



## CHARACTERISTICS OF INDONESIAN LANGUAGE LEARNING ACHIEVEMENTS IN JUNIOR HIGH SCHOOLS

**Etin Pujiastuti\*, Memet Sudaryanto, Vera Krisnawati, Bivit Anggoro P.N, Dyah Wijayawati, Lalita Melasarianti, Nia Ulfa M, Uki Hares Y, M. Riyanton, Nur Indah S, Slamet Riyadi, Dinda Amelia, Annisa Rahma A.**

Universitas Jenderal Soedirman

\*Email: [etin.pujiastuti@unsoed.ac.id](mailto:etin.pujiastuti@unsoed.ac.id)

**Abstract.** Learning outcomes are the ultimate learning goals that students must have. In the independent curriculum -- *Kurikulum Merdeka*, these achievements must be adjusted to the characteristics of the student, school, and learning environment so that the student can achieve optimal results. The objective of this study is to elucidate the features of learning outcomes in junior high schools as established by the ministry in accordance with the Republic of Indonesia Ministerial Decree Number 958 of 2020. A list of learning objectives that have been critically determined is the product of the qualitative content analysis research method, which is applied to documents that have been reviewed. Triangulation of theories about junior high school learning and student characteristics is used as validation. Indicators and learning objectives are created using learning outcomes as a guide, with the expectation that teachers will develop them to their full potential. Characteristics of learning outcomes in junior high schools include (1) optimization of projects as a learning method developed by teachers in the classroom so that students can produce reasonable oral and written discourse, (2) the complexity of learning outcomes means teachers do not concretely master the indicators, (3) learning outcomes provide flexibility for teachers to develop forms of learning according to student needs, and (4) in a learning outcome there is integration of language learning through listening, watching, speaking, reading and writing skills presented in stimulating oral/written discourse complexity of thinking. Learning outcomes as a central curriculum document can at least find learning needs optimally so that students think critically and solve the problems they face.

**Keywords:** Characteristic, Language Learning, Achievement

### 1. Introduction

At the Junior High School (SMP) level, the types of texts taught for class VII are descriptive texts, fantasy story texts, procedural texts, observation report texts, folk poetry texts, fable texts, correspondence texts or letter texts (either official letters or letters personal), and reception texts as effective readers; the types of texts taught for class VIII are news texts, advertising texts, exposition texts, poetry texts, explanatory texts, review texts, persuasion texts, drama texts, and informational texts from fiction and non-fiction books; while the types of texts taught for class IX are experimental report texts, speech texts, short story texts, response texts, discussion texts, and inspirational story texts.

The emphasis of Indonesian language courses generally is on the ability of students to master various language skills, such as speaking, writing, listening, reading, and literary appreciation [1], [2]. In multi-level Indonesian language courses, three competency areas are used to help students meet these language proficiency requirements. First, is language competency, which includes all knowledge of the Indonesian language and how to use it effectively. Second, competence in the field of literature, which includes all knowledge to understand, appreciate, respond to, analyze, and create literary works, especially Indonesian literary works. Third, competency in the field of literacy, which includes all knowledge to expand Indonesian language competency for various purposes, especially those related to reading and writing activities.

Competencies in the field of literacy can directly or indirectly be applied in each field of competence, whether in the field of language or literature. The literary works taught in Indonesian language courses



are designed to engage students in the study of personality, culture, society, and aesthetic values as they relate to the country and state of Indonesia. The literary works selected for Indonesian language instruction have the power to enhance students' imaginative and psychological development [3], [4]. Students are encouraged to create literary works as well as learn about the fundamentals of literary works, appreciate literary works, respond to literary works, and analyze literary works. The literary works produced can be in the form of short stories, novels, poetry, prose, drama, song lyrics, comics, films, and even other multimedia texts delivered orally, in print, or digitally.

The four main components of the educational unit operational curriculum are learning planning, organizing learning, vision, mission, and goals, and the characteristics of the educational unit. The educational unit operational curriculum is a set of learning that is structured systematically and continuously as a form of optimizing student learning needs. The operational curriculum is an implementable curriculum that is prepared based on the potential of the school, and regional potential so that the school develops the learning needs of students in accordance with the potential of the region which continues to develop. Apart from that, schools can develop their potential more measurably in the future. KOSP was developed by referring to graduate competency standards, content standards, process standards, and educational assessment standards [5], [6]. Based on these four standards, a curriculum's achievements can be measured and have a clear basis for determining future developments to be achieved as learning outcomes.

