

# Indonesian Language and Literature Education in 2013 Curriculum in Indonesia

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**Abstract:-** The research aims to describe its forms of learning in the curriculum 2013. Implement as Indonesian language learning in 2013 in the school curriculum. Based on these objectives, the results of this study are: The form of learning Indonesian in the competency-based 2013 curriculum has eight characteristics, namely: (1) The content or curriculum content is a competence expressed in the form of core competencies of the subject and further detailed into Basic Competencies;(2) Core Competencies;(3) Basic Competencies;(4) emphasis on domain competencies, attitudes, cognitive skills, psychomotor skills, and knowledge for an educational unit and subjects are marked by the number of KD subjects;(5) Core Competence becomes an organizational element of competence not a concept, generalization, topic or something that comes from the disciplinary-based curriculum or content-based curriculum;(6) Basic Competencies developed are based on accumulative principles, mutually reinforcing, and enriching the subject matter;(7) The learning process is based on efforts to master competencies at a satisfactory level by paying attention to the characteristics of complete knowledge competency content;(8) Assessment of learning outcomes covers all aspects of competence, is formative and the results are immediately followed by remedial learning to ensure competency mastery at a satisfactory level.

**Keywords:-** Building Knowledge of Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text.

## I. INTRODUCTION

The presence of the 2013 curriculum is a refinement of the previous curriculum, namely the 2006 Curriculum or KTSP (Education Unit Level Curriculum) has brought fundamental changes in Indonesian language learning. In the 2006 Curriculum, Indonesian Language subjects emphasized language skills (and literature), whereas, in the 2013 Curriculum, Indonesian Language Learning was used as a means to develop reasoning skills and skills.

Changes to the curriculum occur because of the background of the fact that the ability to reason Indonesian students is still very low. Based on the study Trends in the International Mathematics and Science Study (TIMSS) in 2011, there was only five percent of Indonesian students who were able to solve problems that needed thinking, and there was still 95 percent learners are at the middle level, yes KNI solve problems which are memorizing. This proves that Indonesian education is only in a conceptual order.

Therefore, Indonesian language learning is one solution to make language a barrier to science and text-based learning.

The existence of changes in Indonesian language learning should be accompanied by the teacher's competence in implementing language learning with a new paradigm of "Text" based learning. Based on this, this study traces Indonesian language learning in the 2013 curriculum and its implementation in schools.

## II. LITERATURE REVIEW

Indonesian language learning is offered to students aimed at training language-skilled learners by expressing their ideas and ideas creatively and critically. But, in reality, many teachers are trapped in the order of the concept so that the teachers tend to discuss language theories. As stated by Slamet (2007: 6), that Indonesian language teaching is the teaching of language skills rather than linguistic teaching. Language theories are only as support or explanatory in context, relating to certain skills being taught.

Indonesian language learning is essentially teaching students about Indonesian language skills that are good and true according to their purpose and function. According to Atmazaki (2013), Indonesian lesson aims to make the students have the ability to communicate effectively and efficiently in accordance with ethics, both orally and written late, appreciate and are proud to use Indonesian Language as the national language and the language of the country, understand Indonesian and use it appropriately and creatively for a variety of purposes, using Indonesian to enhance intellectual abilities, and emotional and social maturity, enjoying and utilizing literary works to broaden horizons, character, and improve knowledge and language skills, and appreciate and boast Indonesian literature as cultural and intellectual treasures of Indonesian people.

Implementation of the objectives of the Indonesian Language subject, the Indonesian language learning in the 2013 curriculum is presented using a text-based approach. Text can be in the form of written text or oral text. The text is a complete expression of the human mind which has a situation and context, in other words, Indonesian language learning does not only use Indonesian as a communication tool but also needs to know the meaning or how to choose the right words that fit the culture and society the wearer.

