

# Controversy a Policy Change in the Curriculum in Indonesia in Terms of the Point of View of Indonesian Language Subject

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## Abstract

The termination of the implementation of the curriculum 2013 by the ministry of culture primary and secondary education, continue to reap controversy. On the one hand the dismissal of the curriculum 2013 to a certain school will only give rise to the application of a double. But on the other hand the turn and the termination of a curriculum not the main paradigm but educational world must be returned to virtually educate nations. In every time there is the curriculum developed in accordance with the needs of his day and all that good but more important is each of the curriculum must restore the system of education as a park students fun and put the role parents play teacher as. Transition curriculum 2006 and 2013 was unified inseparable and mutual educational objectives to sharpen indonesia curriculum 2006 overall essentialize holistic knowledge rather than just covering cognitive but also the attitude and physical skills. Learning of great culture is learning that reflect the values and norms culture of the nation who live in a situation of learning. The language is that human activities, was the all the time performed by human beings and only the man who can use of language in order to develop itself. As part inseparable from his life, language for human beings is a tool to achieve objectives. Learning the language of indonesia can be interpreted as a series of activities performed students to achieve certain language skills. The indonesian language as the official language introductory education may have been more get porsinya introductory as a language education in the application of the curriculum 2013. In the language curriculum 2013 indonesia started to occupy a position as the bearer of the language of science.

**Keywords:** curriculum, KTSP, curriculum 2013, Indonesian Language, education, character.

## I. Introduction

Curriculum cessation of enactment 2013 by the ministry of culture primary and secondary education, continue to reap controversy. Whereas schools already spearheading it under three semester and still imposed on schools that have been doing it for the three semester upward. Partly welcomed then wiped clean the curriculum and return to the level of educational curricula (KTSP). A disappointed with school curricula 2013 then wiped clean in particular, because it creates the dichotomy of education.

On one side of the dismissal of the curriculum in certain school of 2013, will only bring up the application of double curriculum for some schools already use the curriculum for three of the semester to remain asked to continue with the notes as a pilot model. The condition as this is clearly violate the principle of equity in terms of education. In which every citizen lost his right umtuk obtain the same education. The difference in the use of the curriculum will affect the input provided given also different.

But on the other hand it is not a new curriculum and the termination of the world, but one that essentially noble education must be returned to the nation. In this case concerning the termination of the curriculum 2013, then one thing very important is the curriculum served must be mature and ready. Teachers no longer make school tuition is more confused but provide solutions to the problem of students learning. During this world in a number of teacher education in indonesia still have that the paradigm in intent with the process of learning which qualified just stop at making the report, lesson plan (RPP), and traded only about administrative problems but forget that the essence of the technical implementation.

All the teachers and schools with very busy and boisterous displaced its tasks and responsibilities are only to prepare the whole the report to their respective agencies until if necessary overtime even school tuition is off. When in the implementation of all the reports in the end be just a stacked report and forgotten even becoming obsolete over time meet a closet school office. The reports that so thick, administrative, textual, formatual, full of intrigue and even a bit hiperbolis.

At every period there is a curriculum drawn up in accordance with the need of all time and all that good but the bottom line is any curriculum must return the education system as a park students who fun and put the role of parents as play teacher. This is the character of that far once with the world education outside like finland more emphasizes the utilization of a short time in learning, reduce adiministratif that nasty, but increases it is human resources are to study science and become a learning process as the process of a lifetime.

And for that it is not surprising finland though not to apply the UN (national examination), giving homework, and all kinds of formalities have been applied in indonesia but they especially school tuition can occupy knowledge who is qualified and weighted results. Planting well, one issue is education for life from the outset, learn as lifestyle as also applied first by Ki Hajar Dewantara at the time make education students in

indonesia as a park. Although time learn at school short yet intervention school and cooperation particularly teachers with students of interwoven very good and his family. Students enjoy this means not only a short learning at school but after of teachers monitor the location, paying attention, routine communicate with their parents and submit a message that a teacher for a such a child not only in school but they even play teacher is own parent.

