

Strengthening the Role of Indonesian Language in the 2013 Curriculum According to Text-Based Language Learning

Fairul Zabadi

National Research and Innovation Agency

Corresponding Author: Fairul Zabadi fzabadi@yahoo.com

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ABSTRACT

Before the 2013 Curriculum was set by the government, Indonesian only played a role as a subject and a vehicle for communication in schools. This role appears to be increasing along with the shift in the Indonesian language learning paradigm through *text-based learning*. This research aims to explore the role of Indonesians in the 2013 Curriculum and the implications of its methodology for learning. The method used is descriptive qualitative using library documents. The research data is in the form of Indonesian language teaching materials for junior high schools sourced from books issued by the government. The research results show that the function of the Indonesian language is confirmed by its existence as a catalyst and vehicle for science, technology, and art (science and technology). The increase in the function of the Indonesian language is also in line with the application of text-based learning methods through four learning stages, namely building context, modeling text, building text together, and building text independently. In this context, Indonesian is at the forefront of absorbing science and technology; conveying information through ideas and opinions; and binding the diversity of languages, ethnicities, and religions in the form of complete diversity.

INTRODUCTION

In 2013, the most sexy—rather than interesting—educational issue discussed in Indonesia was the emergence of the 2013 Curriculum which was tasked with the task and mission of forming productive, innovative, creative and effective students. These duties and missions are tied together through strengthening attitudes, knowledge, and skills which are implemented in an integrated manner. The emergence of the 2013 Curriculum gives special features to the Indonesian language, which places it as a source of knowledge (Nuh, 2013). This role has implications for the realm of education, which not only requires Indonesian as the language of instruction, but also as a subject and binder for other subjects. Considering the important role of Indonesians as a means of scientific communication, the position of Indonesians is also fundamental in the development of science and technology (Kurniawan, 2012). Therefore, its role is no longer only as the national and official language of the state, but also as a vehicle for the intelligence of Indonesian citizens and a means of developing self-identity in global interactions.

Placing the role of the Indonesian language as a promoter and vehicle for science and technology inevitably places texts - texts understood as the home of science and technology - as the basis for learning. Therefore, text-based learning is the right choice in accordance with the spirit of the 2013 Curriculum. According to Mahsun (2014), There are two main reasons why texts are used as a basis for learning Indonesian, namely (1) through texts students' thinking abilities can be developed and (2) learning materials in the form of texts are more relevant to the characteristics of the 2013 Curriculum which places student competency achievements in the realm of attitudes, knowledge, and skills.

In the 2013 Curriculum, learning Indonesian is a required subject. Indonesian language learning uses text-based learning. Text-based learning is learning that uses text as the basis, principle, base and foundation (Dewanta, A. Bagus J. Utama & Wisudariani, 2019). With this assumption, the function of learning Indonesian is to develop the ability to understand and create texts because communication occurs in texts or at the text level.

So far, Indonesian is seen as capable of being a vehicle and driver of science and technology in efforts to advance the nation in the future. Therefore, K-13 provides space for the Indonesian language to show its function and identity through text-based Indonesian language learning. The application of text-based learning has implications for learning methods and stages in the classroom which use text as the main basis. However, in life there are various kinds of texts that are used as a means of communication. Of the various types of texts, there are a number of text types that have been determined in the 2013 Curriculum for students to study in each education unit (Isodarus, 2017).

To optimize the implementation of text-based Indonesian language learning activities, the role of the teacher is very important. In its implementation, text-based Indonesian language learning is more student-oriented (placing students as the main target of learning) and the learning process carried out by the teacher is very important to enable students to master

the material and competencies. Therefore, in implementing learning at school, a teacher must be able to make students master the material according to the competencies they want to achieve, in other words, the teacher must be professional (Dewanta, et al., 2017). To achieve this, Indonesian language teachers must understand the role of Indonesian in more depth and the methodological implications that arise as a result of strengthening the role of the national language.

This article is focused on discussing the presence of Indonesian in the 2013 Curriculum which will inevitably intersect with the role of Indonesian in the realm of education and the methodological implications of learning due to the role it plays.

