

UNDERSTANDING THE IMPORTANT PARTS OF THE CURRICULUM IN THE PROCESS OF LANGUAGE AND LITERATURE LEARNING

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Abstract

Curriculum serves as the main reference for the school's program. In line with developments in the education sector, curriculum needs to be periodically reviewed to accommodate the output demands of each educational level. The consequence is that the curriculum is updated to keep up with increasingly advanced developments in the world of education. This research examines how the process of changing a curriculum works and what important aspects should be considered in the curriculum change. The method used in this research is the library method by reviewing the literature related to the curriculum. The research results illustrate the presentation of the curriculum change process and the important aspects that must be considered in every curriculum change. The conclusion drawn from this research is first that a curriculum undergoes a fairly long process to be changed. Second, there are four important parts that must be considered when a curriculum is changed, namely (1) Objectives, (2) Learning Materials, (3) Teaching and Learning Process, and (4) Evaluation or Assessment.

Keywords: Curriculum; Objectives; Learning methods; Student-centered approach

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INTRODUCTION

Originally, the term 'curriculum' is derived from the Latin word 'curricula,' which initially described the distance a runner, had to travel. Historically, the curriculum represented the duration of education necessary for students to complete in order to receive a diploma (Hamalik, 2003). In the educational context, it pertains to a collection of courses in schools or universities that students must finish to earn a diploma or move to the next academic level. This is supported by Law Number 20 of 2003 Article 1 Paragraph 19, which explains that 'the curriculum is a compilation of plans and structuring related to the aims, content, and lesson materials, along with the methodologies employed as guidelines for conducting learning activities to reach particular educational goals.'

The curriculum acts as the primary guide for educational programs. To address modern needs, it is crucial for the curriculum to be frequently assessed to fulfil the

expectations of its users (Sutarto, 2015). The consequence is that the curriculum undergoes updates to keep up with the increasingly advanced world of education due to factors of changing times. There have been many curriculum updates in Indonesia starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2014, 2017, and 2022. Changes and developments in the curriculum must have clarity in vision and mission. The Indonesian government states that "all national curricula are developed based on Pancasila and the 1945 Constitution."

The issue of important components of the curriculum directly addresses the problem of educational understanding. Educational understanding situates educators in a crucial role, not just as transmitters of textbook information or executors of a teaching program's material, but as creators and executors of a hands-on curriculum, constantly alert to make necessary adjustments through various informed decisions based on overarching educational objectives. In time, the Principles of Reaction within the educational curriculum are based on foundations drawn from research findings, expert forecasts, and societal values. This is in accordance with the essence of education in Indonesia as proposed by Ki Hajar Dewantara, who is the Father of Indonesian Education, *tut wuri handayani* (Sindunata, 2000).

A Ralph W. Tylor, an educational expert mentioned in his book, *Basic Principles of Curriculum and Instruction* quoted in Nasution (2000), uncovered the essential elements of the curriculum. His contributions are significant and have a profound impact on curriculum development. These four core questions act as the foundational guide for comprehending the four key components of the curriculum. These key components are: (Nasution, 2000): (1) What goals does the school want to achieve?; (2) How can we have teaching materials to achieve those goals?; (3) How is the material presented effective for teaching?; and (4) How can learning effectiveness be initiated?

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

The four important components of the curriculum are inherent in the sense that they are interconnected with each other. The existence of objectives in one part is always related to what will be learnt, how the learning process will take place, and subsequently what needs to be assessed. Similarly, an assessment can also automatically influence other parts. It should be noted that when evaluation is emphasised in the form of exams, such as *Ebtanas* or *UMPTN*, as a result, there is a tendency for exam content to become the primary objective of the curriculum, leading the teaching and learning process to focus on practice and rote memorisation.

Within the curriculum, it must be ensured that any change in a method or assessment strategy in one section will impact the other sections. Well-defined objectives help clarify the teaching resources, learning activities, and assessments needed to achieve the goals. (Nasution S. , 2008).

Recognizing that the curriculum model introduced by Tylor might appear straightforward is crucial, yet it is more intricate than initially perceived. Establishing the goals for education or lessons is challenging, as is selecting the appropriate materials to aid children in becoming builders, honest, diligent, and so on. Tylor pointed out that finding effective teaching and learning methods presents its own difficulties because their success is evident only after evaluation. Despite encountering criticism, Tylor's idea about curriculum composition remains relevant today. (Nasution, S., 2008).