For that, sacrifice time, attention, and responsibilities of teachers not limited to only working hours but 24 hours his life he has to ready to be a confide, consultation, even education. It is not surprising the children finland have no need for additional les such a number of indonesian children who are so busy and time tersita with schools, les this and that, even come with a great variety of training and is on a course. While the intervention only to teachers in schools and the role of parents replaced with a flurry of activity themselves the child and his friends as well as his personal gadgets.

Curriculum 2013 is not ripe because the concept presented to schools and teachers were presented differently to one another, so not surprised at the application of some schools kelimpungan with the utilization of the book, funds flowing, and the application. Character emphasis which is supposed to be spirit from being in curricula 2013 in fact used some experts for the benefit of elements with SARA not characteristic indonesia as a country pancasila. Potential misuse of funds also appear to be so great although in this actually the community has not been too much info get in the field. But it certainly is a number of funds issued seems to be redundant because of seminars and training is still not understand with good by the speaker that impact on participants who are teachers have also not understand it. Training in the end only require teachers back to the problem of administrative and technical no longer practical reformative and inspiring reflect curriculum 2013.

The idea of curriculum early 2013 was actually interesting and must be developed are the integration of any science, the character, and spirituality. The idea early i understand at the time introduced curriculum 2013 is the curriculum integratif it means for each subject is not separate one another. Any subject learning has links which closely and for that for the primary education level applied learning system thematic one who lays stress on element of character as the theme of who built book or a course. Any book or a course represent the subject learning kinds of public schools, indonesian language, mathematics, IPA, and social class that is mutually related to each other. Religious education focused on the understanding of a noble mind that emphasizes development character of each faith trust students to teach good. This should be welcomed with good because education curriculum for this is more comprehensible and a partial phobia tend to be learners to the subject of learning certain like math. With the understanding of knowledge that is integratif help students that learning process is holistic and related to each other there is no more difficult or more easily.

There is still a tendency of parents and students in general basic sciences that this separate and considered later if i work on a particular field i do not need lessons certain subjects. Nevertheless, the curriculum is actually still tend to 2013 is still doubtful build integration is because basically there are so many schools with teachers learning system in indonesia menerapkan field of study. In this way teacher competencies concerned limited only to the subjects diampunya. This is actually could be pr for the government and educational institutions keguruan in order for any teacher cadet understand and has paradigm of well as knowledge broad. For example a teacher of sociology in addition to having knowledge of perspective antropologis but also from the side of religion, science, even mathematical logic. A teacher talked about evolution and science should not give himself the view that religious education and science as if apart but instead of faith should trust the students what they have reinforced with the understanding of science. This is what is referred to as the educational process is integrative, holistic and centered on the character as a manifestation of real life application of the spirituality of the learners.

Transition curriculum 2006 and 2013 is an inseparable unity and mutual educational objectives to sharpen Indonesia 2006 Curriculum generally emphasize a holistic knowledge includes not only cognitive but also attitudes (affection), and physical skills (psychomotor). Suppression of knowledge that likened national reap a number of the reaction of the curriculum on the implementation of 2004 that is based on the competence of school tuition. For that, the establishment of the curriculum 2006 emphasis on the uniqueness of each region and a school giving a fresh not only to students but also teachers. The demands of student learning and uniqueness of each member of the main concern not just as the graduation rate of cognitive side of the main determining the attitude of graduation and skills but also aspects. This is as described by howard gardner that the intelligence of someone not determined from one side but at least 9 kinds of intelligence that can be developed.

