

Independent Curriculum and the Indonesian Language Education throughout the Era of Society 5.0: A Literature Review

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ABSTRACT

This study aims to document the studies that have discussed the implementation of the Independent Curriculum (*Kurikulum Merdeka*) in the Indonesian language subject. Indonesian language education focuses on the habituation of using Indonesian language in everyday communication. Moreover, the world of education is currently faced with the era of Society 5.0, which is the integration of the virtual and the physical world by utilizing developments in technological advances to solve social problems. In line with these changes, teaching the Indonesian language in the Independent Curriculum is also carried out through various project-based activities to encourage students to be skilful in producing works to understand concepts as well as apply them to solve actual problems (problem-solving). This study employed a literature review as the design of the research. Five articles were collected as the corpus of the study. To analyze the data, a content analysis was utilized. The findings reported that Indonesian language education in the Society 5.0 era needs to be provided so that the students will have literacy skills in analyzing, understanding, and identifying solutions to problems encountered in everyday life. As a result, a person with a high level of literacy is able to acquire knowledge and information and apply digital technologies to improve their life's wellbeing.

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1. INTRODUCTION

Education in Indonesia has undergone a long history of changing the educational curriculum. From the Dutch colonial period, the Japanese colonial period, the Old Orde, and the New Orde, and the Reformation Era, dozens of curriculum changes have been implemented from Elementary Schools (SD) to Higher Education (PT) levels. The changes include the curriculum in 1947, 1952, 1964, 1968,

1975, 1984, 1994, 2004, 2006 and 2013 (Ritonga, 2018). Curriculum change is a change in learning design that affects the whole learning activity and determines the process and results of education (Manurung, 2019). In addition, the world of education is currently facing the era of Society 5.0 or Society 5.0, which is the integration between the virtual and the physical world by utilizing developments in technological advances to solve social problems. In short, Society 5.0 utilizes technological innovation products from the Industrial Revolution 4.0 era to solve everyday problems and create a high quality of life (Marisa, 2021). Departing from the facts above, providing a proper curriculum for facing this challenge is important. Among the challenges, Indonesian language education becomes one of the subjects required as a provision for students to solve problems in everyday social life.

Language education in the Indonesian curriculum has existed since the Dutch Colonial Government's occupation (Prayudi & Salindri, 2015). They revealed that the Dutch Colonial Government (PKB) implemented Dutch language education as the language of instruction in the learning process in schools (Saputra, 2022). Meanwhile, during the Japanese colonial period, all terms used in the world of education, newspapers, and government and non-government institutions were used in Japanese. Japanese language education is given in the framework of identity formation as Greater East Asia.

The independence of the Republic of Indonesia brought about reforms in the Indonesian education system. Through the 1945 Constitution (UUD) Chapter 15 Article 36, Indonesian is declared the state's national language and the only official language. However, only 60% of the people mastered Indonesian language competence. In daily life, people use local languages and foreign languages. Bilingualism, even multilingualism colours daily communication through the use of local languages and foreign languages (Nababan, 1991). Indonesian language education began to be taught in public schools to teach character education, and awareness of the state and society (Karim, 2010). Indonesian language education in the early days of independence had lesson content related to everyday life. This curriculum's expected student competencies include conversing, reading, material science, copying, dictation, exercises, translating and correspondence (Rosala, 2017).

The educational curriculum during the Old Order era contained theoretical subject matter not related to factual problems in the field with the aim of increasing intelligence and language skills (Alhamuddin, 2014). The Indonesian language is taught by introducing grammatical components such as sentence structures, vocabulary, and suffixes. The score method is determined by evaluating pupils' comprehension of grammatical terms (Mahsun, 2017). Moreover, Machali (2014) explains that major and fundamental changes in Indonesian language education occurred in the 1994 curriculum. Teaching Indonesian is not teaching grammar as separate structures as an integrated unit through reading texts presented with various selected contents or themes called the thematic approach. Reading is not just honing students' understanding which is evaluated by giving a number of questions or questions to answer. Indonesian Language Education is given to provide speaking and discussion skills on the themes studied by summarizing information from various sources, extracting the essence of reading, distinguishing facts from opinions, and understanding implied information.