Mahsun (2014: 39) states, in learning Language there are two components that must learn, namely the problem of meaning and form. Both elements must be present as a stimulant and both must exist. But language users must realize that the component of meaning becomes the main element in the formation of language, and therefore

language becomes a means of forming the human mind. Therefore the teacher needs to realize that the ability to think which should be formed in language is the ability to think systematically, controlled, empirically and critically. In stipulative terms, the thinking ability in question is the ability to think which is called methodological thinking which can only be achieved through text learning based on a scientific/scientific approach.

In addition, Mahsun (2013) stated, the presence of a cultural context, in addition to the context of the situation behind the birth of a text, shows the parallel between text-based learning (the concept of language) and the development philosophy of the 2013 curriculum. Specifically related to the formulation of students competency needs in form core competencies (KI) on domain in attitudes, knowledge, and skills (*as can be seen in the strengthening of Content Standards Candy Dikbud 2014*). Core competencies are related to attitudes, both spiritual attitudes (KI: 1) and social attitudes (KI: 2) related to linguistic concepts about values, cultural norms, and social contexts that form the basis of the formation of registers (language as text); Core competencies related to knowledge (KI: 3) and skills (KI: 4) are directly related to linguistic concepts related to social processes (genres) and registers (language as text). In addition, the basic competencies (KD) grouped according to the KI have an underlying relationship with each other. The achievement of KD in the KI group: 1 and 2 is determined by the achievement of KD in the KI group: 3 and 4. KD in the KI group: 1 and 2 are not to be taught but the implications of KD achievement in the KI: 3 and 4 groups.

Another thing that needs to be observed by the teacher is that the characteristics of learning are closely related to the Competency Standards of Graduates and Content Standards. Competency Standards Graduates provide a conceptual framework for learning goals that must be achieved, and the Content Standards provide a conceptual framework for learning and learning activities that are developed from the level of competence and scope of the material. In accordance with the Graduates Competency Standards, learning objectives include the development of domains of attitudes, knowledge, and skills that have different characteristics for each subject.

Domain Attitude is obtained through the activities of receiving, running, appreciating, living, and practicing. The knowledge domain is obtained through the activity of remembering, understanding, implementing, analyzing, evaluating, and creating. The skill domain is obtained through the activity of observing, asking, trying, reasoning, presenting, and creating. Achievement of these competencies is closely related to the learning process implemented. Teachers must plan to learn according to curriculum requirements by using scientific approaches and learning models that encourage students' ability to conduct disclosure/research and can produce contextual work, both individually and in groups.

Understanding of the relevance of each competency in learning, especially learning Indonesian with text-based

learning will be able to develop students' thinking skills creatively and critically. In addition, Indonesian language learning can act as a deterrent and integrating other sciences.

In an implementation in learning, teachers can use learning models, including inquiry based learning models, discovery based learning, problem based learning, and project based learning. Each of these models has a systematic work step in its application. In applying the model there is no one superior model from another model, but the teacher needs to match the scope of the material and the learning strategies used.

### III. RESEARCH METHODS

Research sites are schools at the elementary/MI level, junior high school/MTS, and high school/MA level which are chosen randomly or randomly. When the research will be planned for six months. The instrument used in capturing data for research material is a tool in the form of observation and interviews.

The design of this study will use a descriptive approach which begins with the initial study of the phenomenon of Indonesian language learning in the 2013 curriculum and its implementation, literature study, proposal preparation, instrument preparation, data collection, and data analysis which ends with the preparation of research reports. The method that will be used in research is a qualitative method because of several considerations: 1) adjusting the qualitative method is easier when dealing with reality; 2) the qualitative method presents directly the nature of the relationship between researchers and informants or respondents; 3) this method is more sensitive and can adapt to a lot of sharpening of the shared influence on the value patterns faced (Moleong, 2000: 5 & 2009: 9-10). The variables to be examined in this study are (a) learning Indonesian in the 2013 curriculum, and (b) the implementation of Indonesian language learning in the 2013 curriculum.

The researchers amounted to three people consisting of chairmen and members. All three are active from the preparation of the research proposal to the preparation of the progress report or the final report of this research.

