Kasetsart Journal of Social Sciences

The urgency of redesigning instructional materials in the field of Indonesian language and literature in support of the Freedom Learning-Freedom Campus (FLFC) policy

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Article Info

Abstract

To contribute to the OECD's call for education and the UN's SDGs on the importance of education to provide life skills, universities in various countries, as well as ASEAN countries, are designing programs accordingly. Indonesian universities have designed various programs to implement the Ministry of Education and Culture's FLFC policy. For students to be able to participate in these programs, the instructional materials (IMs) in the study program, which is the spearhead of the university, should have depth and breadth and be cumulative and/or integrative. Thus far, these characteristics have not been seen in the curriculum of the Indonesian Literature Study Program in universities in Indonesia. This study is aimed at finding answers to this problem. Research findings show that the presence of lacks in lack of depth and breadth and cumulativeness and integratedness of the materials is caused by the fact that the IMs are constructed based on philology, linguistics, and literature in compilative ways. To construct depth and breadth and cumulative and integrative materials and help students to become the subjects of freedom learning, the object of the study is directed to focus on discourse. Using this as a basis, a body of knowledge (BoK) and instructional material design that supports FLFC policies are designed to be recommended to management personnel of Indonesian Literature Study Programs in universities in Indonesia to be used as consideration in curriculum development.

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Introduction

The issue that the importance of education must provide life skills raised by the OECD in the field of education and substantively also become the goal of the UN SDGs is very relevant to the task of higher education as a graduate-producing institution. Various universities in various parts of the world are trying to design programs to answer these challenges, including universities in ASEAN countries. Celuch et al. (2017) initiated the importance of the role of universities in accelerating learning and innovation as an integrator of regional ecosystems in the USA.

The Thai government held 'Cooperative Education' and 'Work Integrated Learning for New Generation Workforce' programs intended to connect higher education institutions with the job market (Buang, 2016). Universities in Malaysia are trying to value co-curricular activities and design them to have a social impact (Azhar, 2020; Selamat, 2012). The University of Brunei Darussalam in Brunei 2011 implemented the GenNEXT curriculum, where third-year students must undertake one or two of the following activities: student exchange, internship, community outreach program, or incubation program (Tibok, 2019). The Singapore government, which positions higher education as a development tool, in response to the challenges of the automation economy launched the Smart Nation Singapore and SkillsFuture initiatives (Gleason, 2018). In higher education in Myanmar, although still in an unstable situation due to the military coup in 2021, there is a tendency in the push-pull process to move towards HEI autonomy (Proserpio, 2022). In Cambodia, there is an emerging realization that to face the challenges of the world of work, in addition to the lack of curriculum suitability, there are also limited capabilities of lecturers (Ek & Muth, 2023). In the Philippines, although the trend is more towards de-privatization so that the state exercises strong control over universities, the programs are still designed to produce graduates who have life skills (Saguin, 2022). Vietnam, since Resolution 29, which emphasizes the importance of keeping education in line with economic development, has made great efforts to link education with labour market demands by reorganizing and connecting the network of vocational and higher education institutions, choosing uniform standards for training and qualification levels, and directing higher education institutions towards scientific and technical research, application, and practice (Le, 2022). In Indonesia, the strategic program organized by the Ministry of Education and Culture is the FLFC program. Regarding student exchange programs, all universities in ASEAN do so.

This paper tries to take a closer look at programs that are in line with the OECD programs in education and the SDGs above that take place in universities in Indonesia. Since the spearhead of higher education is the study program, this paper discusses the readiness of study programs, especially the Indonesian Literature Study Program, to run the FLFC program.