Sharpening the learning points of the 1994 Curriculum, the 2004 Competency-Based Curriculum uses grammar, vocabulary and text as teaching materials through various language activities in the teaching and learning process (Susanti, 2016). Then in 2006, the Education Unit Level Curriculum packaged Indonesian language learning, which was developed in the form of a syllabus and assessment according to the conditions of each school and region in accordance with regional autonomy provisions that apply under the supervision of the regional and local Education Offices. The 2013 curriculum uses a genre-based approach. Basic competencies are organized using text types or genres, including informative report texts, observation reports, book reports, narrative texts, descriptive, explanatory, and exemplum. This teaching practice is similar to the language structural approach in the 1960-1980 curriculum. In addition to the introduction of the types of text in the 2013 Curriculum, teachers and students also learn grammar and vocabulary (Yasim et al., 2017).

Apart from the past curriculum, the current methodology of the Independent curriculum is identical to that of the 2013 curriculum. The fundamental model for learning Indonesian in this curriculum, as described by (Widaningsih, 2019), consists of four stages: explaining to develop the context, translating into a model, shared guidance, and independence (independent construction). A second similarity between the 2013 and Independent Curriculum is the use of information and communication technology developments in the learning process (ICT). All topics incorporate ICT as a tool and learning medium to enhance the efficiency and effectiveness of learning. Indonesian language instruction aims to cultivate and enhance students' self-assurance as communicators, critical-creative-imaginative thinkers, and masters of digital and informational literacy (Adisel & Pranansa, 2020). In accordance with the emphasis on strengthening speaking-listening and writing-reading skills, digital technology is utilized in learning Indonesian in a number of ways through a wide range of media options. Using digital communication platforms and tools, instructors can choose from a variety of tactics, such as virtual sharing, video conferencing, group debates, and story-telling, to promote speaking-listening skills (Ohler, 2013). Students can employ online collaborative writing tactics based on blogs and social media to boost writing-reading abilities (Amir et al., 2011). As the educational curriculum was created with the aim of meeting the demands of the times, the Independent Curriculum, which was published after the Covid-19 pandemic, was provided as an option to develop students' competencies as well as catch up due to the learning loss that Indonesia had experienced *even* before the pandemic. Educational effectiveness, as measured by the Program for International Student Assessment (PISA), shows that the achievements of Indonesian children in literacy competence have decreased. The 2018-2019 PISA data shows that Indonesia is ranked 71st out of 77 OECD/Organization for Economic Cooperation and Development (OECD), 2010) countries with a score below 450. In other words, the literacy quality of Indonesian students is in the bottom 10%. The PISA test measures students' ability to apply what is learned at school to be applied in everyday life.

To catch up with this, the Ministry of Education, Research and Technology made improvements by publishing the Independent Curriculum. Indonesian language education in the Independent Curriculum is given the freedom to teaching staff and students to develop the abilities and skills of students according to the interests, talents and aspirations of each student. Teaching in the Independent Curriculum is carried out through various project-based activities to encourage students to be skilled in producing works to understand concepts as well as apply them to solve actual problems (*problem-solving*). Based on this explanation, the current study is conducted in order to document the studies that have discussed the implementation of the Independent Curriculum (*Kurikulum Merdeka*) in the Indonesian language subject.