The aim of this study is to examine a comprehensive curriculum as an integrated system, with key components interlinked, beginning with Objectives, Materials, Methods, and Evaluation or Assessment. The advantage of this study is to identify that the educational framework established in each institution should be grounded in

the essential curriculum components that are fundamental and should be present in every learning process.

METHODS

This paper employs qualitative research methods, enabling us to analyse the phenomenon being studied. This type of research exclusively highlights the field findings without the necessity of forming a hypothesis. Such an approach brings to light the facts, situations, variables, and phenomena that occur during the course of research and displays them as they exist. Qualitative methodology is a research framework that produces descriptive data as written or verbal language from people or observed behaviours (Moelong, 2017, p. 3). This method is focused on the environment and the individuals involved. Researchers also view this method as suitable for depicting crucial aspects of the curriculum along with all its issues, allowing the results to be further analysed to identify weaknesses and strengths and to seek measures for improvement. In this study, the researcher will engage in data collection, analysis, and interpretation, culminating in conclusions drawn from the data analysis. The technique for data collection involves documentation studies through literature reviews. The literature review is conducted by examining materials related to the curriculum and its issues, including curriculum reference books and theories, as well as articles on curriculum implementation featured in reputable national journals. Data processing techniques are employed after the data collection phase is complete. Collected literature data is then compiled and selected for documentation.

DISCUSSION

Curriculum Objectives

It is vital to highlight that the objectives of all educational units' curricula must be in accordance with the national education goals outlined in Law No.2 of 1989 regarding the National Education System. This obligation is unalterable. Broadly speaking, the curriculum acts as the foundation of education for nurturing high-caliber and competitive human resources. The ambitions of national education goals and the development of quality human resources are intricately linked to the educational process. The goals of the curriculum are divided into several sections and are articulated as follows (Hamalik, 2003, pp. 23-24):

a. National education goals

Based on Law No. 20 of 2003 regarding the national education system, the goal of national education is to improve the quality of Indonesian citizens. They are expected to be faithful and devoted to God Almighty, possess a noble character, maintain good health, be knowledgeable and skilled, demonstrate creativity and independence, and act as democratic and responsible members of society. The objectives of national education should be consistent with this aim.

b. Institutional objectives

Institutional goals are the objectives that an educational institution aims to achieve as an organiser of education. These goals are objectives that should be achieved by every educational institution. This aim serves as a transitional goal to meet the overarching objective expressed through the competencies of graduates across various educational tiers: primary education, secondary education, vocational training, and higher education.

c. Learning objectives

Classified as a broad curricular goal, this pertains to the aims of subjects organized within various areas of study, especially in the realm of language and literature, encompassing the Indonesian and English languages. (Hamalik, 2003, pp. 23-24) said Bloom's taxonomy provides the following classification of Learning Objectives:

In this understanding, Bloom named this classification method "The Taxonomy of Educational Objectives." As stated by Bloom, educational or learning objectives are categorized into three domains, specifically: area, aspect, realm, or dimension which is explained as follows (Munir, 2008, pp. 54-60):

- a. The cognitive domain refers to the abilities and skills of intellectual thinking.
- b. The affective domain encompasses emotions, skills, and the command of emotional components, including sentiments, dispositions, and beliefs.
- c. The psychomotor domain is defined by abilities or bodily actions..

The discussion on this occasion will only focus on the cognitive domain related to the important parts, namely:

- 1) Recall, which is Knowledge, refers to the ability to remember previously learnt material; information concerning: specific things, terms, specific facts, methods/tools, conventions, tendencies, classifications, benchmarks or standards, methodology, general things in the form of abstractions, principles and generalisations, as well as theories.
- 2) Understanding, a level higher than knowledge. Understanding this demonstrates the ability to comprehend learning material. From this understanding, we will be able to differentiate something. This ability involves translation (interpreting), which means verbalisation or vice versa. Providing examples (exemplifying) means finding specific examples. Classifying means distinguishing something based on its category. Summarising means giving a brief statement of the main points. Inferring means providing an overview of a logical conclusion. Comparing means detecting the relationship between two ideas or objects. Explaining means constructing a cause-and-effect model.
- 3) Application refers to the capability to utilize the learned material in a novel context.. The application is higher than the previous two stages. From that application, it will be possible to apply a theory or formula, and so on. From these two important things emerge. Executing means applying a procedure/method to an easy problem. Implementing means applying to procedures/rules, on questions that are not easy.
- 4) Analysis - the ability to break something down into parts so that the relationships between those parts can be understood. This is the part of breaking down an idea into elements or parts in such a way that the hierarchy and relationship of the ideas become clear and obvious. This analysis includes distinguishing between relevant and irrelevant parts of something. Organisation and connecting, namely, determining how elements are appropriate or function within a structure and determining the boundaries of perspective, values, or goals that underlie the presentation of a material.
- 5) Synthesis involves combining various components into a cohesive entity. This allows various pieces of information to be gathered. In synthesis, two important aspects are included: "Examining" means detecting inconsistencies or errors in the process or product. "Critiquing" means detecting inconsistencies in the product and external criteria.

