The Analysis of Curriculum Approaches in Foreign Languages in Indonesia

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Abstract

Foreign language education in Indonesia is evolving with the progress of globalization and increasing exchanges between countries. One of the key aspects of foreign language teaching is the curriculum approach used in the learning process. The purpose of this article is to analyze the curriculum approach used in foreign language teaching in Indonesia. This approach encompasses a variety of curriculum design methods and strategies and focuses on key aspects of foreign language learning. The purpose of this article is to examine curricular approaches to foreign language teaching in Indonesia. This type of research is qualitative research (qualitative research). Qualitative research seeks to understand and interpret the meaning of events in specific situations from the researcher's unique perspective. Qualitative research is a research-based process for understanding the problems of understanding and interpreting texts and creating big pictures from words in a scientific setting. The data collection method used in this study is a data collection method using the library search method. The results of this study demonstrate that this approach has been used as a perspective for curriculum development. Each institution takes a different approach depending on the educational goals they are trying to achieve.

Keywords: Curriculum, education, foreign language, teaching,

INTRODUCTION

Teaching is the process of helping someone learn, directing, guiding learning, imparting knowledge, making someone know or make known something. Understanding the concept of education is often equated with and closely related to the concept of learning. By definition, there is little difference. Learning, on the other hand, is the process of acquiring or obtaining knowledge about a subject, or learned skills, experience, or instruction. (Siminto, 2011)A foreign language is a language that is not spoken by people living in a particular place.For example, Indonesian is considered a foreign language in Australia. Any language not spoken in your home/country of origin is also considered a foreign language. (Sukatmo, 2022)

A curriculum is a set of plans and agreements about goals, content, and materials.Instructions and methods that serve as guidelines for organizing learning activities to achieve specific educational goals (Law No. 20 of 2003 on the National Education System). A change in the syllabus is necessary because the syllabus provides guidelines on which direction to go. Curriculum reform is carried out with the following macro scales in mind. B. The country's philosophical and socio-cultural foundations, economic aspects, and problems faced. These are also inseparable from themes and trends.in educational settings around the world. (Danasasmita wawan, n.d.)

(Santoso, 2014), organizing foreign language learning in Indonesia is not only an effort to enable every student to acquire knowledge and follow all scientific developments around the world. , It is also an opportunity to spread to the global society. Foreign language education in Indonesia has come a long way since the colonial era when foreign languages, especially Dutch, were taught in Indonesian schools.(Santoso et al., 2014)

The success of quality educational development is influenced by the availability of various supporting elements. One of them is the curriculum, which is developed and applied at the unit level. Therefore, the curriculum needs to be further developed from time to time in line with developments in science, technology and arts, as well as different challenges and skill requirements.What is necessary for the future development of human civilization in Indonesia. (Aliyah & Aslam, n.d.)

The foreign language curriculum is also subject to change. These changes are not only caused by paradigm shifts in linguistics, but are also influenced by various theories in fields such as psychology, pedagogy, and sociology. Innovations in foreign language learning began flourishing in his 19th century and developed rapidly in the 20th century. In this century, language curricula have been shaped by a variety of competing and contradictory approaches and methods to maintain their status as the most modern and best. , is said to be incapable of communicating in the foreign language the student is learning, such as the direct approach that emerges in response to grammatical translation. Recognizing the

shortcomings of previously existing and widely used approaches, the next ones did as well. In fact, foreign language education in Indonesia has been done indirectly for a long time. During the colonization of Indonesia by the Dutch, schools were established to provide education not only for colonists only, but also for Indonesians, especially aristocrats. At that time, Indonesians were learning foreign languages as the language of instruction in the educational world as local residents attending schools in educational institutions established by the Dutch. (Wawan Danasasmita)

Curriculum plays a central role in the entire educational process when conducting foreign language learning in Indonesia itself. Curriculum guides all forms of educational activity towards achieving educational goals. (Moh Aslam, 2016).The previous study taken by the author was the first, the work of Moh Aslam entitled Foreign Language Curriculum (Comparative Analysis of Arabic and English Curriculum at Madrasah Aliyah). This thesis discusses the foreign language curriculum with a comparative analysis approach technique of Arabic and English curricula. at Madrasah Aliyah (MA) and equivalent. Based on the description and analysis that has been put forward by the researcher. Regarding the comparative study of the comparative analysis of the Arabic and English curricula in madrasah aliyah, it can be concluded that the scope of the Arabic and English curricula is actually interrelated with one another, so as to achieve the learning objectives. language in general.