Curriculum 2013 is a reaction to the curriculum 2006 in which participants are still many students involved drugs, free life, and fighting. The level of criminality youth and school children have increased a concern for this country at that time even to this day. To that is an emphasis on character of being on the main idea as early delivery of new curriculum. Had appeared discourse curriculum based the character of 2006 but later was born curriculum 2013 on a number of pilot schools across the country applied the first time in the level of 1, 4, 7, and 10. With the grounds that the character begins of spirituality and the allocation of agaman education that emphasizes is a noble mind. Entrepreneurship is also compulsory subjects coloring eksplora to the

creative skills and school tuition. The assessment also no longer stressed quantitatively it is based on figures but also qualitative based on letters and sentence statement teacher observations. One thing that is not good technical terapkasi with the same as before but a curriculum that changed its packaging. The application of the curriculum only technical but in 2006 and using administrative report attributes curriculum 2013.

Thus, for schools that already, still, and not at all use a curriculum 2013 could actually be developed in more creative and be integrated second uniqueness of the curriculum at the same time. Indeed it requires a source of power a teacher who is of particular importance and has extensive knowledge. Certainly this is a compulsory where by a person dare call and called himself as the teacher. It is not surprising when in finland as one of a school pilot the world made it compulsory for teachers with degrees with at least a master (S-2). Dare to become a teacher means bold to an expandable not only his character but also their knowledge.

Return of traditional education does not mean the conventional education. The application of the curriculum is actually run in the last few years this is the return of the role of education the past tense whose role is very important in community life. How do not for decades previously filled with the interests of the education system and doktrinasi which is authoritative. Students with different participants invited bereksplorasi now this knowledge and find an independent. Knowledge into their own and not from the force feeding and the interests of certain. Freedom of expression make students having the right to discuss, questioning, and sharpen this knowledge. Characteristic of this is what actually was triggered by Ki Hajar Dewantara indirectly in the concept of the garden of their students. Even long before it was kartini raised the role of women in education has shown the essence of education that actually enlighten and be longing of the community to be enjoyed from all levels of society.

The paradigm of teachers is a coach capable of guiding students as participants who bore as the creator. Maybe some people have forgotten the motto of education that was triggered Ki Hajar Dewantara and become a tagline education in indonesia in complete. Ki Hajar Dewantara said three of the most fundamental role of a teacher: (1) Ing Ngarso Sungtulodo (in front of example); (2) Ing Madya Mangunkarso (from the middle of giving spirit); and (3) Tut Wuri Handayani (in behind the push).

Many of us might be the most memorized and know a sentence the latter but did not understand as a whole (holistic). In fact two sentences formerly is just as vital explain role of teachers as facilitators education. Wrong understanding if those only as a program to transfer the science and they was consumed by cigarettes and the coffee. Wrong understanding also if those just pushing learners of working on this task and that, asked on the homework, remedial work on, copying a book but forget giving spirit and exemplary. For that is exactly that teachers teaching but not just overall role in teaching students the aspect of themselves. This is called as coach or mentor and coach. Teachers not only have competence but farther than it is a understand and have a passion that of students not capable of anything and then being could even exceed the ability of teachers. This is also a teacher in the context of national education he not just make school tuition capable of in cognitive but also help himself in the aspect of social spiritual, and skill. Thus actually teachers or school is not education providers but they even school tuition itself. A good teacher are teachers who capable of guiding participants in the students create the curriculum for himself.

## **2. The Curriculum**

In the etymological, a term derived from the greek language curriculum, namely curir which means that it means curere runners and race. A term derived from the world sporting event of the curriculum, especially in athletics in roman times in ancient greece. In French, the term curriculum comes from the word which means the courier ran. The curriculum means a distance must be traveled by a runner from the starting line to the finish line to earn medals or awards. The distance to be traveled is then converted into the school programs and all the people involved in it. The program contains subjects that must be pursued by school tuition over a period of particular as SD or MI of six years, SMP or MTs three years, SMA/SMK/MA 3 years and so on. In this way the term in terminologis curriculum in education is a range of subjects that must be taken or resolved school tuition at the school to obtain the certificate (Zainal Arifin, 2011: 2-3). The curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals.