2. METHODS

This research was carried out with a literature review as the method to get an overview of the implementation of Indonesian language education in a diverse curriculum as a whole, broad and deep within the framework of Society 5.0. More specifically, the study also discussed how the Indonesian language was implemented in the Independent Curriculum. The research was conducted by collecting secondary data from various document references and theories that support the research to draw conclusions. The design was considered as the best way to synthesize research findings to show evidence and reveal the significance of research to create a theoretical framework and build a conceptual model (Snyder, 2019). Five articles published in Indonesian journals were taken as the data for this study, as follows: (Aditomo, 2022; Adnyana, 2022; Andryanto et al., 2022; Suriani, 2022). The selection criteria of the article were based on the focus of the study, which concerned the teaching of the Indonesian language in the current pandemic situation. This study was carried out to build on research results by connecting them with existing knowledge. This study conducted a structural and systematic review to create a strong theoretical foundation in developing the theory into a research conclusion. By integrating findings and perspectives from many empirical findings, a literature review

can answer research questions. To analyse the obtained data, a content analysis was used under the guidance of language in the education framework (Nababan, 1991).

3. FINDINGS AND DISCUSSION

3.1. Benefits of Language Education

Indonesian is the national language and the only official language in Indonesia. Its implementation is regulated in the 1945 Constitution Chapter 15 Article 36. The Indonesian language has standard standards used in official speech and in the national education system. The Language Development and Development Agency, under the auspices of the Ministry of Education and Culture, determines this standard so that it is free from regionalism and localism. In 1972, Decree of the President of the Republic of Indonesia No. 52 and Decree of the Minister of Education and Culture No. 0155/P were issued, which produced the General Guidelines for Enhanced Indonesian Spelling (EYD) which must be used in the national education system, public services, military organizations, and the mass media. The application of Indonesian in the daily lives of Indonesian people is reaffirmed through Law no. 24 of 2009 concerning the Flag, Language and National Emblem, as well as the National Anthem, which requires the use of the Indonesian language. Even though its use is mandatory, only 60% of the population has mastered Indonesian language competence. Bilingualism, even multilingualism in Indonesia, is increasing in daily life through the use of regional languages and foreign languages (Nababan, 1991).

In the early post-independence period, Indonesian language education was taught in schools to shape nationalism as the Indonesian nation through character education, and awareness of the state and society. Indonesian language lessons at that time included conversing, reading, material science, copying, dictation, exercises, translating and correspondence (Nishimura, 1995). The teacher teaches students about grammar to suit the EYD, which consists of components of various types of vocabulary, sentences and texts. At a later stage during the New Order era, Indonesian language education was taught in an integrated and integrated manner through reading materials with selected content or themes that were close to everyday life. Indonesian Language Education is given to form students' understanding to absorb information and solve problems which are evaluated with a list of questions for students to answer. Indonesian is a tool for speaking and discussing activities on subjects studied by summarizing information from various sources, extracting the essence of reading, distinguishing facts from opinions, and understanding implied information (Himmah, 2020).

One of the goals of providing Indonesian language education in an educational environment is to foster a sense of pride in the homeland when using Indonesian as part of national identity (Desmirasari & Oktavia, 2022). Schools are a place for students to seek knowledge and increase their knowledge. The school accommodates its students to use Indonesian in accordance with the General Guidelines for Indonesian Spelling. Teaching Indonesian has a goal so that students are able to use Indonesian properly, and effectively, both orally and in writing, in everyday life. Understanding the language determines the level of literacy. According to UNESCO data in the 2022 Sustainable Development Report, Indonesia's literacy rate at the age of 15-24 years reaches 99.8% on a scale of 0-100%. Literacy level is an indicator of achievement in Sustainable Development Goals (SDGs) 4 *Quality Education*. The literacy level in the SDGs describes the percentage of youth aged 15-24 years in reading and writing simple short sentences used in everyday life. However, this indicator is too simple to capture the complexity of literacy concepts in life or the way people use language skills in everyday life (Montoya, 2018). Therefore, this study proposes a comparative indicator from PISA which is conducted regularly on adolescents aged 15 years in low and middle-income countries.

The 2018 PISA data shows that Indonesia's literacy level is classified as below standard. Indonesia is in the 71st position out of 77 countries taking the PISA test. In the PISA test, the literacy level is determined by assessing the results of analysis, understanding, and individual ability to identify

solutions to problems formulated from problems encountered in everyday life. PISA assessments also examine how well students can predict what they have learned and can apply that knowledge in the environment both inside and outside of school. In the PISA assessment, Indonesia received a literacy score of 371. This figure is far below the average score of 487. In other words, Indonesia needs efforts to improve the quality and equity of literacy in order to achieve the SDGs in education because, according to research by (Arce, 2018), Literacy level determines the quality of individual welfare.