The form of data in this study is the form and implementation of Indonesian language learning in the 2013 curriculum and data sources derived from the procedures for implementing Indonesian language learning in the 2013 curriculum. Because the nature of this research is Descriptive Research, the procedure for collecting data is taken by the researcher in a way NOTICE men instrument in the form of observations and interviews to teachers who implement the Indonesian language learning in the curriculum, 2013.

Checking the validity or collected from the results of observations and interviews is through reflection, especially data from the results of learning and the observation of the actions of teachers to carry out learning. The results of the reflection can be used as a reference for planning the next steps.

The indicator of the success of this study describes the learning of Indonesian in the 2013 curriculum if the teacher's ability to carry out the learning in accordance with the recommended procedure.

Data analysis refers to a qualitative descriptive approach that describes the data qualitatively and as is.

#### IV. RESULTS AND DISCUSSION

The form of Indonesian language learning in the 2013 curriculum is in SD/MI, SMP/MTs, and at the high school level. MA is in accordance with what is recommended in the 2013 curriculum, in other words leaving the tradition carried out in the Education Level Curriculum (KTSP). In the Education Unit Level Curriculum (KTSP) which is based on competence, there is a new space for strengthening the pattern of structuring the material and learning methods of the Indonesian language with the aim of mastering the language properly and correctly. However, unfortunately, the KTSP that was developed has not been able to cause the achievement of Indonesian students to learn happily. This can be proven by the low results of students' National Exams (UN) for Indonesian language subjects. In addition, it is sad that based on various studies conducted by international organizations, such as the TIMSS study, most (95%) of Indonesian students were only able to answer the problem to the middle level. That is, 5% of Indonesian students are only able to solve problems that require thinking. The problem is, why Indonesian language lessons have not been able to develop students' way of thinking, even though the main function of a language other than as a means of communication is also a means of forming the mind. What's with Indonesian language lessons in schools?

When viewed in terms of material content, units of language that contain meaning, thoughts, ideas that become Indonesian language learning material only up to paragraph units. That is why, it is not surprising that in the learning process students are asked to focus on understanding paragraphs such as developing paragraphs from the main sentence (idea), then being told to arrange explanatory sentences or be told to look for the main idea in a particular paragraph, and students can also be asked to make paragraphs with the main sentence already determined by the teacher. It is unclear what kind of paragraph you want to develop. In fact, when viewed from the completeness of meaning, thoughts, ideas contained, the language unit in the form of text should be the basis for learning. In this context, the 2013 curriculum, specifically for Indonesian language learning materials, is more emphasized on text-based learning.

Language units that contain complete meanings, thoughts, and ideas are texts. The text is not always in the form of written language, as is commonly understood, for example, the Pancasila text which is often read during ceremonies. Text can be in the form of written text or oral text. The text itself has two main elements that must be possessed. First, is the context of the language usage situation in which there are registers behind the birth of the

text, such as the existence of something (messages, thoughts, ideas, ideas) to be conveyed (field), goals or to whom the message, thoughts, ideas, or ideas are delivered (tenor), and in a language format that is how messages, thoughts, ideas, or ideas are packaged (mode). Regarding the language format, the text can include descriptions, procedural, narrative, adventure stories, and anecdotes. The second is the context of the situation, in which there are a social context and the cultural context of the language speech community that is the place where the text is produced.

There is a difference between one particular type of text and another type of text. Differences can occur, for example in the structure of the text itself. For example, descriptive text with explanatory text is different in structure even though both texts fall into the category of factual text types. If in the descriptive response text the structure consists of identification, classification/definition, and section description, while the explanatory text is a general statement, explanatory row, and interpretation. Similarly, the two types of text are different from short story texts (narrative). This text, in addition to its different types with the two types of text above, is included in the category of text type of literature, also the structure is different, which consists of orientation (when, who, and where), complications (what problems occur and why), as well as resolution.

The structure of the text forms a structure thinking that for each mastery of a particular type of text students will have the ability to think according to the structure of the text they control. If various kinds of texts have been mastered by students, it means that students will be able to have various structures of thinking, even one particular topic can be presented in a different type of text and of course with a different structure of thinking.