Minister of Education and Culture, Nadiem Anwar Makarim, after three months in office, stated that the FLFC policy was based on four reasons: (1) to encourage universities to be more adaptive; (2) to accelerate innovation; (3) to eliminate the paradigm that education is only the responsibility of education units; (4) to train students to be more adaptive (Projo, 2020). In other words,

the IMs studied in higher education do not maximally underlie life skills. The way this is done is by giving students the freedom to decide on what field of studies they choose realized by giving them the right to take three semesters outside their study program, one semester within the same university and two in other universities (Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education Chapter 15). These learning programs outside of their study programs consist of (a) Campus Teaching, (b) Certified Internship, (c) Certified Independence Study, (d) Student Exchange, (e) Indonesian International Student Mobility Award, (f) Entrepreneurship, (g) Research, (h) Humanistic Project, and (i) Rural Development (Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 concerning Recognition of Semester Credit Units of Learning for the Independent Campus Program). However, in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education Chapter 9 Item 3, it is also stated that the IMs of a study program must "have a level of depth and breadth and be cumulative and/or integrative." These characteristics are prerequisites for study programs to develop IMs that support the FLFC program.

Thus far, this characteristic of IMs has not been seen in the Indonesian Literature Study Program. Facts show that, in this study program, the IMs are mostly focused on linguistics and poetics (including philology), are not constructed in cumulative nor integrative ways, the learning steps are discrete and the labels designated by the name of the study program are mere attributes. Since the materials are mostly compilative, the depth and breadth are not maximal.

This situation is not only in disagreement with the regulation in Chapter 9, Item 3 described above, but it also deviates from one of the fundamental principles of science as a system, i.e. the presence of interactions among the building elements (Poedjawijatna, 1998), the basic considerations in building reviewed materials to become a BoK and are further utilized in determining lesson subjects in which IMs are developed (Junaidi et al., 2018). The impacting consequence of this condition is the inadequacy on the part of the students as the materials they receive do not have the depth and breadth and are not cumulative and/or integrative as required in the Instructional Content Standard as well as it does not support the implementation of the Freedom Learning policy promoted by the Indonesian Ministry of Education and Culture (Decree of the Minister of Education and Culture Number 3 Year 2020 Chapters 6, 7, 8, 14, and 18).

Therefore, the present article is aimed to analyse this problem and offer an alternative instructional material design to be considered as reference material for the management personnel of the Indonesian Literature Study Programs of the universities in Indonesia so that the students who take the Freedom Learning-Freedom Campus (FLFC) programs can do well and gain maximum results.

Literature review

Topics on the importance of integrating IMs have been discussed, among others, by Glenn (1992), Henning (1993, pp. 22–26), and Barrette et al. (2010, pp. 216–230). In his experiences as Head of the English Department of Capetown University, Glenn (1992) finds that, in studying English literature, students do not seem to show interest in the material; they tend to look down upon the English language. This brings about a negative impact since they are not able to express literary experience in good English. Henning (1993) states that integration is needed for the aspects of language, literature, and culture in foreign language programs for the sake of the achievement of the instructional goals designed by the curriculum. In line with this opinion, Barrette et al. (2010, pp. 216–230) state that the integration of literature into language instruction for foreign learners, a recommendation from the Modern Language Association, is seen as a strategic way to simultaneously give students translingual and transcultural skills.

The emergence of the writings above shows that disintegration in the IMs of language and literature teaching programs is a problem in various parts of the world. As has been implicitly indicated by Saowsupa (2015), integration is a principle that should be implemented in instructional material development. Integration done by Sariyan (2015) of the development of Malay syntax from traditional Malay literature into modern Malay literature has given a positive contribution to the perfection of the Malay language. Furthermore, as proposed by Ford (1963) and Mahapatra (2016), integration of the IMs for language and literature learning is important in the integration of national cultures, and more than that, gives graduates greater capital to live in real life.

In Indonesia, the need to integrate IMs is expressed in the Decree of the Minister of Education and Culture Number 3 Year 2020, Chapter 9, Item 3 that "instructional material must have a high degree of depth and breadth, and it must be cumulative and/or integrative". IMs in the study program that consist of knowledge (facts, concepts, principles, theories, and definitions), skills (reading, writing, arithmetics, dancing, critical thinking, communicating),

and values (Hyman, 1973, p. 4) are important in the curriculum of a university. This is the content, "problem to be discussed in a field of study", or subject matter (Anderson & Krathwohl, 2001, p. 12). Subject matters can be one or more branches or sub-branches of science or knowledge clusters that are integrated into new knowledge determined by the forum of identical study programs as the specifics characteristic of that study program (Junaidi et al., 2018, p. 25). The determination of this new knowledge, as it is stated by Poedjawijatna (1998), is based on the object under study.