Subsequent previous research entitled Foreign Language Learning in Indonesia: Between Globalization and Hegemony. This research was written by Iman Santoso. In this research Iman Santoso found that the existence of foreign language learning in Indonesia is a necessity. Mastery of foreign languages is necessary, for several reasons. First, mastering a foreign language is the entrance to enter a global world community (gloablization). Second, as a means to absorb knowledge that is developing in other countries and vice versa as a medium for spreading knowledge that is developing in Indonesia to the outside. These two reasons are of course very good to hold. Even so, the Indonesian nation must remain critical, because foreign language learning can become a "vehicle" for the West to exercise hegemony over Indonesia.

Next is previous research entitled Foreign Language Curriculum Perspectives. Written by Mary Ani, where the result of the language is that changes in the curriculum are inevitable. The curriculum should have been revised, changed and adapted to developments that occur globally. The developments that occur in the language education curriculum are closely related to views on language theories which were initially very structuralist and tended to be mechanistic and then turned to be more humanist. as if the separation between the classroom situation and the real world also changed. The principle of link and match, namely the existence of a correlation between what is learned in class and actual situations that occur in everyday life, is one of the points to be considered in language education. In addition, the existence of increasingly sophisticated technological advances inspires the use of this technology in the classroom. We can see how computer devices and their programs are increasingly being used in language learning.(Ani Mary, n.d.)

Foreign language learning should focus more on life skills, especially communication skills. Teachers' communication skills become stronger and students' listening skills become more stable. When students feel ready, they initiate meaningful dialogue with teachers spontaneously without fear or coercion. Language skill acquisition and fluency are difficult skills to master at the same time. It's called language, it's not something you memorize, it's something that should be used in everyday life. Not only grammar (grammar) classes, language also requires courage. (suherman a, n.d.)

Curriculum is very important in the world of education. Without the right curriculum, students cannot achieve the right learning goals. Along with the development of the times, the curriculum of the educational site also continues to change. Everything is tailored to the needs of the students of each era. A syllabus contains a set of plans, goals, and study materials. Include teaching methods to guide each teacher to successfully achieve learning goals and objectives. (Wida kurniasih, 2021)

METHOD

The purpose of this research is to examine the curriculum approach in foreign language education in Indonesia. This type of research is qualitative research (qualitative research). Qualitative research seeks to understand and interpret the meaning of events in specific situations from the researcher's unique perspective. Qualitative research is an investigative process that seeks to comprehend and interpret the meaning of a text in an academic setting by making a holistic wordform picture of the problem. The data collection method used in this study is the library search method. research). As this study is literary in nature, the data collection process was performed by searching books, journals, articles, etc. and other sources relevant to this study. These research efforts are more focused on literature analysis, where data and findings from primary and secondary sources are analyzed and reflected, and curriculum theories are explored, so that research results are more accurate. . is explained in detail on the basis of

RESULT AND DISCUSSION

Everyone learns and uses a different foreign language in each country. Foreign languages around the world include English, French, German, Arabic, Japanese, Dutch and more. Foreign language learning, in its function, has multiple backgrounds why people need to learn a foreign language. (Brown Douglas h, 2001) states that a foreign language context is one without the context in which students are waiting to communicate outside the classroom. Based on this statement,

the context of foreign language learning is not intended to be used as a communicative language in the classroom, or simply as a means of communication during the educational process at school, but rather is used outside of school. It is intended as a language that can be classroom.

The National Standard for Foreign Language Teaching (Kusumah, 2007, p. 115) suggests that the goals of foreign language teaching are to:

1) Acquire the ability to communicate with other countries.
2) Know and understand the culture contained in the foreign language.
3) link language skills with other related fields;
4) Compare and contrast the language you are learning with other languages.
5) Summarize her four abilities for feeling comfortable as a citizen of the world.