### **2.1 KTSP Curriculum (A Unit of Curriculum the Level of Education)**

KTSP Curriculum is operational been drawn up and implemented by each a unit of education or schools (Masnur Muslich, 2007: 17). In KTSP the authority of the level of a unit of school education to develop, manage and implement curriculum more enlarged (Masnur muslich, 2007: 10). The implementation of KTSP demanding capability of schools by granting autonomy that larger to schools in the development of the curriculum for each school to be more aware of the condition of the education unit (Abdullah Idi, 2007: 320).

#### **2.1.1 Fundament**

- a. UU RI No. 20 2003 years On the national education system

- b. Government regulation republic of indonesia No. 19 2005 years On national education standards
- c. The minister for education No. 22 2006 years The contents of about standard
- d. The minister for education No. 23 2006 years Competency standard of graduates (Zainal Arifin, 2011: 183)

### **2.1.2 The purpose of the preparation of KTSP**

The purpose of the preparation of KTSP to become a reference for a unit of education SD/ MI /SDLB, SMP/ MTs/ SMPLB, SMA/ MA/ SMALB/ SMK/MAK in the preparation and development of the curriculum will take place at the level of education that is concerned (Zainal Arifin, 2011: 184).

### **2.1.3 The principle of the development of ktsp reference**

- a. Centered on potential, the development of, needs, and the interests of students and the environment.
- b. Diverse and integrated.
- c. Responsive on the development of science, technology and the arts.
- d. Framework is relevant to the lives.
- e. Comprehensive and integrated.
- f. Lifelong learning.
- g. Balance between national interests and the interests of the region (Zainal Arifin, 2011: 187).

## **2.2 The curriculum 2013**

Curriculum 2013 focused on the competence the competence of certain acquisition by students. Because of it, this curriculum includes a number of competence and a set of the purpose of learning was such a way, so his achievements can be observed in the form of behavior or skill learners as a criteria lessons. This concept emphasis on development at the development of its capacity to (competence) duties with a standard performasi certain, so that it result can be perceived by school tuition, in the form of a set of mastery against certain competence. This script directed to develop knowledge, understanding, the ability, the value of, attitude, and interest school tuition so that can do according to the forms of proficiency, the accuracy of, and success with full responsibility (E. Mulyasa, 2013: 68).

The curriculum is a curriculum-based 2013 character and competence. The curriculum is born as an answer to the numerous deficiencies in the previous education in particular and the shortcomings in various areas of life in General. This curriculum strives to achieve excellence in the mastery of the society of science and technology (IPTEK) and is expected to provide the citizens of today's competition in entering the era of globalization that is full of challenges (E. Mulyasa, 2013: 163).

### **2.2.1 Fundament**

#### **1) Judicial base**

- a. RRJM 2010 – 2014 educational sector, on the amendment of methodology of learning and sponsor of the curriculum
- b. PP No. 19 2005 years on national education standards
- c. INPRES No. I 2010 years, about the acceleration of the implementation of national development priorities, the consummation of the curriculum and the learning methods active based the value of the culture of the nations to form competitiveness and nation character.

#### **2) Conceptual the runway**

- a. Link and match
- b. Based curriculum competence and character
- c. Contexttual teaching and learning
- d. Student active learning
- e. Valid assessment, intact, and thorough (E. Mulyasa, 2013: 64-65).

### **2.2.2 The purpose**

The purpose of curriculum development 2013 we will generate an Indonesia employee: productive, creative, innovative, affective, through reinforcement of the attitudes, skills, and knowledge are integrated (E. Mulyasa, 2013: 65).