In his research, Arce (2018) identified a link between a high level of literacy and social benefits and economic benefits. In terms of social benefits, increasing literacy runs linearly with individual abilities in making decisions that require consideration or in individual participation in community activities. Guerra in Arce (2018) added that the benefits of increasing literacy are reducing crime and violence rates. Populations with good literacy levels have social capital *in* the form of good social life values. In addition, they are also able to empower the resources they have and use them to achieve a future-oriented *vision*. By gathering information, a person becomes ready and able to predict problems that will be faced in the future (*forecast problems*). Individuals with good literacy also tend to be happier because decision-making based on good considerations leads to satisfaction for these individuals and improves their quality of life. It was also revealed that efforts to increase literacy through education in developing countries have reduced social inequality due to inequality in access to education.

In addition to social benefits, those with high levels of literacy also have economic advantages. According to data conducted by the OECD (2010), income increases proportionally with an education degree. With a higher literacy level, a person can get a better job, increase income, increase spending and consumption levels, pay more taxes, and make a bigger contribution to Gross Regional Domestic Product (GRDP). Literacy level is an investment in social life, especially in developing countries. With good community capacity and competence, a country will have a greater number of human resources (HR) who also have higher income. Larger income will increase the income tax given to the state so that the government has more development capital. Higher income also creates a tendency for greater allocations for donations and similar contributions to society. In short, a high level of literacy creates a positive economic ecosystem for the country's development.

3.2. Education in Society 5.0

Society 5.0 is the latest stage in the history of the development of human life. (Fukuyama, 2018) identifies Society 1.0 as a group of people who hunt and gather food that coexist in harmony with nature (*Hunting Society*); Society 2.0 establishes community groups based on agricultural cultivation activities, improving organization and nation building (*Agrarian Society*); Society 3.0 is a pro-industrial society marked by the industrial revolution and mass production activities (*Industrial Society*); and Society 4.0 as an information-based society that has an awareness of added value in the form of intangible assets *that* are interconnected in an information network (*Information Society*). Fukuyama (2018) identifies Society 5.0 as an evolution of an information-based society that already existed in the Society 4.0 era, which underlies all its activities with the aspiration of realizing *human-centric social welfare* (*Super Smart Society*). In short, the goal of Society 5.0 is to create a *human-centric society* in economic development and solving social life challenges so that people have a high quality of life that is dynamic and comfortable. Society 5.0 is a society that fulfils people's needs regardless of regional origin, age, gender, language and other identities with the availability of goods and services.

The key to realizing the aspirations of Society 5.0 is a combination of cyberspace and the real world (physical world) to create quality data so that new values and solutions are created to solve various problems and challenges in social life in order to realize the SDGs ideals, namely welfare of the people without anyone being left behind (*no one left behind*). The era of society 5.0 has a number of characteristics that influence the educational process, namely:

3.2.1. Borderless World

The era of the Industrial Revolution 4.0 was marked by internet penetration which eliminated geographical boundaries (distance) between regional boundaries, both between individuals and

between countries, and time restrictions. Communication to convey information and the process of sharing knowledge can be done even though they are not in the same place. Meanwhile, the era of Society 5.0 was marked by the mingling of the boundaries of the virtual world and the physical world. In order to establish a high quality of life, it is necessary to strike a balance between the two by employing technical advancements to solve everyday challenges (Marisa, 2021). The formation of a multicultural society was made possible by the educational process's earlier difficulty in bridging racial, ethnic, and religious divides (Budiyanto, 2013). This allows anyone to get information and knowledge anywhere, anytime, from anywhere without any obstacles thanks to advances in digital information and communication technology. But at the same time, people are required to be able to adapt to the changes that occur in their life order (Budiyanto, 2013).