IMs must be based on study contents that are relevant to the BoK of the study program. In this case, they can be clusters of knowledge of the Indonesian language and literature. They can manifest in compulsory subject matters of the study program, accounting for 60 percent of the entire credit semester units of a minimum 144 scu (semester credit unit) (Decree of the Minister of Education and Culture Number 3 Year 2020 Chapter 17 Item d).

The keywords for the discussion of IMs above are the concepts of "cumulative" and "integrative". Cumulative is meant to be "adding; happening on parts that become more and more added" (https://kbbi.kemdikbud.go.id/) [Great Dictionary of the Indonesian Language – Ministry of Education and Culture]. To be integrative means to have the sense of integration; grouping, as uniting; to be integrated means to be grouped, to be united (Salim, 2006, p. 1143). To be cumulative means that the IMs are themselves integrative. Therefore, the phrase "knowledge clusters that are integrated into new knowledge" means that the old elements are not fully accepted; but it is selected, and only the relevant elements are taken and integrated into new knowledge such that the expected learning achievement can be gained by the alumni. In this manner, the IMs can be cumulative as well as integrative, depending on their characteristics. Knowledge in the fields of physical sciences is generally cumulative; meanwhile, in the humanistic sciences, some elements are cumulative and integrative, and some others are integrative only. Materials that are cumulative and integrative will maximalize depth and breadth in students' reception and, in the contexts of FLFC learning, give students better preparation to take the offered freedom learning programs. The relevant IMs to answer the four reasons for the FLFC policy are the expansion and development of IMs with the above characteristics. These materials can be designed by students or chosen as the focus of study from programs offered by (other) universities or ministries after students conduct field observations. If the demands of field conditions require students to cross over to relevant science, it can be done by collaborating with students from the appropriate science or discussing with the program organizer.
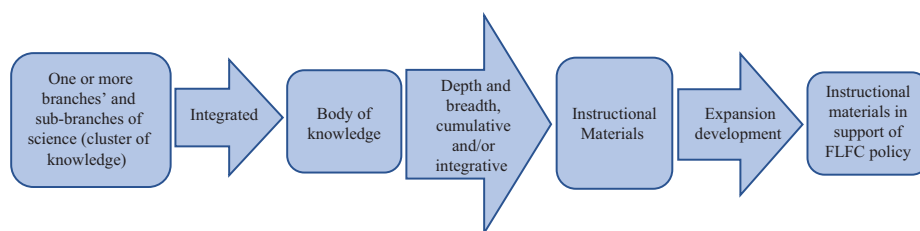
Figure 1 FLFC instructional materials framework

Methodology

The study was descriptive qualitative policy research. The research data are IMs in Indonesian Literature Study Programs throughout Indonesia. These IMs, which are in the form of specific knowledge and skills formulations, as stated in the Decree of the Minister of Education and Culture No. 3 Year 2020 Chapter 7 Item 3, must be prepared by a forum of similar study programs. For this reason, data collection was carried out through reflection on the author's experience as a lecturer, as Head of the Indonesian Language and Literature Study Program at the Faculty of Cultural Sciences, Gadjah Mada University, as an assessor of the National University Accreditation Body who often assesses Indonesian (Language and) Literature Study Programs in Indonesia, including the curriculum, and evaluator for the establishment of new study programs in the Directorate of Institution Development for Indonesian (Language and) Literature Study Program, as Head of the Forum of Indonesian Literature Study Programs throughout Indonesia (FORPROSSI), through careful reading of IMs in the curriculum of Indonesian literature study programs, and through focus group discussions with lecturers and Heads of Indonesian Literature Study Programs from various universities in Indonesia at the FORPROSSI meeting at the Faculty of Cultural Sciences, Halu Oleo University, October 23, 2021, with the theme "Reconstruction of Indonesian Language and Literature Studies in the Spirit of FLFC" with a focus on IMs for Indonesian literature study programs. Data were analyzed by interconnecting data and finding a lack of depth and breadth and a lack of cumulativeness and integratedness based on relevant theories and regulations. After the root of the problem is found, then, based on the principles of depth and breadth and cumulative and integrative and scientific principles, the BoK in the field of Indonesian language and literature is formulated and from the BoK,

the redesign of IMs that support the FLFC program is carried out.