- 6) Create refers to the power to craft works or inventions. The range of creation includes: Generating, which involves developing alternative hypotheses according to specific guidelines. Planning involves devising a method to accomplish a task. Producing refers to creating a product.

Objectives of Learning Indonesian Language and Literature

Across all educational levels, the aim of teaching Indonesian is to equip students with the ability to use the language effectively in various communication contexts. Thus, the purpose of teaching Indonesian is to enable students to participate in communication activities in accordance with its functions and regulations. The learning objectives, which reflect the operational competencies aimed for in the lesson plan, define the knowledge, skills, and attitudes students should acquire. These objectives are framed as observable and measurable behaviours as outcomes of the learning process.

The aims of learning the Indonesian language in primary schools involve helping students appreciate and make use of literary works to cultivate their character, expand their outlook on life, and improve their knowledge and language abilities (Susanto, 2013). 1. Students have an attitude of appreciating and developing Indonesian as a language of unity (national) and the language of the state; 2) students can understand Indonesian in terms of form, meaning and function and use it accurately and creatively for various purposes and situations, 3). students can have the ability to use the Indonesian language to improve intellectual abilities, emotional maturity, and social maturity, 4) students can develop discipline in thinking and language (speaking and writing), and 5) students can enjoy and utilise literary works to develop Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

In light of the previously mentioned viewpoints, the aim of studying the Indonesian language is for students to actively engage with and make use of literary works to enhance their character, expand their life perspectives, and boost their knowledge and language abilities. Additionally, it helps students cultivate discipline in thought and communication, enabling them to articulate themselves both verbally and in writing.

In parallel, Dewayani and her colleagues discuss the capacity and difficulty levels comprehensively (Dewayani, Sofie, et al., 2021, pp. 47-64): "In (Akhadiah, 1991, p.s 1), it's further detailed that the goal for students in learning the Indonesian language is to enhance their competency in using it according to their abilities, needs, and interests. For educators, the aim is to nurture students' potential in the language and encourage greater independence in selecting teaching materials based on the school environment and student capabilities. Furthermore, BNSP 2006 highlights the central importance of language. It plays a crucial role in the intellectual, social, and emotional growth of learners and is vital for successfully studying all disciplines. Language and its learning allow people to communicate, share experiences, learn from one another, and improve intellectual and literary skills, serving as one of the pathways toward achieving understanding."

The following abilities are expected from students in language learning (Akhadiah, 1991): 1) students should use the Indonesian language accurately and properly, communicating both spoken and written messages effectively and efficiently in line with established ethics, 2) students should feel proud of and value Indonesian as the national and unifying language of Indonesia, 3) students should understand Indonesian and be able to use it precisely and innovatively for diverse purposes, 4) students should use Indonesian to enhance intellectual capabilities, emotional intelligence, and social maturity, 5) students should engage with literary works to expand their perspectives, cultivate their character, and enhance their knowledge and

language proficiency, 6) students should appreciate the Indonesian language and literature, valuing and taking pride in Indonesian literature as part of the nation's cultural and intellectual heritage, 7) small lantern: grasping the concept of mastery learning, and 8) language skills, including listening, speaking, reading, and writing, related to various language and literary forms fall within the parameters of Indonesian language learning competency standards.

According to Atar Semi in his book "Rancangan Pengajaran Bahasa dan Sastra Indonesia untuk SMA" (Semi, 1993), the goals of language teaching are outlined as follows: 1) broadening students' experiences through media and making it enjoyable, 2) assisting students in effectively communicating in Indonesian based on their abilities, 3) introducing students to valuable literary works to spark their interest in reading, 4) guiding students in developing skills in listening, speaking, reading, and writing, 5) encouraging interest in the national language, fostering appreciation and responsibility, thus enhancing their proficiency in Indonesian, 6) ensuring students comprehend the correct rules of the Indonesian language and are willing to apply them in both spoken and written contexts, and 7) encouraging students to confidently share their opinions, allowing them to communicate accurately and appropriately in various scenarios. These teaching aims suggest that the goal of Indonesian language education is to achieve proficiency in correctly and appropriately using Indonesian according to the context, as well as a solid understanding of literature.