LITERATURE REVIEW

Text-Based Language Learning

According to (Halliday, 2004), the text is meaningful as a language unit that is carrying out a function and a language (linguistic) unit that has a function in the context that surrounds it. As a language unit, the text does its job in context, namely everything that accompanies the text (co-means 'accompanying' or 'together') which includes linguistic context and social context. So, the meaning of a text is determined by the context that precedes or follows it (Halliday, 2005). Meanwhile, (J. R. . Martin & Rose, 2003) said that the meaning of a text is realized by linguistic form (language), whether in the form of sounds, words, phrases, or clauses (sentences); for example, sounds (such as ticks), words (such as write), phrases (such as a watch), or clauses (such as a good article) that have meaning according to their context. Saragih (2014) who summarized some of the thoughts of functional systemic linguistics experts (Eggins, 2004) said that the word out! is a text that means 'ordering or forcing an employee to leave the office' when a superior is angry with his staff because of their negligence in carrying out their duties (Halliday & Matthiessen, 2001).

To express social activities, Mahsun (2018) considers text to also play an important role. This can be conveyed orally or in writing through a complete mindset. So that the function of all texts can run optimally, one type of text has a pattern or structure that can differentiate it from other types of text. According to (Knapp & Watkins, 2005), text is also a language unit that has a complete thinking structure/text structure. Each type of text has its own social purpose and thought structure. If the texts are different, the social goals and thinking structures contained in the texts will also be different. In this context, language teaching materials that use various types of text provide space for students to express ideas, opinions, works, or results freely in accordance with the basic competency requirements contained in the curriculum.

PBT Learning Stages

(J. . Martin, 1992) said that apart from building context (*building knowledge of the field*) , teachers and students build cultural context and share experiences, which is done at the beginning of learning; There are 3 stages that must be passed. First, modeling of text, that is, students are exposed to model texts (spoken or written) of the type of text being studied. Second, preparing the

text in groups (*joint construction of the text*), namely with the help of the teacher, students try to produce text in groups. After gaining experience collaborating with friends, students proceed to the third stage, independent construction of *the text*, where students are expected to be able to produce spoken or written text independently. (read also (Halliday & Hasan, 1992). This stage is important considering that text is not only seen as a unit of language that contains thoughts with a complete structure but also as a vehicle that reflects the thinking structure of its users (Mahsun, 2014)

METHODOLOGY

In this article, a descriptive qualitative method is used by utilizing library documents to obtain data. In applying this method, analytical sharpness, objectivity, systematicity and system city are very necessary so that the data can be interpreted appropriately and precisely. In this regard, data reduction, data exposure, and conclusions or verification are the main requirements that must be met when carrying out data analysis (Miles, M et al., 2014). These three things require development and modification as needed. This research data is in the form of BI teaching materials sourced from books issued by the government, especially at the Junior High School level at the beginning of the implementation of the 2013 Curriculum. This book is the main source because it is the first BI book used by the government in K-13 with the PBT paradigm. Data collection is carried out through observation, and in-depth, recording (documentation) of the application of teaching materials according to text-based language learning. The data analysis technique was developed based on Miles and Huberman's thoughts above into six stages, namely data collection, data selection, data grouping, data analysis, data description, and conclusion.

RESEARCH RESULT AND DISCUSSION

The Role of Indonesian in the 2013 Curriculum

Indonesian in the 2013 Curriculum is interesting to observe considering that the structure developed is similar to the curriculum structure of countries in the world, which is built around three main objectives, namely mastery of knowledge, skills and attitude development (read Xiaoming 2011). These three goals are the realization of Core Competencies (KI) and Basic Competencies (KD) which are built holistically and represent religious and socio-cultural values. To achieve this competency, Indonesian not only plays a role as a catalyst and vehicle for science and technology but also as a medium for developing literacy.

1) Indonesian as a Driver and Vehicle for Science and Technology

The role of Indonesia as a promoter and vehicle for science and technology brings Indonesia to a strategic position. The word *penghela* has its roots in the word *hela* which etymologically comes from the Minangkabau language *elo* with the meaning 'pull'. In the Big Indonesian Dictionary (2008) the word *hela* v means 'pull', while *hela* n which is derived from the verb *hela* means 'puller'. The law of nature states that a breather will be successful in attracting what he draws in if he has strength and steadiness. In this case,

Indonesia is seen as capable of carrying out this task through its strength and stability, not only as a science and technology provider but also as a world language.

If the meaning of the word *heal* is related to the object that is drawn/removed by the Indonesian language, science and technology (including its development and use) is correlated with the existence of the Indonesian language. The development of science and technology will be successful if its implementation is firmly rooted in relevant community groups. For this reason, language stability is needed which is communicatively able to convey the process of adoption and socialization (Putro, 2012). In this context, Indonesian—through existing vocabulary and policies—is actually feasible and is starting to appear as a scholarly language (the language of science) that is capable of expressing scholarly and modern thinking contained in science and technology (Zabadi, 2013). This will be realized if Indonesian is not only used as a language of instruction in the world of education but also as a language of instruction for disseminating scientific information.