### **2.2.3 The development of a curriculum**

- a. Curriculum development applied according to national education standards to create the purpose of national education
- b. The curriculum at most level and forms of education developed with the principle of diversification in accordance with a unit of the potential of the region education and school tuition
- c. Subjects become the vehicle in order to realize the attainment of competence
- d. Competency standards outlined graduates of the purpose of education national and community

- needs, the state, as well as global development
- e. The contents of elaborated standard of competency standard graduates
- f. The standards outlined in the standards process
- g. Elaborated standard assessment of competency standard of graduates
- h. The contents of standards and standards of the process
- i. Elaborated into the national graduate of the national
- j. Outlined the core competence the competence of the base into a subject that is poured in
- k. A unit of education curriculum is divided into the national curriculum, regions and stauan education
  - a) Developed by the national government
  - b) Developed in the area of local government
  - c) A unit of education level developed by a unit of education
- l. Held in learning process interactive, inspiring, fun, defiantly, to participate actively motivate students, and provide ample room for the initiative, creativity and independence based on their talent, interest, but the physical and psychological learners
- m. The results of assessment based on the process of learning and learning products with the approach of scientific (scientific approach) (E. Mulyasa, 2013: 68).

### 3. Character education and learning the indonesian language

The characters comes from the greek language, namely to mark for marking. The term is more focus on the acts or behavior. These two notions of character. First of all, a character indicating how you behave. If a man, behave dishonestly cruelly, nor greedy, surely he is thought to have a bad behavior. On the contrary, if a person behaves honest, like to help, for one is regarded as having the character of a noble. Second, the term character is closely related to personality. One person who might be called the new character, when his fiercely moral rules accordingly. Imam Ghozali assumes that characters closer to akhlaq, namely human spontaneity in being or doing the deeds that have been fused in him.

A character education according to Thomas Lickona (1991) is education to form a noble mind personality of a person education, the result of a person seen in real action, namely good behavior, honest responsible, respecting the rights of others, hard work, and so forth. The opinion that the character aristoteles kaitanya closely with the habit of behavior that often manifested in.

He further explained that character education is everything the teacher, which could affect the students. Teachers help to form the temper learners. It includes the teacher spoke or conveying materials, what's the time, and those matters related to another.

Education experts generally agree about the importance of efforts to improve education in the character of formal education. However, there are differences of opinion between them about the approach and mode of education. Associated with the approach, some experts suggest the use of moral education approaches developed in western countries, as saying the approach of moral development of cognitive, the approach of the analysis of the value of, and the value of the approach of clarification. Some are suggesting the use of traditional approach, namely through the planting of certain social values in students.

Based on the grand design developed education ministry (2010), psychologically of cultural and social character in the formation of individual self is a function of all the potential of individual human (cognitive, affective, and psychomotor) in the context of social interaction of cultural in the family, the school, and community and lasted a lifetime. The configuration of the characters in the context of the totality of psychological processes of cultural and social it can be grouped in: (1) spiritual and emotional development, (2) intellectual development, (3) physical and kinesthetic development, dan (4) affective and creativity development. Four it cannot separated from each other, the complementary and interdependence.

The expert has suggested any of the various theories about a character education. According to Hersh, et. al. (1980), In between share the theory that develops, there are six theory used; namely the development of rational approach, the approach of consideration, the approach of clarification, the value of, the approach of the development of cognitive ethics, and the approach of social behavior. Different with the clarification, Elias (1989) Classifying any of the various theories that develops into three, people the cognitive approach, affective approach, and approach behavior. Classifications based on three elements morality, that being the shoulder of the study psychology, namely behavior, cognition, and affective.

Character education actually nothing new. Since independence, order period of long the new order era and the reform was done with the name and forms that vary. In the act of No. 20 of 2003 on the national education system has is stated that national education serves develop the ability and form the temper of the nation as well as civilization a dignified in order to educate, life of the people aimed at the development potential school tuition to berakhlak noble, healthy magicians, ably, creative, independent and being a citizen democratic and responsible.



According to the national education ministry (2010) mentioned in the book of national policies for the nation 2010-2025 years the characters is the embodiment Pancasila and UUD 1945 mandate opening caused by reality, the anthem that is developing today, like, disorientation and yet biodiversity pancasila; based the ethical values in national and state life; waning awareness toward the threat of disintegration of the culture of the people; a nation; weakening the continued independence (Gunawan, 2011: 23-36).