In addition, in general, the text can be divided into literary texts and non-literary texts. The literary text is grouped into the narrative and nonnarrative texts. The non-literary texts are grouped into factual types of text in which there are subgroups of the report and procedural texts and response texts grouped into transactional and expository text subgroups. If you pay attention to these types of texts and the main elements that must be owned by the text, one of them is the mode, which is the means of the language used to package messages, thoughts, ideas, ideas conveyed through text, then through text-based language learning literary and linguistic material can be presented.

Text can be broken down into various types, such as description, narration (recount), procedures, reports, explanations, expositions, discussions, letters, advertisements, diaries, negotiation, rhymes, fairy tales, anecdotes and historical fiction. All types of text can be grouped into story texts, factual texts, and response texts. The last two groups are non-literary texts, each of which can be further divided into report texts and procedural texts as well as transactional and expository texts. Meanwhile, story text is a type of literary text that can be broken down into narrative story texts and non narrative story texts. In

accordance with the 2013 curriculum, this class X student book contains five lessons consisting of two types of factual texts, namely observation reports, and complex procedures; two types of response text, namely negotiating text and exposition text; and one type of story text, which is an anecdotal text. In addition, at the end of this book, a lesson is presented which contains a combination of the five types of texts.

The types of texts can be distinguished on the basis of purpose (which is nothing but the social function of the text), the structure of the text (organizational structure), and the linguistic characteristics of the texts. In accordance with these principles, different texts certainly have different functions, different text structures, and different linguistic characteristics. Thus, text-based language learning is learning that allows students to master and use these types of texts in the community.

In everyday life, humans cannot be separated from the use of oral, written, or multimodal texts such as pictures. For example, people apply the procedure text to run a washing machine, to take care of a driver's license, ID card, passport, or other important documents for treatment in a hospital, and to undergo other activities that require certain steps. People use text descriptions to introduce themselves to others. People use exposition text to propose something to others. So on so that people always use the type of text that suits the purpose of their activities. Thus, these types of texts are produced in a social context which is the background of activities carried out by humans, both in the context of the situation and cultural context.

The implementation of Indonesian language learning in the 2013 curriculum can, among others, be illustrated through teacher books and books of junior high school students, as follows.

#### *A. Indonesian Language Material Management Organization as a Knowledge Forum*

The arrangement of Indonesian language learning materials for junior and senior high school students consists of eight chapters. In Chapter I the material provided is in the form of a text type of observation report. In this material students are expected to understand the concept of the observation report text with its forming structure which consists of general definitions, section descriptions, and descriptions of uses. In addition, in this chapter students are expected to also be able to understand the linguistic elements contained in the text of the observation report.

Chapter II presented descriptive response text learning material. In this material students are expected to understand the structure of the descriptive response text consisting of identification, classification, and description of parts. In addition, in this chapter students are expected to also be able to understand the linguistic elements in the descriptive response text that are used as models. In Chapter III the material taught is in the form of exposition text. In this material students are expected to understand the structure of the exposition text which consists of a thesis or opinion, arguments, and reaffirmation. In this chapter, students are

also given an understanding of the linguistic elements in the exposition text. In Chapter IV the material provided is exposition text. In this chapter, the exposition text is taught again with the consideration that students will be more mature in understanding the exposition text because this type of text is considered the most difficult. In this material students are expected to better understand the exposition text structure which consists of general statements (theses), arguments, and re-statements. In addition, in this chapter students are expected to also understand the linguistic elements contained in the exposition text. In this chapter, students are also invited to identify, analyze, and practice exercises on the application of language rules, such as conjunction, cohesion, and group words.