The role of the Indonesian language as a catalyst and vehicle for science and technology in the learning context has a double meaning, namely (1) as an entry point for acquiring knowledge and (2) as a medium for distributing one topic to another (Mahsun, 2014). As an entry point to acquiring knowledge, it can be interpreted that through mastering Indonesian, students can learn other knowledge contained in science and technology. In this case, Indonesian becomes a means to absorb, develop, and communicate science, technology, and art contained in the text. This kind of role is not only visible in Indonesian language learning for elementary school/Ibtidaiyah but also in learning for middle school/Tsanawiyah and SMA/SMK/Aliyah which is given in the form of Indonesian language subjects like other subjects. The learning implementation is realized in the form of text-based learning which places text--as the repository of science and technology--as the main learning material.

Meanwhile, as a distribution of one topic (material) to another topic (material), it can be interpreted that Indonesian language learning material can be used to transfer one topic to another topic in a different subject matter. This kind of role is seen when the implementation of learning for SD/Ibtidaiyah is realized in the form of integrated thematic learning. In integrated thematic learning, there is a combination of one competency in a particular subject with competencies in other subjects in one learning theme. Apart from that, in integrated thematic learning there is also integration of various subjects or a number of scientific disciplines through a combination of content, skills and attitudes into a certain theme. In this case, Indonesian acts as a binder for other subjects in the form of a theme network.

For example, when discussing rivers in Indonesian language lessons, science material includes rainfall, the environment; Social science material includes the benefits of rivers and the environment that needs to be protected. In this case, Indonesian plays a role as a catalyst and vehicle for science and social studies knowledge. Therefore, as an incentive, Indonesian language learning material must be presented before other subject material.

2) Indonesian as a Vehicle for Literacy Development

Language literacy is a key word, apart from educational services and teacher professionalism, which is required if the government wants to achieve quality education (*Language Education Intentional Forum / LEIF, 2015*). In essence, language literacy can help students construct meaning (*helping children construct meaning*) which also includes help selecting relevant text features that relate to previous experiences. To help develop student literacy, there are three components that act dynamically and continuously, namely (1) motivation, (2) reading-writing learning, and (3) independent reading-writing (Cooper, 1993).

As a vehicle for literacy, Indonesian language learning in K-13 implements Cooper's views above into four learning stages, namely context building, text modeling, joint text building, and independent text building. These four stages are realized in the form of learning activities that have tasks that can develop student literacy. The motivation aspect can be carried out through the context-building stage which essentially aims to build students' understanding of the learning material in an interesting way. Aspects of learning to read and write can be carried out at the stage of modeling the text and building the text together where the learning activities are directed at understanding and preparing to write the text introduced previously. Meanwhile, the independent reading and writing aspect can be done at the stage of building the text independently. Learning activities at this stage are directed at writing texts according to the characteristics that have been studied in the previous stage.

Apart from that, the role of Indonesian as a vehicle for literacy development is also seen in two things, namely (1) learning activities and (2) assessment in learning. In learning activities, the core literacy activities (reading and writing) are visible through the tasks contained in each activity of observing, discussing, communicating or presenting results. Observing activities can not only be found in context building activities, but also in text modeling. Students are invited to observe images or text that are models of the natural environment, then they are asked to ask about the results of their observations, then discuss them with their friends. After discussing it, students can convey the results of the discussion, either orally or in writing. Learning activities which are an extension of literacy like this are really needed in a science and technology based society so that high quality human resources (students) are formed through an active, creative and innovative learning process.

Literacy development in the form of portfolio assessment is also visible in Indonesian language learning. This is in line with the view of Cooper (1993) who calls portfolio assessment the term literacy portfolio . Portfolio assessment from a performance assessment perspective is different from traditional assessment which conventionally takes the form of an objective test where the answers have been determined. As literacy development, the substance of portfolio assessment is a collection of work, progress notes and student achievements which are collected at any time for a specific purpose, for

example to determine student progress and plan further learning, as material for teacher discussions with students, parents and stakeholders. interest.