Indonesian language instruction has become a compulsory and significant topic in higher education for students. The aim of teaching Indonesian at universities is to enable students to communicate in Indonesian effectively, efficiently, accurately, and appropriately, adhering to principles of ethics and politeness. Higher education institutions provide a suitable environment for learning as students engage closely with writing and presentation activities throughout their studies. These institutions also function as platforms where students learn to convey scientific ideas through writing, such as scientific papers, and through speaking, such as presentations and discussions. Furthermore, the Indonesian language program educates students on sentence construction, completing final projects, and creating scientific works, articles, papers, and reports following the appropriate and correct guidelines, avoiding plagiarism. This aligns with Presidential Regulation No. 63 of 2019, which mandates that the usage of the Indonesian language must conform to the criteria of good and proper language according to its rules, including grammar, spelling standards, and terminology formation guidelines.

Learning Materials

This section emphasizes creating curriculum resources that not only fulfill the goals of the educational materials but also guarantee that students thoroughly understand the learning content. (Munir, 2008, pp. 61-65). There are four important things that need to be affirmed, namely:

1. Understanding of learning materials

Educational resources are implements designed to aid in the comprehension of specific subjects. Errors in choosing instructional resources can obstruct the educational journey and the attainment of learning goals. Instructional resources include the knowledge, attitudes, and skills that learners must acquire and master in order to achieve particular abilities or competencies. They cover the diversity, scope, breadth, and sequence of the academic material. Moreover, these learning resources should outline the level of proficiency students are required to reach (Muslich, 2007).

2. Types of learning materials

Learning materials consist of knowledge (facts, concepts, principles, procedures), attitudes, and skills. The existence of facts is a truth that can be accepted by reason and corresponds to a reality that can be recognised by the five senses. Facts convey information about specific people, places, things, or events. The teaching strategy outlined in the curriculum is to convey factual material in the form of oral, written, or visual presentations. The existence of a concept is the result of a conclusion about something based on the presence of similar characteristics in that thing. The main goal of studying is for students to understand, be able to show characteristics, differentiate, compare, and generalise. So, concepts are related to an object, an event, or even humans. The existence of principles is the ability faced by learners to find relationships between several concepts or to apply relationships between various concepts. The term principle is sometimes also referred to as rules or generalisations. The existence of procedures is a learning material that constitutes a skill that students must master, which involves explaining or performing the steps or procedures of an activity in sequence or creating something.

3. Grouping of learning materials

Grouping learning materials makes it easier to analyse and understand the structure of the subject matter to identify the characteristics of the lessons needed in the development of curriculum materials. There are several classifications: 1) compulsory learning resources are primary or main learning materials that serve as references in learning activities through curriculum books, textbooks, modules, and so on, 2) supplementary reading materials, which are secondary or tertiary learning materials that serve as complements and enrichments, can be obtained from reading books, magazines, video programmes, brochures, posters, instructional comics, and so on. Viewed from the perspective of acquisition, there are four groups of materials, namely: (1) linear: mastery requires a definite sequence; this involves finding the order of the subject matter, (2) accumulative: if its acquisition does not require a definite sequence, analysis of this cumulative aspect is very useful to determine the scope of a learning material, (3) practical, this occurs if the acquisition requires practical activities, such as learning materials for reading practice, writing prose, poetry, etc., and (4) experimental if the acquisition is achieved through the process of experience. Gaining the skill to articulate oneself verbally can only be attained through experiential learning (Keraf, 1994).

4. Indonesian Language and Literature Learning Materials

Language and literature learning materials consist of language skills, vocabulary, grammar characteristics, and learning materials.

a. Language skills

1. Listening skills

Listening represents a form of receptive oral language skills. Therefore, it involves not just hearing, but also comprehending. Listening situations can be categorized into two types: interactive and non-interactive. Interactive listening takes place during face-to-face conversations, phone calls, or related scenarios. In such situations, we alternate between listening and speaking roles. The following are the micro-skills involved when we strive to understand what we hear, namely, the listener must be able to master the following:

- a) remembering language components through short-term memory,
- b) listening to identify sounds that convey different meanings in the target language,

- c) becoming aware of stress patterns, tones, voice quality, intonation, and word form reduction,
- d) differentiating and comprehending the words heard, identifying specific word forms, typical word order patterns,
- e) detecting key terms that point to topics and concepts,
- f) inferring the meaning from context,
- g) recognizing grammatical categories,
- h) understanding basic syntax structures, and
- i) Acknowledging cohesive devices.