In Chapter V the material provided is in the form of explanatory text. In this material students are expected to understand the structure of the explanatory text which consists of parts that show general statements, a series of explanations, and interpretations (interpretations do not have to exist). In addition, in this chapter students are expected to also be able to understand the linguistic elements contained in the explanatory text. In this chapter, students are also invited to identify, analyze, and practice exercises on the application of language rules, such as conjunction, cohesion, and group words. In Chapter VI the material provided is in the form of short story texts. In this material students are expected to be able to understand the structure of short story text consisting of orientation, complications, resolution, and reorientation. In addition, in this chapter students are expected to also be able to understand the linguistic elements in the short story text that are used as models. In Chapter VII students are invited to recognize, observe, and understand various types of texts. Thus, students are expected to be able to compile various text structures with the same theme.

Meanwhile, in Chapter VIII students are invited to analyze, summarize, and revise the text. In this chapter, a variety of text structures are presented. Then, students are asked to analyze, summarize, and revise the text based on the structure of the text that they have mastered.

#### *B. Implementation of Indonesian Language Learning Methods*

The implementation of learning methods in Indonesian language material consists of building context, modelling text, building texts together, and building texts independently. In Chapter I students are introduced to the text of the observation report. To build the context of this material, students, invited to read and understand the poem "Land of Birth" by Ramadhan KH In addition, students are given several questions related to the theme of love for the environment in which there are two sub-themes. Subtema 1 is entitled "Love the Environment", while Subtema 2 is entitled "Marine Biota". In context building activities, students are asked to answer several questions related to love for the environment. Students are also shown an image that shows environmental love activities. Through these questions and pictures, students are expected to be involved in the subject matter. In the modelling text students have been given knowledge about the environment. When

composing text in groups, students are asked to describe the picture "Preserved Nature". Meanwhile, when composing text independently, students are given training in understanding the text "National Park". In both activities, students have also been trained with several things related to linguistic elements.

In Chapter II activities to build context are carried out by raising general questions about the theme of Indonesian culture. In this case, students' answers do not have to be the same. It depends on the students' knowledge so far about Indonesian culture. The text used for modelling is titled "Saman Dance". This modelling text is arranged according to the descriptive response text structure. In the activity of composing text in groups or in collaboration, students are asked to compile text according to the structure and linguistic elements that are in the modelling text. Meanwhile, in the preparation of the text independently, students are asked to compile a descriptive response text in accordance with students' interests and choices. In Chapter III the activity of constructing the context was carried out by listening and reading the speech of Bung Tomo on November 10, 1945. Then, the teacher asked several questions about the speech. In addition, questions are also related to the theme "Youth Education". In addition, a picture is also shown which aims to invite students to engage in the material. Then, students are given a modelling text arranged in accordance with the exposition text structure. In Subtema 1, the text used as a model is titled "Teenagers and Nation Character Building", while in Subtema 2 the text is used as a model entitled "Increasing Reading Interest and Eradication of Literacy." In this modelling text students have been given the knowledge of the linguistic elements needed to build wholeness and cohesion of a text. In the text building part together, students are asked to sort text sentences "Indonesian Students Win the World Science and Technology Olympiad", while in independent texts students are given exercises. In both activities, students have also been trained with several things related to linguistic aspects.

In Chapter IV activities to build a context in exposition text material are carried out by giving several questions related to the theme "Appropriate Technology", namely in Subtema 1 on "Appropriate Technology and Community Economic Empowerment", while Subtema 2 deals with "Food and Technology Independent Appropriate". The questions asked are general, so the answers of students are relative. After the construction of the context the teacher is done, students are given examples of exposition texts with the title "Appropriate Technology and Community Economic Empowerment" and "Independent Food from the Yard". In the modelling text, students have been given knowledge of linguistic aspects that build the integrity and cohesiveness of a text and other language aspects needed in an essay. In the activity of writing a text together, students are asked to compile an exposition text based on the text exemplified. Meanwhile, in the activity of composing texts independently, students are asked to compile exposition texts based on previous material learning. In the activity of composing text in groups (cooperation) and independently,

students are asked to apply the language elements discussed earlier.