3.2.2 The abundance of Knowledge and Knowledge

This concept was popularised by Peter Diamandis, co-founder of Singularity University, who predicted that we would one day enter an era of abundance, also known as the free/sharing economy (Nurjani, 2018). Everything is abundant and inexpensive, including knowledge, information, and knowledge that is inexpensive or even free. The purpose of education in the Society 5.0 period is to equip society with the aforementioned competencies so that no one is left behind. The fast advancement of science and technology defies human imagination. Communities must broaden and deepen their educational knowledge and skills in order to anticipate technology and cultural shocks and avoid being left behind and undeveloped in the modern day (Budiyanto, 2013).

3.2.3. Unlimited Media Selection

Utilization of technology is used to support the process of communication or delivery of information from the sender to the recipient of information, in this case, the teacher to students. Television broadcasting news, pictures and entertainment from all over the world; computer networks provide new platforms for interpersonal communication, as well as writings that publish, link and compile information from all over the world. For language education teaching staff, changes in this era bring new opportunities as well as significant challenges (Budiyanto, 2013).

Educational media are tools, methods and techniques used to make communication and interaction more effective between teachers and students in the process of education and teaching in schools (Ibda, 2022). (Ismail & Alexandro, 2021) a different study stated that learning media using the method of developing subjects through exploration of materials in the environment around students will help teachers relate the material they teach to real-world situations of students and encourage students to make connections between the knowledge they have and its application to their lives as members of the family and society. With the wide variety of learning media available today, teaching staff cannot determine which is better. Media choice preferences can be determined by measuring the extent to which the media can support the achievement of learning objectives and the suitability of the media with 1) the information to be conveyed; 2) learning methods; 3) subject matter; 4) number, age and educational level of students; 5) conditions and situations of the learning environment; 6) new creativity; and 7) the updating and limitations of the media owned by the teacher (Nasional, 2010).

3.3. Indonesian Language Education in the Independent Curriculum

The Minister of Education, Culture, Research and Technology innovated the education curriculum in Indonesia by creating the Independent Curriculum as a reference for developing the curriculum at the education unit level. The development of the Independent Curriculum was carried out on the basis of consideration of the stagnant quality of Indonesian education, which tended to decline and was

reflected through the PISA assessment of the literacy level of students in Indonesia. In 2000 Indonesia's literacy score was only 371; in 2003, it was 382; in 2006, it was 393, 402 in 2009; 396 in 2012; 397 in 2015; and 391 in 2018.