2. Speaking skills

Speaking is a form of productive oral language ability. When it comes to speaking skills, there are three categories of speaking scenarios: interactive, semi-interactive, and no interactive. Interactive scenarios, like face-to-face dialogues and phone conversations, permit alternation between speaking and listening, and also allow us to seek clarification, request repetition, or ask the speaker to reduce their speaking speed. In addition, there are semi-interactive scenarios, such as delivering a speech to a live audience. In these cases, the audience cannot interrupt the speech, but the speaker can observe the listeners' feedback through their facial expressions and body language. Certain speaking scenarios are considered truly no interactive, like delivering a speech via radio or television.

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

- 1) articulate sounds distinctly so that the audience can differentiate them,
- 2) employ clear and accurate stress, tone, and intonation to ensure listeners comprehend the speaker's message,
- 3) use proper word forms, sequence, and selection,
- 4) employ a suitable register or dialect for the given communication context, considering the relationship between the speaker and listener,
- 5) make the main parts of sentences clear to the audience,
- 6) provide extra ideas or information to expound upon the main concepts, and
- 7) ensure that the discourse maintains coherence, allowing the audience to easily track the conversation.

3. Reading skills

Reading is a form of written language ability that is receptive by nature. It can be cultivated independently, distinct from listening and speaking abilities. However, in cultures with an established literacy custom, reading abilities are frequently developed alongside listening and speaking skills in a combined approach.

The micro skills related to the reading process that readers must possess are:

- 1) understanding the writing system used,
- 2) learning vocabulary,
- 3) determining keywords that identify the topic and the main ideas,
- 4) determining the meaning of words. including split vocabulary from written context,
- 5) recognising the classes of grammatical words: nouns, adjectives, etc.,
- 6) determining the constituents in a sentence, such as subject, predicate, object, and preposition,
- 7) regarding the basic forms of syntax,
- 8) reconstructing and concluding the situation, goals and participants,
- 9) using the lexical and grammatical cohesive devices to draw conclusions, and
- 10) using knowledge and cohesive lexical and grammatical devices to understand the main topic or main information.

4. Writing skills

Writing is a form of language proficiency that is inherently productive. Among the different language skills, writing is often considered the most intricate. This is due to the fact that writing is not merely the replication of words and sentences; it requires the articulation and organization of ideas in a cohesive written manner..

The essential micro skills for writing include: (1) using correct orthography with proper spelling; (2) selecting the appropriate words; (3) utilizing the correct forms of words; (4) correctly arranging words; (5) employing clear and suitable sentence structures for the reader; (6) selecting the right genre of writing based on the intended audience; (7) ensuring that main ideas or information are clearly supported by supplementary ideas or information; (8) striving to create coherent paragraphs and overall writing to ensure readers can easily follow the presented thoughts or information; and (9) estimating the target readers' knowledge about the subject and considering assumptions about important information they might not yet know.

b. Vocabulary

1. Vocabulary Enrichment

In English, vocabulary denotes a collection of words that are known within a certain language. As people grow older, their vocabulary typically expands, acting as a vital and basic resource for communication and the gaining of knowledge. Developing an extensive vocabulary is among the greatest hurdles when learning a new language. (KBBI). Enrichment in KBBI means the process, method, act of enriching, enhancing, and increasing (regarding knowledge, and so on). Thus, vocabulary enrichment is the development of the Indonesian vocabulary carried out by creating new word equivalents or terms needed by the community, both for general and scientific purposes.

The matching can be done by translating, absorption, or a combination of both. Efforts to develop the Indonesian language are carried out, among others, by enriching the expressiveness of the Indonesian language. This enrichment can be obtained through the addition of Indonesian vocabulary by absorbing foreign and regional lexicons, as well as through the expansion of language registers. The enrichment of the Indonesian language through the addition of regional language lexicons is carried out by the Technical Implementation Unit (UPT) in the regions. Enrichment through the absorption of foreign lexicons is also carried out, but specifically by the Centre for Language and Literature Development and Protection, referring to the General Guidelines for Terminology Formation (PUI).