In Chapter V, the activity to build the context of the explanatory text material was done by listening to and singing the song "Scenery" by AT Mahmud. Then, the teacher asks about the contents of the song. In addition, the teacher also gave several questions related to pictures about erosion and the theme "Natural Events". This context building activity is carried out by asking general questions about natural events that occur. Student answers are relative, depending on students' knowledge and experience. Then, students are given a modelling text with the title "Tsunami" in Subtema 1 and "Earthquake" in Subtema 2. In this modelling text students have been given knowledge of the text structure and linguistic elements needed to build the integrity and cohesiveness of a text. In the text building section together, students are asked to sort the text "Flood" on Subtema 1 and "Pelangi" in Subtema 2. In building this text in groups, students have been trained to apply the linguistic elements contained in the explanatory text. Meanwhile, in the section of building or composing texts independently, students are asked to compile explanatory texts relating to natural events. The text to be compiled must be in accordance with the structure of the explanatory text discussed earlier. In this section, students are asked to apply the use of language elements that have been learned. In Chapter VI activities to build context are carried out by raising general questions about the theme "Indonesian Short Stories". Answers are relative because they depend on students' knowledge of the theme. The text used for the modelling text is entitled "Mother Butterfly". This modelling text is arranged based on the structure of the short story text. In compiling text in groups, students are asked to understand the text form of short stories and linguistic elements in the modelling text. Meanwhile, in preparing the text independently, students are asked to compile a short story text according to their interests and choices. In preparing the text students are expected to be able to apply the linguistic elements that have been learned. In Chapter VII activities to build context are carried out by raising general questions about the theme of waste management and folklore. In Chapter VII students are expected to be able to compile various types of texts with the same theme. Students are expected to be able to convey one theme with different types of texts alternately. In addition, students are also expected to be able to use a mixture of various types of texts in conveying something.

## V. DISCUSSION

Indonesian subjects become the basic capital for learning and developing Indonesian children. Indonesian Language Course builds up and develop trust self student as communicators, imaginative thinkers and Indonesian citizens who literacy and information literacy. Indonesian Language Learning fosters and develops the knowledge and communication skills needed by students in studying and working in the world. Curriculum 2013 eye lesson Language Indonesia general aims to enable students to listen, read, view, speak and write. Competence basic developed based on three things that interconnected and mutually supports

students' knowledge, understand, and have the competence to listen, read, view, speak, and write. These three things are *language* (knowledge of Indonesian); *literature* (understanding, appreciating, responding, analyzing, and creating literary works); *literacy* (expanding language competence Indonesian various aim especially relating to reading and writing).

*Language*, Indonesian language knowledge is knowledge of Indonesian grammar and how to use it effectively. The student learns language Indonesians that allowing humans to interact effectively; build and foster relationships; express and exchange knowledge, skills, attitudes, feelings, and opinions. Students are able to communicate effectively through coherent text, sentences are arranged well, including system spelling, the sign read on the level word, sentence, and broader text. Understanding of language means language as a system and language as a vehicle for knowledge and communication that will make students as productive speakers of Indonesian.

*Literature*, Literary learning aims to involve students in assessing personality, cultural, social, and aesthetic values. The choice of literary works in learning that has the potential to enrich students' lives, expand their psychological experience, and develop imaginative competencies. Students learn to appreciate literary works and create literary works so as to enrich students' understanding of humanity and at the same time enrich language competence. The student interprets, appreciate, evaluate, and create literary texts such as short stories, novels, poetry, prose, drama, film, and multi-media text (oral, print, digital/online). Creation literature for learning the artistic value and culture taken from the creation of literary areas, literature Indonesia, and world literature. Literary works that have the potential for violence, rudeness, pornography, conflict, and trigger SARA conflicts must be avoided. Excellent literary works can be modified for the sake of learning can be used without violating the copyright of literary works.