In Indonesia, foreign language subjects are taught in schools with the following objectives: Puskur Balitbang Ministry of National Education (Kusumah, 2007, p. 119). First, develop his skills in oral and written communication in this language, including listening, speaking, reading and writing skills. The second is to raise awareness of the nature and importance of foreign languages as the most important learning tool. And third, broaden your cultural horizons by deepening your understanding of the connection between language and culture. (I.Y Kusumah, 2007)

Curriculum Development Approach

This approach can be interpreted as a starting point or as an individual's perspective on a particular process. The term approach refers to considering the course of a process, which is still of a very general nature. Curriculum development approach therefore refers to the starting point or big picture of the curriculum development process. Curriculum development has a fairly broad meaning. According to Sukmadinata (2000:1) Curriculum development includes creating a completely new curriculum (curriculum construction) and improving an existing curriculum (curriculum improvement). It is also possible that the curriculum provides learning opportunities aimed at motivating students toward desired changes and evaluating the changes that occur in them.Approach means how to get a better curriculum by applying appropriate strategies and methods and following systematic development steps. There are at least four approaches to curriculum development.These are the academic professional approach, the humanities approach, the technical approach, and the social reconstruction approach. (Edi Elisa, 2021)

Foreign Language Learning Strategies

Foreign language learning strategies are the skills, strategies, or methods of organizing and conducting learning to achieve desired learning outcomes in foreign language learning. Therefore, a strategic foreign language learner is one who has the skills, tactics, or methods to organize and carry out the learning process within themselves in order to achieve the desired success. According to Nunan (1991), language learning strategies (foreign languages) are mental processes. He noted a significant increase in research on foreign language learning strategies, such as Rubin and Thompson (1983), Reiss (1985), Pearson (1988), Willing (1988), and Wenden (1991)(David hunan, 1991). Each presents a foreign language learning strategy for finding their own difficulties. Foreign language learners cannot be blamed for failures or failures in learning a foreign language such as English. Because the potential for success lies rather within the foreign language learner himself. In addition to relying on teachers and brains, you also need good learning strategies, which you can learn on your own or through a designated foreign language translator. Whether it's English, German, Japanese, or any other foreign language, if you really want to succeed in learning a foreign language, there are at least 14 foreign language learning strategies (that's enough) to pick up and use. Have to. . It would be nice if colleagues could take the time to incorporate these strategies into their classroom activities, or at least if language learners could seek out sources of these strategies and read them for themselves, students would be best served. You should be able to execute these strategies.(Isyam et al., n.d.)

English as a Foreign Language in Indonesia What is the Impact?

Previous studies have shown that the teaching of English as a Foreign Language, known as English as a Foreign Language (EFL), faces significant challenges in the Indonesian context. Poor teacher competence and low student motivation certainly mean that English skills are not achieved as expected in terms of learning success (sulistiyo urip, 2015)

(Panggabean, 2015) also found in his research that English learning and teaching methods in Indonesia are burdensome. Since the 1980s, grammar-based approaches have given way to functional approaches, but teachers still use the previous approach to teach English. As a result, they are unable to create a communicative, fun and interesting learning and teaching atmosphere. Ultimately, a grammar-based approach leaves students with the impression that English is difficult and tedious.

(Abrar, n.d.) and (Pratiwi et al., 2020) also showed that students can be embarrassed and afraid of making mistakes. Neither of them showed any interest. The hours of teaching English in schools are very short, resources are inadequate, materials are not suitable for students' abilities, facilities are limited, and classrooms are overcrowded. As a

result, students engage in several activities that differ from class to class, such as using smartphones or sleeping while listening to the teacher's explanation. Of course, in the educational setting, there is a huge burden on English teachers to ensure that their students acquire this international language with the best possible support. Additionally, teachers need to be able to improve language proficiency in the classroom. So, of course, a supportive environment, competition and innovation are very important in teaching English as a foreign language.(Widya Rizky Pratiwi, 2022)

Language Management for Language Teaching in Indonesia

Language management is not always explicit (laws, legislation, regulations, and so on), but can also be in the form of language practices or through other policies but has implications for the use of language in various domains within a speech community. Managed language management is expected to be able to prevent problems such as class discipline, handling individual differences with various abilities, setting class assignments, relationships with parents, teaching materials, overcrowded classrooms, seating arrangements, and cultural activities (Macías, 2018). In the national context, in Indonesia the choice of Indonesian as the state language as well as the national language had actually been implicitly decided when independence figures decided to write the text of the proclamation of independence of the republic of Indonesia August 17, 1945 as well as the state constitution (1945 Constitution of the Republic of Indonesia) article 36 which stated "The State Language is Indonesian". This decision was a follow-up to the political commitment of youths from various regions, 17 years before independence, to uphold the language of unity, namely the Indonesian language as outlined in the third point of the 1928 Youth Pledge, "... Upholding the Indonesian Language of Unity". This basis has implications for the need for a language policy that regulates language management, Gurter & Cenoz (2017) explains that there is a direct relationship between language policy and assessment in a multilingual context. The comparisons are placed in the context of changing views on language use in education where a shift can be observed from an emphasis on the presentation of language to approaches more suited to everyday multilingual practice. This involves moving away from a single policy language in language teaching and assessment towards a more holistic approach that considers language as a resource and promotes the use of the overall linguistic repertoire. However, implementation programs based on a holistic approach are still limited and their application in language assessment is simple. The traditions and ideology of one language do not give up easily. We show some examples of creative new ways to develop multilingual competence and cross-language skills. However, clearer arrangements regarding the use of languages in Indonesia (Indonesian, local languages, and foreign languages) were only formulated in 1975. Even then, it was only limited to the agreed context as the formulation of the 1975 language political seminar in Jakarta which was held on February 25-28 . The results of the formulation include concluding the language of instruction. The language used officially to communicate with a number of people who are gathered and bound in a formal situation, such as a general meeting, work meeting, symposium, and so on. In a narrow sense, the language of instruction is the official language used by teachers in conveying lessons to students in educational institutions.(Gorter & Cenoz, 2017)