The enrichment of expressive power through the development of language registers is achieved through the addition of new meanings, expansion of usage, or specialisation of use for technical fields. The development of science and technology gives rise to new concepts that require this. Foreign words that encompass new concepts need to be adapted with an "Indonesian outfit," either from existing Indonesian language in the KBBI or from regional language vocabulary. In this context, the inventory of regional languages is very important because it will serve as a repository for the adaptation of foreign words into Indonesian.

Enrichment of the Indonesian language expression, and regional languages are inventoried for the purpose of codification. Inventory and codification of regional languages in the context of lexicography is carried out by compiling regional language dictionaries. Of the 718 regional languages that have been validated by the Language Agency up to 2021, less than half have been codified in the form of dictionaries, whether bilingual or monolingual. The enrichment of the Indonesian vocabulary is also carried out through the addition of vocabulary from regional languages and foreign languages. The enrichment of

vocabulary through the vocabulary of other languages is a common occurrence. All modern languages absorb other languages to fulfil their concepts in various domains. No language in the world is free from the lexicon of other languages.

The absorption of concepts and lexicons in the form of vocabulary from one language into a specific language can occur in two ways, namely naturally and through planning. Natural absorption occurs unconsciously and without any engineering. The Indonesian vocabulary that we use today, which comes from other languages, such as *kusen*, *lemari*, *salat*, *komputer*, and so on, has entered the Indonesian language due to the need to name new tools or concepts. The vocabulary undergoes a natural assimilation process, to the point where the foreign elements are almost unrecognisable.

The planned and measurable enrichment process refers to the enrichment of the Indonesian language through regional languages, carried out simultaneously by thirty language centres and offices in thirty provinces. There are annual and five-year targets that are the goals.

Incorporation of regional vocabulary into Indonesian is done in a measured way by considering the characteristics of the Indonesian language. There are criteria that must be followed when incorporating concepts and lexicons from regional languages into Indonesian. The differences in the characteristics of the regional vocabulary in Indonesia cause the regional vocabulary proposed to be included in the Indonesian to have to meet several requirements. These requirements are necessary so that the foreign vocabulary can be accepted in Indonesian. Phonotactic forms, for example, in a certain region, have the potential to be difficult to pronounce by Indonesian speakers in other regions, thus reducing their acceptability.

The establishment of criteria is necessary to ensure that the Indonesian language maintains consistent characteristics, making it easy in its morphological processes. The word *geulis* from Sundanese or *meunasah* from Acehnese, for example, can alter the characteristic of the Indonesian alphabet, where one sound is represented by one letter for vowels. For simplicity, those words are adjusted to *geulis* and *menasah* in Indonesian. The criteria in question can be broadly represented by the following:

a. Unique

The proposed word, whether derived from a regional language or a foreign language, has a conceptual meaning that does not yet exist in Indonesian. The word can function as a filler for the lexical gap, which means the absence of meaning in the Indonesian language. For example, *tinggimini*, which is a tradition among several tribes in Papua, such as the Muyu and Dani, involving the cutting of fingers to express disappointment or deep mourning over the death of a family member, usually performed by women.

b. Euphonious (pleasant to hear).

The proposed word does not contain sounds that are uncommon in Indonesian or, in other words, complies with the phonological rules of the Indonesian language. This requirement is intended so that the word is easy to pronounce by Indonesian speakers with various mother tongue backgrounds, for example, the ending /g/ in Betawi/Sundanese/Javanese becomes /k/ in Indonesian, or the phoneme /eu/ in Sundanese becomes /e/ in Indonesian. Example:

ojeg > *ojek*

keukeuh > *kekeh*

c. According to the rules of the Indonesian language

Words can be created following the principles of word formation in the Indonesian language, including the use of affixes and compound words.

d. Does not have a negative connotation.

Words that have negative connotations are not recommended for inclusion because they are likely to be poorly received by users, such as several words with the same meaning that do not yet exist in the Indonesian language. From these words, the ones that will be chosen to enter the KBBI are the words that have a more positive connotation. The words "lokalisasi" and "pelokalan", for example, have the same meaning. The latter form is more recommended because it has a more positive connotation. This connotation can be seen from the words that follow each of those words examples from corpus.

e. Frequently used

The frequency of a word's usage is measured using frequency and range. Frequency is the occurrence rate of a word in a corpus, while range is the distribution of that word's occurrence across several regions. A word is considered frequently used if its frequency of occurrence is high and its distribution is widespread, for example, the word *bobotoh*, which is widely used in several cities in Java, Sumatra, and Sulawesi, and its frequency of occurrence is also high. This can be seen through several platforms, such as Google Trends and Google Search.