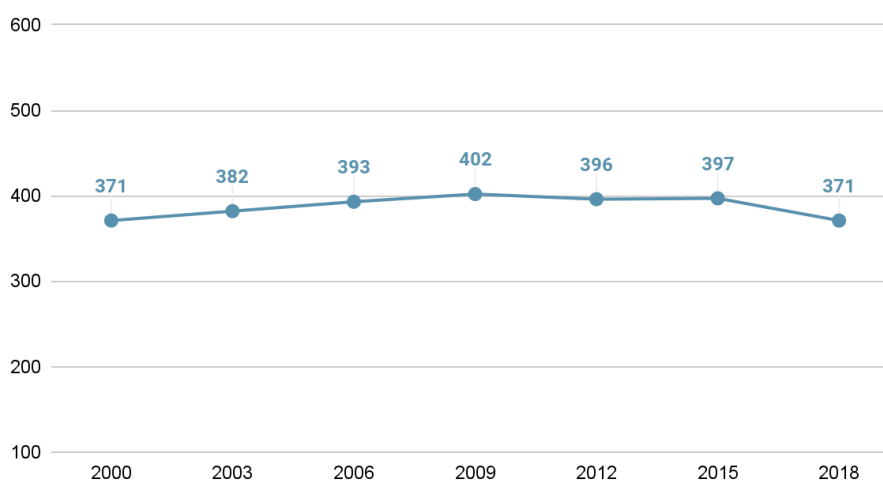


Figure 1. Indonesia's PISA Score for 2000-2018

Source: OECD Data Processing Results

This condition is exacerbated by *the learning loss* caused by the Covid-19 pandemic. Through Circular Letter Number 4 of 2020 (Covid-19) concerning the implementation of an emergency education policy against the spread of coronavirus infection, the Ministry of Education and Culture has enacted six strategic steps to implement education policies, one of which is to provide learning adapted to the access/facilities of each student at home. For two years, students carried out learning in the network (online) even though, in practice, there were various obstacles in the teaching process. First, the shortened time load and communication with students. Second, students experience difficulty focusing on learning which actually causes stress, boredom, and depression. Third, not all parents or guardians can accompany their child's learning process. Fourth, the inequality of facilities and understanding of communication and information technology from both educators and students (Jojo & Sihotang, 2022).

The Independent Curriculum builds a learning atmosphere without demanding high scores or minimum completeness criteria. Marisa (2021) explained that the Independent Curriculum has four new policy points, namely 1) Indicators of student understanding are assessed through a Minimum Competency Assessment and Character Survey as a benchmark for schools to improve the quality of student learning; 2) Flexibility for teaching staff in conducting evaluations, through portfolios, papers, or other assignments; 3) The preparation of lesson plans (RPP) is simplified so that teachers focus on teaching activities to improve student competency, and; 4) Equitable distribution of education through the zoning of New Student Admissions (PPDB).

Achievement of Indonesian language learning is the basic instrument in the Independent Curriculum which is stipulated through the Decree (SK) of the Head of BSKAP No. 8 of 2022. Language, literature and thinking skills are basic skills in literacy which are taught through Indonesian language lessons as basic capital in learning and working. In the Independent Curriculum, students' literacy skills are not just to measure reading ability but also the ability to understand information so that it can be applied.

BSKAP Head Decree No. 8 of 2022 determines the learning outcomes of Indonesian in the Independent Curriculum, which aims to create:

1. noble character by using Indonesian politely;
2. the attitude of prioritizing and respecting the Indonesian language as the official language of the Republic of Indonesia;
3. language skills with various multimodal texts (oral, written, visual, audio, audio-visual) for various purposes (genres) and contexts;

4. literacy skills (language, literature, and critical-creative reasoning) in study and work;
5. the confidence to express oneself as a capable, independent, cooperative and responsible individual;
6. concern for local culture and the surrounding environment; and
7. concern to contribute as citizens of Indonesia and a democratic and just world.

Indonesian language education teaches two-way, receptive and productive language skills. Receptive language skills are honed through listening, reading activities, and productive language skills are honed through speaking and presentation activities and writing. The final achievements of Indonesian language education in the Independent Curriculum are 1) students are able to speak the language by communicating and reasoning to suit goals, social context, academics, and the world of work; 2) students understand, are able to process, interpret, and evaluate reading materials with various topics; 3) students are able to develop ideas and arguments for various purposes; 4) students can actively participate in language activities in groups or environments with many people; 5) students are able to write to actualize themselves through works using Indonesian in various media for the betterment of the nation (Widodo, 2018).

As with the principle of independence in the Independent Curriculum, students can gain knowledge and knowledge from learning in the classroom and from other learning environments without time, place and media restrictions from anyone, in order to form two-way language skills in everyday life. In addition, teachers have the freedom to choose media for teaching Indonesian (Alwi, 2017). Learning media can be in the form of anything that can help to facilitate the realization of educators' goals to carry out learning effectively or, in this case help students master learning outcomes according to their level of education with the following criteria, namely 1) media must be adapted to the material; 2) The teacher makes it easier for students to understand the subject of teaching with their own media; 3) Media that is relatively cheap but has many benefits for students to make it easier to understand a subject matter; 4) Adjusting to the availability of facilities, and 5) Media has good technical quality.

3.4. Indonesian Language Education in the Era of Society 5.0

Society 5.0 is an evolution of society in the Society 4.0 era by utilizing advances in technology and innovation in digital communication and information, such as the internet, artificial intelligence, big data, and robots (Andryanto et al., 2022). All activities in daily life are *human-centric* in economic development and solving the challenges of social life so that people have a high quality of life that is dynamic and comfortable without anyone being left behind (*no one left behind*) (Fukuyama, 2018).