Learning the Indonesian language can be defined as a series of activities performed students to achieve language skills certain. In their experiences read understanding for example, students are expected to understand the contents readings. The activity can be done depends on students who applied strategy read pembelajaran.aktivitas the teachers in the process for example, students make the prediction of the contents of the story with evidence of the achievement of the performance of the activity of a prediction made students, students with achievement test predictions of the contents of the prediction of a story or the appropriate response, and creative work of students making map reading for example travel figure as proof of the achievement of their activities.

#### **4. Planting urgency character education from an early age**

Character development is a holistic approach connecting moral dimension of education with the domain of social and civil in student life. Attitudes and the value of basic community identified and developed by the school and community. Planting character education will be better if done early, for a character education since early age will be the basis of the formation of the character of children in future. This adult character education since early very necessary since the deterioration of moral and social and good behavior occurring make the Indonesian people as lost himself, in other words not be as the Indonesian nation (Latif Yudi, 2009: 83).

The next day, at an early age they grow so fast up to 80 percent. In the accepted and hold the brain, different types of information don't see the good and bad. That's where the physical development of the mental and spiritual children will begin to form. Because of that, the use of gold as was the golden age children. A study conducted by a skilled child development and behavior of American named Brazelton mention that experience a child at the moon and the first year of her life very determine whether this kid will be able to face the challenges in his life and whether he will be showing high spirits to learn and succeed in his job.

Because of that, should take advantage of the character of a child to provide education for their children. So that children can reach success and success in life in the future. As to avoid a longtime the character which is to put children in future. For example, with a smack, give pressure which in turn make child be negative low self or a minder of a, the timid and be afraid to take the risk, which in turn these characters would be transmitting until he adult. When immature character a kind of it will be a barrier for him to achieve and realize his will.

#### **5. The purpose of Indonesian language in terms of the purpose of character education**

Learning the language of Indonesia has a very important not only to build communication skills but also to the interests of mastery of science. Through human language learning various kinds of knowledge in the world. For that reason it stands to reason if philosophers regard as the main language of science as well as math. In the context of schooling, language used the students not only for the benefit of the learning of languages but also for studies a wide variety of science are taught in school.

Is oriented learning the language should be on the formation of the ability of language and the formation of the ability of other scientific. On the basis of basic orientation is, learning the language learning must be developed to become a multi function through the creation of a harmonious learning, quality, and dignified.

Harmonious is the condition of learning lessons capable of stimulating teachers and students work actively in accordance with the duties and functions. In this role of teachers implement various, either as a mediator, the facilitator, motivator, evaluator, a conductor, transformer, and other various roles, good a role in the field of learning, the administration, counseling and social.

Learning quality learning are the condition that is oriented toward the purpose of learning. It means, learning that was implemented really directed to achieve the formation of competence toward students.

Dignified is learning lessons that reflect the values and cultural norm the people who live in a situation of learning. This condition is reflected by the good relationship between students, teachers, and all elements of education, trust schools and students against the elements on the contrary, as well as any motion reflected good culture in learning and rhythm. The condition of learning as this will be free of negative behavior by all elements of a school like cheated in university activities, plagiat, violence in schools, racism, corruption, and various other deviant behaviors.

Language is human activities, namely that each activity when done by human and only man capable of using language in order to develop itself. As part inseparable from his life, language for human beings is a tool to achieve objectives. To comment on that language is a mirror the personality of a person, speakers will of course a very careful in using language to communicate. In line with the influence of context for the use of language, a

language user must understand right the best way in language use. There is one main requirement must be fulfilled to a speakers capable of using language in manners and ethical. Violation of the norm of language as a form of negative attitude on the indonesian language compounded by the fact that some speakers of the indonesian language no longer have a sense of love on the indonesian language.