As a vehicle for developing literacy, Indonesian in K-13 can foster a culture of literacy through learning activities that invite students to write what they see, hear and think so that ideas emerge which can then be developed into a higher form of literacy. With Thus, the role of Indonesian is not only as a promoter of science and technology, but also as a vehicle for forming a literacy-proficient environment.

PBT Learning Stages

The placement of Indonesian as a driver and vehicle for science and technology in the 2013 Curriculum requires interactive, deconstructive and reconstructive learning methods through text-based learning. The application of this method has implications for the learning stages that must be passed, namely building context (*building knowledge of the field*), modeling the text , composing the text together (*joint construction of the text*), and composing the text independently (*independent construction of the text*) (Halliday, 2003).

1) Context Development Stage

Building context is the initial stage in text-based learning. At this stage the teacher and students discuss the learning theme which becomes the chapter title. This theme will lead to students' understanding of the type of text to be studied. Context building can be done by providing a general description of the relationship between the theme (chapter title) and the type of text discussed in each chapter. Teachers can also build context through simple questions, pictures, or reading poetry about the material. For example, if the learning theme is about figures, the chapter title could be "Dismissing Forgetting the Services of the Nation's Inspirators". The choice of theme and title of this chapter will lead to understanding of people who have contributed to the nation and state, whose services we should not forget. To learn more about the nation's inspirations, students must study their biographies. Therefore, The type of text discussed and studied is biographical text. Context development begins with a question about the meaning of national inspiration, the answer of which is directed at people who have contributed to the nation and state, who are able to inspire the next generation. Then, so that students' understanding and love for the nation's inspirations was deeper, a picture of Bung Karno with the title "How Great is the Country of Mutual Cooperation" was also displayed (Kemendikbud, 2018).

Context development is still continuing by displaying images related to the proclamation. The appearance of images related to history certainly makes a special impression on students, especially when accompanied by choices of words that really evoke a sense of nationalism, such as "Never forget history." The teacher can ask several questions related to the picture. In this case, the teacher's skill and wisdom in constructing and distributing questions really determines the learning atmosphere. It is hoped that the questions asked can guide students to understand the model text that will be displayed at the next stage.

2) Text Modeling Stage

Text modelling is the second stage in text-based language learning. At this stage, students are introduced to a certain type of text which contains the social function of the text and the structure or organization appropriate to that type of text. Apart from that, in the model text, the lexicogrammatical elements that characterize the text must be fulfilled. For example, the biographical text used as a model text is entitled "Ki Hajar Dewantara: Father of Indonesian Education". The text has a structure consisting of orientation, events, and reorientation. These three elements constitute the building block of a biographical text. Orientation is an initial description of the character who is talking about what is being conveyed. Events are the core explanation of events that occur or have been achieved. Meanwhile, reorientation contains the author's view of the characters being told. Reorientation is optional, it may or may not exist. Biographical texts also have lexicogrammatical characteristics that can differentiate them from other types of text, for example, the use of conjunctions and reference words.

Below is a biographical text about an athlete who is 83 years old.

Achieving Achievements in Old Age:

1. Tineke is 83 years old and has white hair. Despite this, his enthusiasm and determination never waned to make the nation proud on the international stage. His spectacular achievements in the world of athletics are worthy of emulation and appreciation. Even though she is old, this well-built woman is still actively participating in various international athletic competitions. (Orientation/Background)
2. Tineke's determination to become an athlete began at the First National Sports Week (PON) which was held in Solo 1948. At that time, a woman who had lived in the Netherlands came to the stadium and saw the athletic competition firsthand. Then, he started practicing and continuing to practice. Finally, the short-haired woman was chosen to represent DKI Jakarta at the 2nd PON in Jakarta because of her strong determination. At that time, he managed to win a gold medal for the 4 x 100 meter relay. Then, at the 4th and 5th PON, he couldn't participate because he was married and moved to the Netherlands. (Series of Events)
3. After returning to his homeland, Tineke became active again in the world of athletics. At that time, he was the officer calling the competition participants. Then, when he was 52 years old, Tineke took part in an athletic competition in Singapore. He won gold medals in the long jump and 100-meter dash. Since then, Tineke has returned to actively participating in competitions for the senior age group. At the end of last year, he managed to win three medals for the 80-84 age group at the international competition in Taiwan. (Series of Events)
4. Tineke Matulesy will not stop running even though he is old. He had to run and keep running to stay healthy and famous. He became famous for running. (Reorientation)

The biographical text that is the model above shows that the organizational structure consists of orientation, a series of events, and reorientation. Orientation contains a brief overview of the character's general view (who, why, and where); a series of events containing important events (achievements) experienced by the character; and reorientation is the author's conclusion about the character. Meanwhile, the linguistic characteristics contained in biographical texts can be seen through the use of conjunctions at first, then, next, finally. This conjunction shows the relationship or series of events experienced by the character. Another linguistic characteristic that is visible is the use of diacritics which refer to characters or things mentioned previously. Learning activities at this stage are still receptive, that is, students are required to know and understand the type of model text (biographical text). Students are not yet required to produce or produce a text (Elihami & Firawati, 2017).