The Curriculum Structure established by the Government becomes a reference for educational units to develop the curriculum towards achieving the Pancasila student profile. In accordance with the educational unit's vision, mission, and objectives, it can be enhanced by the uniqueness of the unit. Projects and extracurricular activities are included in this curriculum structure to raise the profile of Pancasila students. The operational curriculum in educational units must be implemented as a dynamic document that is updated often, used as a guide in daily life, considered, and developed further. Before developing an operational curriculum, the educational unit needs to analyze the characteristics and learning environment by accommodating the aspirations of community members and making the vision and mission a direction agreed upon by all members of the educational unit.

To obtain a comprehensive understanding of the conditions and requirements of the educational unit and all of its residents, it is imperative to conduct an analysis of the unit's characteristics. The process of developing the educational unit's vision, mission, and goals will be based on the findings of the characteristic analysis. Each component of an operational curriculum in an educational unit can be developed by a reversible process (back and forth) between analysis of the goals and strategies, the vision and mission of the educational unit, and the learning environment. In planning, it is important for educational units to collect various data to obtain comprehensive information. This information is then analyzed to provide appropriate conclusions for optimal planning. Education units can use various methods that are deemed appropriate to process needs as long as the results are in harmony between their components.

This research will explain strategic steps so that heads of education units understand the structure of the curriculum before forming and leading a team to develop an operational curriculum. Supervisors or Inspectors must be able to understand *Kurikulum Merdeka* (the Independent Curriculum) so they can provide training related to the curriculum structure and become mentors in the curriculum development process, if needed by the education unit [7], [8]. Simple modifications can be made by educational unit leaders to analysis examples completed by other educational units. The curriculum development in each school must be compared in order to identify the strengths and weaknesses across schools that other schools can use as a reference to better comprehend the KOSP concept and produce a more comprehensive analysis document.



## 2. Method

This research analyze language learning achievement in junior high school in the independent curriculum launched by the Ministry of Education. A list of learning objectives that have been critically determined is the product of the qualitative content analysis research method, which is applied to documents that have been reviewed. Triangulation of theories about junior high school learning and student characteristics is used as validation. Indicators and learning objectives are created using learning outcomes as a guide, with the expectation that teachers will develop them to their full potential. Documents analyzed with content analysis include Learning Achievements (CP), Flow of Learning Objectives, Modules and Assessments used by teachers at elementary, middle and high school levels. The case studies in this research identify cases in the implementation of the independent curriculum at the elementary, middle and high school levels, and their relevance in higher education.

## 3. Discussion

Comprehending the attributes of the content helps create connections between them and minimize the loss of knowledge. The phrase "learning loss" is currently widely used to describe the outcome of a learning gap brought on by the COVID-19 pandemic, which forces students to complete their coursework remotely. The term initially gained popularity in America during a period of time when reading and numeracy skills among students declined. Leonard et al claimed that the situation imposed by the summer vacation phenomenon—which resulted in a decline in students' reading and numeracy skills—was first referred to as "learning loss" [9]. The use of the term learning loss that is used now and when it was used at the beginning of its emergence has the same thing, namely to describe the state of emptiness created by the closure of formal schools which is influenced by various things.

Social settings, home learning environments, parental support, children's physical and mental health, and school-based instruction are all factors that can contribute to learning loss in general. These different factors lead to issues, particularly with reading and math skills. The most recent and evident reason Indonesia is experiencing learning loss is due to the COVID-19 pandemic. This phenomenon is brought on by a number of learning challenges, particularly in Indonesian language courses. The obstacles that cause learning loss in Indonesian language subjects are dominated by the use of media and learning methods that are inappropriate and less attractive for distance learning. Apart from this, [10]stated that learning resources are one source of obstacles that cause learning loss.

Learning loss is currently popularly used as a term to represent the result of a learning gap during the COVID-19 pandemic which requires students to study remotely. This term was first popular in America in certain circumstances which caused a decline in students' numeracy and reading abilities. [11]stated that the term learning loss initially described the situation resulting from the summer holiday phenomenon which caused a decline in students' numeracy and reading abilities. The use of the term learning loss that is used now and when it was used at the beginning of its emergence has the same thing, namely to describe the state of emptiness created by the closure of formal schools which is influenced by various things.