Learning the language of indonesia can be interpreted as a series of activities performed students to achieve certain language skills. In learning to read the understanding for example, students are expected to understand the contents of reading. The activity can be done depends on students reading strategies applied teachers in the process of learning. Those activities for example , students making predictions the contents of the story with the evidence the achievement of the performance of the activity in the form of a prediction made students, test predictions students with the goals set by the appropriate response in the form of the contents of predictions are permitted story, and students make creative work of readings for example travel map figures accomplishments as evidence of their activity. Based on a unit of curriculum level education (KTSP) indonesian subjects aimed to make school tuition has the ability as follows:

- a. communicate effectively and efficiently in accordance with prevailing ethics, good writing and orally.
- b. appreciate and proud of the use of the indonesian language as the language of the union and the state language.
- c. use the language of indonesia to improve intellectual ability , as well as social and emotional maturity.
- d. enjoy and take advantage of literary work in order to expand insight refine the manners of, as well as to increase knowledge and skills speaking.
- e. appreciate literature and a plume of indonesia as an indonesian cultural and intellectual man. (Depdiknas 2006)
- f. understand indonesian language and use it with appropriate and creative for various purposes.

In general, the purpose of education in indonesia is to form students to have good character. The character was defined as the character which is made up of knowing kindness, want of affability and doing good. Lickona (2013: 73) said the learning of languages contain values, namely the value of that applies in the entire culture of the people. Those values are among others honest, fair, creative, the responsibility of, discipline, and the others. The statement lickona, the same with the purpose of the subject of indonesian language form the character of students became better.

## **6. The role and function of the subject of indonesian language if considered from the purpose of planting character education from the age of SD/MI**

In short, the students are indonesian language in the form of a character:

### **6.1 Material**

This type of teaching materials used as a character education, teaching materials literature, the literature considered most appropriate teaching materials. Through a literary work they can find good for diteladani characters and implemented in everyday life.

### **6.2 A model of learning**

Term development in this does not just mean creating models but also the model that has existed as a character education. The internalization character education into learning the indonesian language through the acquisition may be conducted by using the models of the existing but also can pass the new model which is accidentally developed for the purpose.

## **7. An authentic assessment**

An authentic assessment is the process of collecting the ranges from data that can provide an illustration of the development of student learning. That teachers can confirm that a student subjected to the process of learning properly. Based on the meaning of the above it is quite clear that authentic assessments are closely connected to the attainment of competency. Competence is knowledge, skill, and attitude *terunjuk* do in the habit of thinking and acting in a problem.

If seen from the perspective of a character education since early listed in 2013, curriculum indonesian language having the function of which is very important namely: (1) Educate students to have the feeling of appreciate with ourselves, others, and his people, so that is to be formed of the soul are always appreciate the work of one of yourself nor anybody else; (2) Educate students to tolerance toward others, this is shown through short stories who written in a book indonesian language. This purpose tends to the attitude of someone, the attitude is a way of seeing someone against something; and (3) Educate students to discipline and careful, this is shown in the manner of writing a sentence in indonesian language that have patterns and spelling special must be obeyed.

The indonesian language as the official language introductory education may have been more get

porsinya introductory as a language education in the application of the curriculum 2013. Never became a kerisauan or concern for the observers of education in indonesia, that the use of a foreign language as an introductory language education in some schools of international level have to shift functions and the role of indonesian language as a language introductory formal education in indonesia.

However, with the advent of the curriculum 2013 at the moment, has led to a number of education in indonesia in general and use of the indonesian language in particular as the introduction of education and serves as a space science into bidangbidang science other.

In 2013 language curriculum indonesia started to occupying a position as a language of the bearer the spacecraft science. The concept of thematic thematic (integrated health between subjects, and in a thematic subjects has placed indonesian as penghantar science between subjects). In terms of building and insight the theme of the themes and connect to one another, between subjects indonesian language can serve as a distributor science.

