story books or fairy tales, educational children's magazines, and so on. Readings that contain character values will also give children an understanding to always do good to others. Conversely, reading that is not appropriate will cause misunderstanding and even confusion in thinking at their age. Making activities that shape children's habit of reading, including through the school

literacy movement or extracurricular activities that integrate reading skills. In literacy activities at school, for example, it is customary for children to read five minutes before class begins. After reading either in the form of children's magazines, story books or fairy tale books, then students are asked to make a reading journal which at least contains the title of the reading, the author or author, as well as the main ideas of the contents of the reading then the journal is read aloud in front of their friends. This will continuously spur children's speaking skills and instill the principle that when speaking must be in accordance with the facts contained in writing and content.

Writing is "decreasing or depicting graphic symbols that describe a language that someone understands so that other people can read these graphic symbols" (Byrne, 1981: 109). Writing is not a talent, but a thought process that requires continuous practice. Writing cannot be imitated or done easily. Patience and patience are the main foundations in writing. Lots of children are lazy to write because it is considered an activity that is unpleasant, boring, and confusing because they don't have new ideas in writing. It is on this basis that the teacher needs to provide students with knowledge of the benefits that will be obtained if someone is diligent or likes to write. Writing can absorb new information, improve memory, organize thoughts, generate new ideas, and solve problems by analyzing explicitly in a more real context, Akprian (1992: 1-2). In elementary school learning, students are introduced to writing, starting from letters, words, phrases, clauses, sentences, to paragraphs that are arranged systematically. Both writing formally as in the context of Indonesian language lessons and writing informally in the context of works of art such as poetry, short stories, mirrors, comics, and so on. Children need habituation in terms of writing. Teachers, of course, have integrated learning to write in all lesson content, but can be more focused on writing literacy programs in schools such as providing writing knowledge in stages, making simple works according to class level, presenting the work in wall magazines so that anyone can see and be motivated, holding writing competitions, either poetry, short stories, or infographics taken from the subject matter in class. Of course, the theme of the competition is adjusted to certain moments, for example national holidays such as Heroes' Day, National Education Day, and Independence Day. Teachers need to collaborate with other school members so that positive activities like this can be realized and get full support from the school, the families of the students, and other policy

stakeholders. Writing activities and other activities related to aspects of language skills are not only targeted at students, but also at school members. The teacher is a role model who is always exemplified by students so that they are expected to be able to be part of positive activities in schools. So set the best example that will always be followed by students both in the school environment and in the community.

CONCLUSION

Language learning has such an important role, not just to develop communication skills but as a means to support the mastery of knowledge. With human language learn all kinds of fields of science in the world. Because of this, it is appropriate that language learning in schools, especially at the elementary education (SD) level, must be carried out with good management and in accordance with the developmental characteristics of students so that learning can be truly meaningful for the child's personal life. Language becomes a reflection of one's personality and character. A person's education can also be seen clearly from how a person applies his language in daily social interactions in society. The use of language that tends to be clear, systematic, and does not ignore the value of politeness and courtesy often becomes a personal reflection of the speakers. The essence of learning Indonesian includes listening skills, speaking skills, reading skills, and writing skills. These four aspects of skills are related to one another . Indonesian language learning leads to improving students' ability to communicate both orally and in writing and fosters appreciation of the works of Indonesian human literature. The aim of Indonesian language learning content in elementary schools is to be able to enjoy and be able to utilize literary works in an effort to develop karate, insight into life, and expand knowledge and language skills. Teachers and other school members need to collaborate to improve the success of learning Indonesian at school.

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