In this context, the use of the three languages (Indonesian, regional and foreign) formulated as the language of instruction is limited to this narrow sense.

1. Indonesian Indonesian, as a national and provincial language, is used as a language of instruction in all types and levels of educational institutions throughout the Republic of Indonesia, with the exception of certain regions.
2. Regional Languages It is possible to use a regional language as a language of instruction pending the results of long-term studies on the disadvantages and advantages of using Indonesian or a regional language as the sole language of instruction. Local elementary school 1st grade to 3rd grade. However, this is limited to cases where Indonesian is a subject from the first grade of elementary school.
3. Foreign language :
   a. Foreign languages can be used as the language of instruction for teaching related foreign language subjects.
   b. A foreign language is used as the language of instruction in the foreign language department of the university.
   c. Foreign languages, especially English, can be used as the language of instruction in universities by foreign teachers who are not proficient in using the Indonesian language.(Ilham Pratama Putra, 2021)

In Indonesia, language users are faced with the existence of Indonesian, regional and foreign languages. Children are usually first influenced by their mother tongue. Mother tongue is the first language a child acquires through his mother. Considering that there are about 700 regional languages in Indonesia, it is possible that the mother tongue is a regional (indigenous) language in Indonesia. In some cases, the mother tongue is Indonesian. Indonesian can be the first language for children growing up in big cities. For a child born in a foreign country, or if the parent, especially the mother, is a foreigner, the mother tongue of the child will be a foreign language, depending on the place of birth or the language of the parent. A child's mother tongue is the language that the child originally spoke. Zulela (2012) stated that Indonesian classrooms used to teach the language as if it were their mother tongue(zulela, 2012).

A consequence of the larger culture is that children are excluded from their own people. Children get along better with foreigners, so they prefer to study abroad (and their parents actually prepare them for that) and of course work and live abroad rather than in Indonesia.(admin iblia.com, 2020)

Language control relates to existing language recognition and is governmental regulation in state and national contexts. Therefore, there is a love triangle between language and the state, regulated by the government for the benefit of the state. Once the state guarantees the existence of languages as a whole, it creates a set of policies to guarantee the rights and obligations of each individual in managing existing languages. Policies are formulated in the form of regulations called decrees and serve as common standards between the government and existing language speakers. It is necessary to consider the findings of UNESCO (2008) that Indonesian does not necessarily need to be taught as a first language, but as a second language next to mother tongue(Asia-Pacific Programme of Education for All. & Unesco. Asia and Pacific Regional Bureau for Education., 2008). Corresponding to the introduction of letters, numbers, everyday or environmental concepts, this should be done in the child's native language. The mother tongue is preferably used as the language of instruction from grade 1 through her grade 3. Indonesian can be used when there are concepts not found in the native language. Only then was Indonesian gradually introduced as a second language. Usually from 4th grade. World Languages English is introduced as a foreign language and is taught from secondary school onwards. Other foreign languages such as Chinese, Arabic, German and French are taught from primary school.(Kamaluddin Mabruri Pendidikan Bahasa dan Sastra Indonesia & PGRI Pacitan, 2021)

Are you interested in learning a foreign language in Indonesia? Indonesians' interest in learning a foreign language is very high, and the average time it takes an Indonesian to learn a foreign language using her Duolingo application is 19.5 minutes per day. Being able to speak a foreign language draws people's attention to Indonesia. According to research and data from educational platform Duolingo, Indonesians are increasingly interested in improving their foreign language skills in their free time. Learning a foreign language with the Duolingo application takes 19.5 minutes per day. Duolingo claims to use a unique approach to help users learn any language they want. This application combines game methods with videos and images to make the learning process easier and more enjoyable. In addition, the application also adopts a curriculum that adheres to international standards and is based on best practices to promote long-term memory. According to Duolingo, each material provided in this application takes just a few minutes to complete.(Khosiyono, 2019)