Factors that influence learning loss in general include social conditions, learning facilities at home, parental assistance, children's physical and psychological conditions, as well as learning developed by schools. These different factors lead to issues, particularly with reading and math skills. The most recent and evident reason Indonesia is experiencing learning loss is the Covid-19 pandemic. This is caused by a number of learning challenges, particularly in Indonesian language courses. Media and learning strategies that could be more suitable and appealing for distance learning are the main causes of learning loss in Indonesian language courses. In addition, learning resources have been identified by as one source of barriers that result in learning loss [12], [13].



Learning loss in learning materials is the contextuality of the text. Text is a component of discourse, and it is this aspect that students need to comprehend. For junior high school students, there are nine different categories of literary texts available: reviews, drama, short stories, fantasy, folk poetry, fables, poetry, inspirational stories, and descriptive. Based on the structure and content of each literary text type, the nine literary text types are divided into five groups to aid in analysis in the discussion and results sections. Descriptive, narrative, poetic, dramatic, and review texts are among the five categories of text. Based on this data, explains the characteristics of each text as follows: descriptive text is a form of text that describes an object by detailing the object subjectively, describes the condition of the object from the author's perspective, and describes the object in a special way by using certain characteristics that are different from an object that is different from the general one. Through detailed descriptions, readers are invited to express admiration and pride for an object.

Compared to other texts, descriptive texts have distinct sections or structures. Descriptive texts are composed of three main structures: identification, partial description, conclusion, and impression. General statements about the object are contained in identification in descriptive text. Furthermore, the section describing the object is presented in paragraph two since it includes information based on the author's subjective response in the object section. In paragraph three, the conclusion or impression section is displayed. There are various special linguistic rules for reading and presenting descriptive texts. The descriptive text given in class VII uses a lot of affixes, especially the use of the prefix *meN-* which is followed by a base word with the initial letters /k/, /p/, /t/, /s/. Apart from that, we also found the use of synonymous words, prepositions or prepositions, general words or hypernyms, special words or hyponyms, figurative sentences, and the use of punctuation or spelling in descriptive text.

Furthermore, poetry text material is given to students in class VII even semester and class VIII odd semester. In its implementation, the poetry texts given in classes VII and VIII are different. While the poetry texts for class VIII are more oriented toward modern poetry, the poetry texts assigned for class VII are primarily centered on folk poetry. When discussing texts of folk poetry, four indicators are offered: knowing and comprehending the poetry; drawing conclusions from the poetry's content; analyzing the language and structure of the poetry; and presenting the poetry both orally and in writing. Furthermore, four indicators are also provided in modern poetry text material: identifying the components of poetry, summarizing its content, classifying the components of poetry, and expressing thoughts, emotions, and viewpoints through poetry by suitably addressing its constituent parts. The folk poetry texts given to class VII in the even semester are poetry texts in the form of *pantun*, *syair*, *gurindam*, or folk poetry that developed in certain areas.

Folk poetry texts can be defined as literary texts which are bound by certain rules. These rules include the number of lines in each stanza, the number of syllables in each line, the location of the endings and content, the number of words in each line, and the form of rhyme used. By using these rules, three forms of folk poetry can be distinguished. Based on the number of lines in each stanza, the rhymes and poetry in each stanza have four lines or lines, while the *gurindam* in one stanza consists of two lines. Based on the rhyme used, *pantun* uses cross rhyme, namely a-b-a-b, while poetry and *gurindam* use straight rhyme. The rhyme in the poem is a-a-a-a, while the rhyme in the *gurindam* is a-a / b-b / c-c. All the contents of these folk poetry texts, whether in the form of rhymes, poetry and *gurindam*, contain many moral values, education and advice. In reading and compiling folk poetry texts, there are linguistic rules that are unique. The folk poetry texts given in class VII use many rhyming words or sound similarities, command sentences, suggestion sentences, invitation sentences, exclamation sentences, prohibition sentences, conjunctions or connecting words.

Four indicators are given in texts containing fantasy stories encompassing recognizing the components of a fantasy story, recounting the plot of a fantasy story that has been read or heard, analyzing the language and structure of a fantasy story, and presenting a fantasy story [14]. There are



four indicators given in the fable text: identifying the fable's traits, recounting the fable's content, analyzing the fable's language and structure, and acting out the fable's plot. Furthermore, there are four indicators presented in the short story text, namely identifying the short story, summarizing the elements of the short story, examining the structure and linguistic aspects of the short story, and expressing experiences and ideas in the form of a short story. The fantasy story text given to class VII in the odd semester is a form of narrative text which is characterized by the following characteristics. First, in fantasy story texts there are elements of magic, strangeness and mystery that are not found in the real world, such as characters and settings. Second, the story idea conveyed is open to the author's imagination or imagination so that it is not limited by reality or real life, but can be an intersection of the author's imaginary world and the real world. Third, the thematic developed in fantasy story texts are magical, supernatural or futuristic. Fourth, using various settings across space and time. Fifth, the characters who play roles are unique and have supernatural powers. Sixth, the story developed is fictitious or fictitious, not derived from real events. Seventh, use varied, expressive language and use a variety of conversations (not formal language).