2. Enrichment Sources

a. Regional language

Local or regional languages are sources of enrichment for the Indonesian language, in addition to foreign languages. Through regional languages, the vocabulary of Indonesian is enriched. Many vocabularies can enhance the expressiveness of the Indonesian language. Enrichment of the vocabulary of regional languages can be taken from any domain, including culture such as family, cuisine, and customs. Endemic flora and fauna of Indonesia or discoveries by Indonesians are other potential sources of enrichment.

Enrichment in terms of technology can also be done, for example, in agricultural and fishery technology. Technology is not always related to something complex, high tech, and modern. The simple balancing method found on fishing boats, for example, was a very important technology in its time and in certain environmental contexts, and similarly to the technology of farming on sloped land, such as hillsides or mountain ridges.

b. Foreign language

Foreign languages are languages outside the languages of the archipelago. Both those whose speakers are found in Indonesia, such as Chinese and Arabic, and those who are not, like German, French, and so on. In foreign languages are included languages such as Chinese and Arabic, which have speakers in Indonesia but originate from regions outside of Indonesia. Sanskrit, although it once served as a language of science and liturgy in the archipelago, is considered a foreign language, whereas Old Javanese, which has strong roots in Sanskrit, is classified as a regional language.

The vocabulary of these foreign languages has already entered the Indonesian language, even before the Indonesian language existed. In this modern era, the development of technology and the rapid flow of global information have also led to the creation and development of many new concepts in Indonesia. Some of these new

concepts originate from specific fields of science, while others come from everyday life. The vocabulary of new concepts that have no equivalent in Indonesian must be absorbed, whether we like it or not.

The absorption of elements from foreign languages is not discussed in this technical guideline because it is not carried out by language centres and offices, but it is implemented and becomes the task and function of word analysts at the Centre for Language and Literature Development and Protection. The enrichment of the Indonesian language through the indigenisation of specialised or general vocabulary from foreign languages will be discussed through the relevant technical guidelines, namely the General Guidelines for Term Formation (PUPJ).

c. Mastery of Grammar

Grammar is one of the important aspects in the effective use of language. In fact, grammar is often considered the foundation of a language because without good and correct grammar, the message or meaning intended to be conveyed can become ambiguous or misinterpreted. Therefore, understanding grammar is very important for anyone who wants to communicate well and effectively, both orally and in writing.

1. Definition of grammar

The definition of grammar is the rules or guidelines in a language that govern the arrangement of words and sentences to create clear and effective meaning. In the Indonesian language, grammar consists of rules that govern the use of punctuation, spelling, pronouns, nouns, verbs, tenses, and many more.

In KBBI, Grammar /ta.ta ba.ha.sa/ n (1) (KBBI) is a set of guidelines regarding the grammar framework of a language; (2) a book about language rules that includes phonological, morphological and syntactic rules. These grammatical rules are often overlooked by many people, especially in the fast-paced and practical era of digital and social networks. In fact, good and correct grammar is very important in communication, especially in writing for specific purposes, such as making reports, creating presentations, or sending emails. By understanding grammar well, we can avoid misunderstandings in communication and make the messages conveyed clearer and easier for others to understand.

2. The purpose of having grammar

The Indonesian grammar has the primary goal of maintaining consistency and appropriateness in the use of standard Indonesian. With the existence of grammar, Indonesian language users can understand and apply basic rules in writing and everyday conversation. Another goal of Indonesian grammar is to facilitate communication between Indonesian speakers and those who use Indonesian as a second or foreign language. By having clear and structured rules, Indonesian speakers can minimise confusion and misunderstandings when communicating with others. Furthermore, Indonesian grammar also serves as a reference for writers and translators to produce high-quality written work. By understanding grammar, writers and translators can produce texts that are easy to understand and do not create ambiguity. Overall, Indonesian grammar is crucial for ensuring uniformity, suitability, and smoothness in the application of the Indonesian language.