In the curriculum 2013 based on scientific approach, which is observing, ask, think of, serving and create, his approach has been passed down through a method of learning the indonesian language based on the text. As conveyed in the preface a book of the indonesian language for the class VII and a class X curriculum 2013 published by the ministry of education and culture in 2013, said that: The learning of languages indonesia is conducted by applying 4 the principle which are (1) of a language should be viewed as a text, is not only a collection of words or grammatical norms, (2) the use of language is the selection of kebahasaan forms that expresses a meaning, (3) of a language is functional, namely the use of language that never can be released from its context because in the form of the language used reflected the idea that, attitude, the value of, and ideology of users, (4) language also is a means of human the capacity to think.

Description of the formulation core competence and basic competence is still not enough to be used, especially when designing curriculum (primary school level of the most low), the learners be introduced much competence to controlled. At the start was, primary school students still have not trained abstract thought. In conditions like this, it was the first to be a channel that connects the competency sources, the abstract, partly the a student is to study it in the abstract.

Here the role of language to be dominant, namely as the ducts deliver the content of matter from all sources of competence to school tuition. Forming a channel business perfect (the perfect one channels in communications technology) may be conducted by putting language as towing subjects others. In other words, the content of matter other subjects used as the context in the use of a kind of a text which corresponds in indonesian language lessons. Through learning and thematic integratif the formulation of the core competence, as a binder all basic competence, the mingling. In this way also, learning the indonesian language can be made into contextual, something that is lost on the model of the learning of languages indonesia nowis, so that learning the indonesian language least favorite ones educators and school tuition. Through learning the indonesian language that are contextual, school tuition at once trained presenting various basic competence in a logical manner and systematic.

## 8. Conclusion

Of early ideas 2013 curriculum was actually interesting and must be developed are the integration of any science, the character, and spirituality. Of early ideas understand at the time introduced curriculum 2013 is the curriculum integratif it means for each subject is not actually disconnected from each other. Any subject of learning has close links to that is on basic education applied learning system thematic who insists on the element of character as a theme that learning building material. Any matter learn represent the subject of learning as public key, the indonesian language, mathematics, IPA, IPS and the related to one another. Religious education focused on the understanding of a noble mind that emphasizes development character of each faith trust students to teach good. Curriculum transition 2006 and 2013 is oneness that cannot be separated and mutual sharpen the purpose of education curriculum 2006 indonesia in general strong emphasis on the holistic knowledge that not only includes cognitive but also the attitude or afeksi, and skill physical or psychomotor. The emphasis of knowledge is likened the reaction of reaping a number of national curriculum over the implementation of 2004 that is based on the competence of school tuition. For that, the establishment of the curriculum 2006 emphasis on the uniqueness of each region and a school giving a fresh not only to students but also teachers. The essence of the curriculum change is the formation of character.

Based on grand design developed the national education ministry 2010, psychologically its cultural and social develop the character of the inner self individual is a function of all the potential here cognitive an individual man, affective, and psychomotor in the context of its cultural social interaction in the family, school, and the community and lasting sepanjang hayat. The configuration of the characters in the context of the totality of psychological processes its cultural and social it can be grouped in: (1) The heart (spiritual and emotional development), (2) The thought (intellectual deveopment), (3) Sports and a kinesthetic (physicl and kinestheticdevelopment), and (4) Of sports and karsa taste (affective and creativity development), Fourth this



cannot be separated to each other, in fact complementary and mutual dependence.

Learning the Indonesian language had a very important role not only to build communication skills but also for the benefit of mastery of science. Through human language learning a great variety of knowledge of the world. If the philosopher tend therefore regard as the main language of science in addition to math. In the context of schooling, language used the students not only for the sake of learning the language but also to study various kinds of science are taught in schools.

Learning the language of Indonesia can be interpreted as a series of activities performed students to achieve certain language skills. In learning to read the understanding for example, students are expected to understand the contents of reading. The activity can be done depends on students who applied strategy reading teachers in the process of learning.

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