3) Joint Text Development Stage

Collaborative text development is the third stage in text-based learning. Learning at this stage concerns the preparation of texts together by students, including discussions with the teacher. The learning stages are directed at writing activities of the type of text that has been introduced, discussed, and understood at the text modelling stage. At this stage, students in groups discuss the structures that form the text, lexicon-gratis, and linguistic features that characterize the text, then apply them in composing the text. Learning activities at this stage are productive, that is, students are required to produce texts according to the type of model text in groups (Kemendikbud, 2014a).

At the initial stage of learning, for example, if the type of text discussed at the modelling stage is a biographical text, the following text about BJ Habibie can be used as discussion material for students. Students are asked to compose a text about Habibie whose sentence structure is still random so that it becomes a biographical text that is sequential and logical according to its structure and linguistic characteristics.

Table 1. Text about BJ Habibie

No	Bacharuddin Jusuf Habibie: Father of Indonesian Technology
1	The results of the opinion poll determined that East Timor Province would separate from Indonesia. Habibie's accountability speech was rejected by the People's Consultative Assembly (MPR) and he had to stop being president of the Republic of Indonesia .
2	Because of his great contribution to the development of technology, especially aircraft, Habibie was nicknamed by the Indonesian people as the Father of Indonesian Technology.
3	Apart from that, Habibie is also trusted to hold important positions, such as Main Director (Director) of PT Industri Airplane Nasional (IPTN), Managing Director of PT Industri Perkapalan Indonesia

	(PAL), Managing Director of PT Industrial Light Arms (PINDAD), Head of the Batam Island Industrial Regional Development Authority , and Chair of the Indonesian Muslim Intellectuals Association (ICMI).
4	Bacharuddin Jusuf Habibie or better known as BJ Habibie was born in Pare-Pare, South Sulawesi, on June 25 1936. He was the fourth of eight children, to Alwi Abdul Jalil Habibie and RA. Tuti Marini Puspwardojo
5	Habibie moved to Bandung to study at Gouvernements Middlebare School after his father died. His achievements stand out in the field of exact sciences.
6	He received a Diploma degree from the Technische Hochschule, Germany, in 1960, then obtained a Doctorate degree in aircraft construction with summa cum laude predicate from the same place in 1965.
7	During his service in Indonesia, Habibie served as Minister of State for Research and Technology/Head of BPPT, became Vice President of the Republic of Indonesia, and became President of the Republic of Indonesia replacing President Soeharto.
8	Habibie spent his childhood with his siblings in Pare-Pare. Habibie married Hasri Ainun Habibie on 12 May 1962 and was blessed with two sons, namely Ilham Akbar and Thareq Kemal.
9	When he was President, Habibie faced a tough challenge when the people in East Timor Province asked for a referendum. At the urging of the United Nations (UN), Habibie agreed to hold a referendum in the province.
10	Habibie became a favorite figure at his school. After graduating from high school in Bandung in 1954, Habibie entered the University of Indonesia in Bandung (now the Bandung Institute of Technology).
11	Even though he returned to being an ordinary citizen, Habibie still continued to dedicate himself to Indonesia. Through the Habibie Center Foundation, which was founded on November 10 1999, Habibie seeks to advance the process of modernization and democratization in Indonesia which is based on morality and cultural integrity and religious values.
12	In 1967 he became an honorary Professor (Professor) at the Bandung Institute of Technology. Before returning to Indonesia, Habibie worked in the leading aircraft industry in Germany.

(Sumber: Bahasa Indonesia Wahana Pengetahuan: Kelas VIII)

At a more difficult level, students are asked to compose biographical texts in groups whose supporting data/information/facts they have to search for together. Then, they are asked to analyse/process the supporting data/information/facts into verbal language that is appropriate to the sentences that describe the structural parts of the biographical text. These sentences are combined through the use of appropriate conjunctions to produce

a text construction that is in accordance with the structure of a biographical text (Emilia & Christie, 2013).