In this way the user does not have to spend too much time and the learning process becomes more effective. oh wednesday. According to him, learning a foreign language brings different benefits to each person. Duolingo democratized language learning, allowing users to learn and improve their proficiency in any language without time and space constraints, he said. So far, English, Spanish, Japanese and Korean are the most popular languages most Indonesians learn on his Duolingo. It is believed that the reason why many Indonesians are interested in learning Korean is because of the Hallyu Wave or the Hallyu phenomenon. Luis von Ahn said Hallyu could be a first step for the younger generation to improve their skills and adapt to global trends. "Through daily classes, students acquire the variety of vocabulary and grammar necessary to achieve their goal of learning a foreign language. This is also done through various reading, writing, listening and speaking exercises. I will," he said. As a reminder, last year Luis von Ahn said his company would focus on improving his Duolingo application after his IPO. This includes converting more active users into paying subscribers. The company also plans to expand further in Asia, which is said to be the fastest growing region. "Right now, Duolingo's biggest market is the US, which accounts for his 20% of users and his 45% of the company's revenue," Luis said. Duolingo alone sold about 5.1 million shares to raise about $521 million in his IPO. About 1.4 million of those shares were sold by existing shareholders, with no proceeds going to the company.(faisal rachman, 2022)

Foreign languages can be learned in formal or informal educational institutions. Informal institutions can take the form of a variety of courses, while formal institutions can take the form of secondary school and university regional content and coursework. In informal educational institutions, foreign languages are learned as a complement to one's own abilities. In formal educational institutions, on the other hand, foreign languages are studied to achieve measurable learning goals so that the adopted curriculum can demonstrate achievement of proficiency standards. Learning a foreign language requires an assessment process to prove that students are achieving the learning goals they set. Assessment in foreign language learning is the most important factor that can reflect a student's level of competence in the curricular unit used. This assessment provides information about an individual's ability to speak a foreign language based on benchmarks used both standardly and informally. On the other hand, in the practice of foreign language learning, I have the impression that there is a lack of literature that can be used as a reference for evaluating foreign language learning in Indonesian and that is easy for foreign language teachers to obtain and understand.(Auranissa Hernanda et al., 2022)

CONCLUSIONS

The use of some kind of approach (approach) or direction generally determines the forms and patterns used in the curriculum. Theoretically, curricular research can be integrated into several theoretical approaches as they develop, each with its own focus. Foreign language knowledge is required. There are several reasons to support this statement. Learning

your first foreign language is a way to spread it into the lives of people around the world. Foreign languages play a special role in the life of Indonesian society in the world of education. With the spread of foreign languages, these foreign languages have become very important. However, we have not forgotten the important role of the Indonesian language, the national and provincial language. In the era of globalization due to rapid progress in information and communication technology, foreign languages (English,French, Mandarin, Japanese, German and other foreign languages) are the main requirements for self-development to compete in the international community. Mastering a foreign language is an important prerequisite for an individual to overcome the challenges of the times and succeed. Foreign language education can be used as one of the most important means to improve one's own qualities, society and nation. The country's language will have the opportunity to excel in business, politics, science and technology, and become a means of global communication. In the age of globalization, countries around the world have introduced foreign language policies. As is well known, Indonesia has incorporated foreign language teaching guidelines into its national curriculum since its independence to the present day. Indonesia's foreign language education policy has continued to change since its independence up to the present day in order to respond to changes in the globalization era. In order to respond to the globalization era, the Indonesian government needs to make local language education a compulsory subject in the curriculum so that the local language will not be lost in the changing globalization era. Moreover, the Indonesian government should make Indonesian language not only the national language but also the foreign language of the world.

Developing an appropriate curriculum is critical to achieving foreign language learning goals in Indonesia. This article discusses different approaches and strategies in foreign language curriculum development in Indonesia and the importance of foreign language skill development and technology integration in language learning. This article also covers the challenges of teaching English in Indonesia, such as: B. Low teacher competence and student motivation, limited resources, and inadequate facilities. In addition, this paper also emphasizes the importance of language education in Indonesia, where children are taught multiple languages from an early age, and the need for appropriate evaluation and assessment in language learning.

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