In this era, people must be able to adapt to the changes that occur in their life order (Budiyanto, 2013) to solve everyday problems to create a high quality of life (Marisa, 2020). However, in reality, many young people and adults cannot play a full role in the social and economic life of society and the nation because they do not have the skills to read or write simple sentences (Montoya, 2018). Era Society 5.0 takes place in the 21st Century, which is the glory of the digital world and requires students to achieve 4C skills, namely *critical thinking, communication, collaboration, and creativity* (Andryanto et al., 2022). Society 5.0 demands that the curricula produced by study programs—including the Indonesian Language Education Studies program—can produce graduates who have 21st-century skills, namely study skills, literacy skills, and life skills (Mu'minah, 2021).

Indonesian language education is provided to foster and develop students' self-confidence as communicators, critical-creative-imaginative thinkers, and mastering digital and informational literacy (Adnyana, 2022). Indonesian language education in the Society 5.0 era is provided so that students have literacy skills in analyzing, understanding, and identifying solutions to problems encountered in everyday life. The teaching process is carried out by taking advantage of the opportunities that exist in the Society 5.0 era, namely the blending of boundaries, the abundance of knowledge, and the unlimited choice of learning media.

If we want teachers to focus on student learning in order to master life-applicable skills, the scope of the curriculum must be limited to the content that is essential. By focusing on essential material, the Independent Curriculum can provide a special time for project-based learning. Cross-subject learning is oriented towards creating works or solving real problems collaboratively (Aditomo, 2022). Furthermore, Suriani (2022) explains strategies for learning Indonesian Language and Literature with innovative learning according to language skills, namely 1) Speaking and Listening, and 2) Writing and Reading. Teachers can use digital virtual sharing, video conferencing, recorded group discussions, cross-cultural storytelling, real life language tasks, and digital game-based learning to improve speaking and listening skills. Forms of Indonesian language learning activities can be in the form of online learning/lectures, online discussions across schools/institutions/regions, storytelling/telling cross-cultural literary works, and product reviews. Meanwhile, to provide Writing and Reading skills, teachers can organize real-life language tasks through collaborative writing, writing on social media and blogs. Forms of Indonesian language learning activities can be in the form of writing news and writing works of fiction and non-fiction.

In short, Indonesian language education in the Society era provides literacy skills for students so they can apply them in solving real problems in social life. With a good level of literacy, a person can collect knowledge and information and utilize digital technology to create a better life welfare.

4. CONCLUSION

The Independent Curriculum, which was published after the Covid-19 pandemic, was provided as an option to develop students' competencies while at the same time catching up due to the *learning loss* that Indonesia has experienced and the stagnation of literacy skills in the last two decades. Learning is carried out with a combination of cyber space and the real world (physical world) to create quality data so as to create new values and solutions to solve various problems and challenges in social life in order to realize the SDGs ideals, namely people's welfare without anyone being left behind (*no one left behind*). Therefore, individuals must have various competencies to avoid being left behind. With the wide variety of learning media currently available, teaching staff have preferences in choosing media by measuring the extent to which the media can support the achievement of learning objectives and the suitability of the media with learning objectives. The Independent Curriculum has Indonesian language learning outcomes in the form of language, literature, and thinking skills that determine the level of literacy. Indonesian language education is provided as a basic capital for learning with a focus on improving thinking and language skills. In the Independent Curriculum, students' literacy skills measure reading not only skills, but also the ability to understand the information in everyday life. Therefore, learning Indonesian is carried out in the form of projects and real-life tasks in accordance with students' interests, which are implemented through various virtual sharing activities, video conferencing, writing on blogs and social media, and presentations. This study has limitations in terms of the number of corpus. To explore the findings, future researchers are suggested to find out more data sources as the basic conception of Indonesian language education in the Independent Curriculum.

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