*Literacy* Aspect literacy aim develops ability students interpret and create texts that are precise, accurate, fluent, and trusting self to learning in school and for life in the community. Selection text includes media text, everyday text, and text world work. The range of text weights from grades 1 to 12 is gradually becoming more complex and increasingly difficult, from language daily personal experience to the more abstract, technical and special language, and language for academic purposes. Students are faced with language for various purposes, audiences, and contexts. Students are faced with a variety of knowledge and opinions presented and developed in the text and presentation multi capital (oral, mold, and digital context) which results in the competence to listen, view, read, speak, write and create can be developed systematically and have a future perspective. Aim learning that is skill can use the genre pedagogical approach. The approach to genre pedagogy is based on cycle learn how to teach "learn through guidance and interaction "which emphasizes the text modelling strategy and develops *joint*

*construction* before making the text independently. Guidance and interaction are important in classroom learning. The cycle developed by Rothery includes (1) modelling text (*modelling a text*), (2) *joint construction of a text*, and *independent construction of a text*. Firkins, Forey, and Sengupta develop cycle Rothery with level modification which includes: (1) developing contextual and meta cognitive awareness (*schema building*), for example exploring students' experiences; (2) the use of authentic text as a model; (3) introduction and statement back meta discourse; (4) linking text (intersexuality) by clearly discussing similarities found in a genre, for example the Mexican-grammatical type that is usually found in procedural texts.

The scope of Indonesian language subject matter is the elaboration of 3 aspects: language, literature, and literacy. The scope of the language aspect includes the introduction of *language variations* as part of a multi-lingual Indonesian society. In the initial class (grades 1-3), the use of recommended local languages is used by the teacher when explaining certain words and concepts. The next aspect of language is a *language for interaction*. Students learn that the language a person uses is different according to the social setting and social relations of the communication participants. Accent, style language, use idiom is for you social and personal identity. Language aspects also teach *text structure and organization*. Students learn about how text is structured for specific purposes; how language is used to create text that is cohesive and coherent; how the more specific the topic the more complex the patterns and characteristics of the text; how the writer guides the reader or viewer through text that uses words, sentences, paragraphs effective.

The scope of literature includes discussing the context of sastra, responses to literary works, assessing literary works, and creating literary works. The introduction of the literary context can be in the form of literary events taken from extrinsic elements formed by historical, social and cultural contexts. Responding to literary works is the activity of identifying ideas, experiences, and opinions in literary works and discussing them. Assessing literary works is an activity to explain and analyze the contents of literary works and ways of telling. Creating literary works is an accumulation of understanding, response and assessment activities so that students get a complete picture of how literary works are made and try to make their own literary works.

The scope of literacy includes text in context, interacting with others, interpreting, analyzing, and evaluating the text. Students learn that texts from a particular culture or period show different ways of expressing (telling, informing, influencing). Interact with others is learning how to use language patterns to express ideas and develop concepts and maintain arguments. Students learn to produce discourse through designing, training and presenting (verbal or written) appropriately (word selection, presentation order, and multimodal elements). Interpretation, analyzing, evaluating is the way students learn to understand the information they read and

pirsa through the application of contextual, semantic, and grammatical knowledge. Students study the way the convention is presented and impact on readers and viewers.

## VI. CONCLUSION

Implementation of Indonesian Language Learning in 2013 Curriculum at the school level The main process of teaching and learning genre pedagogy is known as the teaching and learning cycle which consists of four stages, namely: Building Knowledge of Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text. In Building Knowledge of Field, students are faced on discussion or activities that help students interpret the situational and cultural context of the genre being studied. Modelling of Text, focusing on text analysis, which attracts students' attention to identifying generic goals and structures (schematic) and the language features of the text. Joint Construction, teachers, and students build texts together. Teachers author or author, write student contributions in ironing board, to be more precise. The teacher trains the sub-skills needed by students. If students are confident enough, students move towards Independent Construction, able to produce their own writing.

Research results have positive implications for strengthening acceptance by teachers teaching Indonesian to Presence learning approach to the curriculum in 2013 (K-13). In addition, the results of this study can contribute to the realization of the creativity of teachers and students in learning. The next plan as an output of the results of this study are the manufacture of articles well presented at national and international seminars and will be sent to the educational journal FPBS University of Malang.

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