Every type of narrative text has the same components and organization. A fantasy story's orientation, complication, resolution, and coda make up its structure. Character, location, and time-setting introductions are all included in orientation. Character conflicts are among the complications that lead to the story's conclusion. Solving problems is a part of resolution. Character development and lessons that can be drawn from the narrative are included in the coda. In addition, intrinsic components such as characters, characterization, plot, setting, theme, conflict, point of view, and message—lessons that can be drawn from the tale—build fantasy story texts. The linguistic rules of this text include the use of word choices with figurative and special meanings, conjunctions to mark time order, the use of words or expressions of surprise, the use of dialogue or direct sentences in stories, and the use of figurative sentences (purpose, causality, effect, and conditions), single sentences, equivalent compound sentences, and multilevel compound sentences (which express the relationship between conditions, purpose, compensatively, method, cause, comparison, and effect).

Drama texts are texts that describe human character and life through staged behavior. This behavior in drama is called the acting of the players while the players are called actors and actresses. In general, the characteristics of drama texts are as follows. First, drama must have a script. The drama script contains a story in the form of dialogue. The story and dialogue are performed by the actors during the performance. Second, drama's primary goal is to be performed for an audience. Dramatic performances can take place in a front room or on stage, or they can be captured on camera or in the form of still photos or videos. Because they are the ones who enjoy the drama being performed, the audience is the most important component of the drama. Third, have conflict. Conflict in drama is found in the story arranged in the drama script. This conflict is important because without conflict the drama performance cannot be carried out. The performance that is on display will be repetitive. Conflict is therefore crucial to drama. Students are introduced to five terms in the Indonesian language student book for class VIII even semester. These terms pertain to the definition of traditional community drama, elements in drama, plot points, character types based on their roles, and the presence of the drama's main characters. The terms drama, play, tonil, ballet, and tableau are the five that are mentioned. Aside from that, there are five different types of elements in drama: plot, characterization, dialogue, setting, and language used by characters to communicate with one another. The plot of the drama includes four parts, namely the introduction of the story, the initial conflict, the development of the conflict, and the resolution. Furthermore, based on their roles, characters are divided into main characters and supporting characters. In a drama text there is a structure or parts that make it up. The structure of the drama text is based on the plot that makes it up. There are three elements that make up the structure or parts of a drama text, namely prologue, dialogue and epilogue. In dialogue, the sequence of events contained in it is divided into three, namely orientation, complication, and resolution.





A review text comprises an evaluation of a piece of work, which may include films, television shows (such as FTV, soap operas, songs, quizzes, talk shows), literary works (such as poetry, prose, or drama), and other types of works. different non-fiction. An evaluation of the target object's advantages, disadvantages, and strengths can be discovered in the review text. Reviews or review texts are common names for review texts. The review text's primary objectives are to improve the reader's critical thinking abilities, foster appreciation for the work under consideration, broaden their knowledge base, and increase their understanding. There are six elements that make up the structure of a review text, namely work identity, orientation, synopsis, analysis, evaluation and recommendations. The work identity contains data on the work to be reviewed. For example, the title of the work being reviewed, the author's name, year of publication, city of publication, publisher's name, number of pages, how many printings, and others.

Every kind of literary text in this field differs from the others in certain ways [15]. There are various ways to observe this distinction. First, the fundamental idea is a useful aspect. The fundamental ideas and boundaries of every text demonstrate how they differ from one another. The second is the structural elements and components found in every text. A poetry text's structure differs from that of a narrative text, a drama text's structure differs from that of a poetry text, and so on. Third, the grammatical conventions are utilized in every text. These linguistic conventions are significant because they serve as a tool in the creation of literary texts.

#### 4. Conclusion

A few of these reasons demonstrate that learning loss can also result from a variety of factors associated with the learning content, in addition to the techniques and materials teachers employ to impart knowledge. Anything that serves as a means for students to meet their learning objectives is considered a learning resource. This is among the factors that help the learning process succeed. A student's community or school setting, printed and non-printed learning materials, and different activities that promote effective learning can all serve as sources of learning resources.

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