4) Independent Text Development Stage

Independent text construction is the final stage in text-based learning. Learning at this stage is related to student productivity in compiling texts independently. Learning activities are directed so that students are able to apply the knowledge they have gained at the text modeling stage which is then put into practice in group text preparation activities. After students create the text, the teacher must see and check it, and provide feedback. Then, the teacher asks students to perfect it so that it can be published, either in wall magazines or other magazines (Sufanti, 2013).

At an easy level, learning activities can begin with identifying biographical texts about WS Rendra for which data already exists. Then, students are asked to develop and compose a biographical text based on data such as the following (Santosa, 1995).

Table 2. Identifying Biographical Texts About WS Rendra

Contents Biography	Answer
Name Complete	Willibrordus Surendra Broto Renda
Name Calling	WS Renda
Place And date Born	Solo, 7 November 1935
Education	a. SENIOR HIGH SCHOOL St. Joseph, Solo b. Faculty Literature And Culture UGM, Yogyakarta c. Americans Academy of Dramatical Art, New York, USA
Work	1. Drama a) <i>People in Bend Road</i> b) <i>Regional Secretary And Mastodon And Bird Condor</i> c) <i>Oedipus Rex</i> d) <i>Qasida Litany</i> e) <i>War Troy No Will Erupt</i> 2. Poetry/Poetry a) <i>Don't Afraid Mother</i> b) <i>Ballad People Beloved</i> 3. Rhyme a) <i>Rick from Corona</i> b) <i>Portrait Development in Poetry</i> c) <i>Unite Slut-Slut City Jakarta</i> d) <i>Message Pickpocket to His girlfriend</i> e) <i>Renda: Ballads and Blues Poem (Translation)</i> f) <i>Struggle Ethnic group Dragon</i>

	<p>g) <i>Blues For Bonnie</i> h) <i>State of Emergency</i> i) <i>Rhyme A Old about Bandung OceanFire</i> j) <i>Looking for Mr</i> k) <i>Grass Reeds</i> l) <i>Letter Love a</i></p>
Award	<p>As writer big, WS Renda I got a lot award. 1) Present Poetry from Body discussion 2) Culture National (1957) 3) Grace Art from Department P & K(1969) 4) Present Art from Academy Jakarta (1975)</p>
Problems encountered	Optional, may or may not be there
Source: <i>Indonesian Knowledge Forum Knowledge Platform: Class VIII</i>	

After that, at a more difficult level, students are asked to independently compose a biographical text, for example about Susi Susanti. The activity begins with searching for data about the character Tert, then processing the data into sentences which, when combined, will become a biographical text about Susi Susanti (Kemendikbud, 2013b).

Thus, learning at this stage provides opportunities for students to develop their thoughts and ideas through a series of words they want so that they can improve their ability to discourse, both orally and in writing.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The role of Indonesian as a catalyst and vehicle for science and technology in the 2013 Curriculum not only emphasizes the importance of the position of Indonesian as the state language used in education but also as a national language that binds ethnic, linguistic, and cultural diversity into complete diversity. As a driver, Indonesian becomes a means to communicate, develop, and transmit science and technology into everyday life; Meanwhile, as a vehicle, Indonesian becomes a means and entry point for understanding and utilizing science and technology itself in real life (Santosa, 2003).

The placement of Indonesian as a source of science and technology that places text as the main basis for learning is not solely aimed at language teaching, but also as a learning and thinking tool. By determining the number of texts that are communication events as targets for language competency, Indonesian language lessons will not be tied to language theory lessons (*language usage*) even though linguistic theory is still needed. Language competency must be continued and will lead to the communication stage (*language use*) (Kemendikbud, 2014b).

Placing Indonesian as a driver and vehicle for science and technology requires interactive, deconstructive, and reconstructive learning methods through text-based learning. This has implications for the learning stages that

must be passed, namely context development, text modelling, joint text development, and independent text development. This stage gives students the opportunity to play a more active role and think creatively, innovatively, and dynamically. in an effort to develop and increase student literacy (Kemendikbud, 2013a).

Recommendation

This research recommends two things. *First*, teachers can utilize the results of this research as an addition or enrichment in text-based learning. *Second*, it is hoped that other researchers will carry out further research to support this research so that its benefits can be maximized.

ADVANCED RESEARCH

This research can be followed up with research related to its application or acceptability in learning in schools. If this research can be carried out in the following year, the results of this research will be very useful.

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