3. Characteristics of grammar

Grammar has several identifiable characteristics, including: (1) systematic in nature: grammar is based on systematic and consistent rules and patterns. These rules form a logical and organised grammatical structure, making it easier for people to learn and use them; (2) conventional: grammar is conventional, meaning that the rules

used to form sentences and express meaning have been agreed upon and accepted by the speakers of the language. Therefore, grammar becomes part of the culture of a society; (3) dynamic: grammar continues to develop and change over time. The grammar rules used today may differ from the rules used in the past. This happens because language always adapts to the social and cultural changes that occur in society; (4) universal: although each language has different grammatical rules, there are also aspects of grammar that are universal. For example, almost all languages have syntactic rules that distinguish between subject and predicate; and 5) creative: although grammar has rules that must be followed, language speakers can use it in creative and varied ways. Language speakers can create new and different sentences using existing grammatical rules.

Teaching and Learning Process

A method for the teaching and learning process is an approach used to convey lesson content in order to meet curriculum objectives. Methods follow particular procedures. A method serves as a teaching strategy or educational framework that is essential to the curriculum because it encompasses tasks that need to be completed, as cited by Hamalik (Hamalik, 2003, pp. 26-27).

In the teaching and learning process, there are three important alternative approaches that can be used in education, including language and literature learning.

1. A subject-centered approach involves deriving learning material from the subject itself. The transmission occurs through communication, such as interactions between teacher and students. Here, the teacher acts as the messenger and communicator, while the student serves as the recipient or communicator of the message. The instructional material represents the message. Within the framework of communication, multiple teaching methods can be employed.
2. A student-centered approach focuses on tailoring learning to the needs, interests, and abilities of students. This method employs various techniques to individualize education, such as independent learning, modular learning, and learning packages.
3. An approach orientated towards community life. This approach aims to integrate schools and communities and to improve community life at school or through student visits to the community. The procedure involves inviting the community to the school or having students visit the community. The methods used include field trips, guest speakers, experiential work, surveys, community service projects, etc.

Evaluation or Assessment

Assessment plays a crucial role in the curriculum (Hamalik, 2003, pp. 29-30). Through assessment, precise details are gathered regarding the structure and achievements of students' education. This data aids in making informed decisions about the curriculum itself.

To effectively determine the important aspects to be assessed, which include curriculum and learning objectives as well as teaching methods, one must consider the abilities to be developed—each encompassing elements of knowledge, skills, attitudes, and values—based on the success criteria established in the curriculum..

The type of assessment conducted depends on the purpose of the assessment that is being conducted. For example, the formative assessment is intended to determine the progress of students and to make necessary improvements. Unlike formative

assessments, which aim to evaluate students' progress after one semester or a specific period to understand their overall development.

There are several criteria that must be met by an assessment instrument, namely validity, reliability, objectivity, practicality, and differentiation. These criteria are explained in detail in each learning and teaching evaluation. Furthermore, it is essential to recognize that, in evaluation, assessments must be unbiased, executed with the accountability of the educational team, and outlined with detailed planning connected to curriculum implementation. This should align with the curriculum's objectives and content, utilizing dependable measurement tools that are straightforward to apply and yield precise outcomes.

Evaluation in the Preparation of Language and Literature Learning Materials

Evaluation is a step to determine the success of a curriculum. At the same time, we identify the weaknesses in the process that need to be improved. Curriculum evaluation is conducted on all components of the curriculum, namely objectives, materials, methods, and the evaluation itself. These components colour the evaluation results conducted, namely, regarding validity, reliability, significance, and objectivity. Thus, evaluation plays a crucial role in determining both the scope and quality of the curriculum and learning process, assessing their level of optimization (Munir, 2008, p. 106).

Evaluation of objectives is related to the objectives and direction of the learning materials. The goals are based on the hopes of the community, not just on curriculum design. In the evaluation, it is necessary to consider the obstacles that will arise in the effort to achieve those goals. Evaluations are also conducted on the methods and strategies of learning, in this case, language and literature learning strategies, to determine the effectiveness of the use of language and literature learning methods and strategies, as well as efforts to improve the shortcomings that arise. Likewise, the evaluation components themselves are also assessed to determine whether the evaluation conducted is appropriate (Munir, 2008, p. 107).

CONCLUSION

Understanding the important components of the curriculum in the learning process of language and literature is crucial to ensure an effective and holistic learning process. It is not uncommon that a curriculum undergoes a fairly long process to be changed. There are four important parts that must be considered when a curriculum is changed, namely (1) Objectives, (2) Learning materials, (3) Teaching and learning process, and (4) Evaluation or assessment. The arrangement of important parts of the curriculum should consider various aspects such as learning objectives, teaching methods, learning materials, assessment, and the development of students' language skills. By designing a robust curriculum, you can create learning that supports optimal language growth for students. Language is very obedient to its users in various aspects of life.

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