The final draft of the research findings was subjected to another focus group discussion attended by staff members and Heads of the Literature Study Programs of Diponegoro University and Semarang State University, Jendral Soedirman University, Yogyakarta State University, Ahmad Dahlan University, Sanata Dharma University by way of the Zoom Meeting application venue, focusing on the relations among the study field, study contents, IMs, and revisions for perfection on 15 June 2022, discussions with lecturers and students of the Indonesian Language and Literature Study Program of the Faculty of Cultural Sciences, Gadjah Mada University since the FLFC policy was enacted, and then the new BoK and IMs were refined.

Results

In the Indonesian Literature Study Program, the three fields of study mentioned in the introduction section have been organized compilatively because of the philology, which subsequently raises the branches of linguistics and poetics (Todorov, 1985, p. 9), and has different objects of discussion among each other. Philology which, in Europe, focuses on criticism and comparison of texts of various ages (de Saussure, 1996 p. 64), in the Indonesian Literature Study Program, is implemented to become a study that focuses on criticism of Classical Malay texts and history of Malay into Indonesian. Linguistics, whose study focuses on *the langue* of languages in general (de Saussure, 1996), in the Indonesian Literature Study Program, focuses its study on the system of the Indonesian language. Poetics, whose study focuses on literary systems in general (Todorov, 1985; Wellek & Warren, 1956), in the Indonesian Literature Study Program, focuses on the Indonesian literary system.

The development of the three fields of study which is general in nature has been done merely by making the objects of discussion more specific, i.e. by limiting the copes of the discussion to Indonesian contexts. This practice that has been done for a long time has been the result of the tradition of the Dutch orientalists that is oriented more on such research and publication; it has not been contextualized with recent educational policies regulated by the Ministry of Education and Culture of the Republic of Indonesia.

As can be seen in Table 1, columns 1, 2 and 3, specificationization does not pivot into the formulation of the same object of study so that the three fields of study are discussed separately up to the end of the semester, not forming one specific field. Names of the lesson subjects characterizing the study program (Table 1, column 4) are also from the development of three study fields: Indonesian orthography, Indonesian for foreign speakers (IFS), history of the Indonesian language, scientific writing technique, speaking skills, developed from the linguistic field, and history of Indonesian literature, developed from the literary field. Optional subjects and term assignments, which students take, are focused on one of the three fields of study.

As a consequence, since the field of study of the alumni tends to be perceived from the topic of the term assignment, 2/3 of the total IMs become insignificant for students in their academic proficiencies. This has implications for their degree predicate: they are not Indonesian language and literature graduates, but literature, linguistics, or philology graduates with an Indonesian context.

Discussion

Todorov (1985) and Russian formalists (Fokkema & Kunne-Ibsch, 1998) suggest that the three fields of study be separate independent disciplines. What has developed in Indonesia supports this opinion. As a result, the objects of study in the fields of philology, linguistics, and poetics are themselves closed systems. However, in the Indonesian Literature Study Program—as well as other area-based literature study programs—the tendency is for the three fields of study to be developed in one study program. This practice is, in reality, a disadvantage for students, the subjects targeted by the study program. The only change that can be made is by redesigning these IMs and reconstructing them in cumulative and integrative ways considering the depth and breadth.

Table 1 Realities of instructional materials in Indonesian literature study program

Literary Field	Linguistics Field	Philology Field	Characterizer of Study Program
1	2	3	4
Introduction to Literature	Introduction to General Linguistics	Introduction to Philology	Speaking Skills
Theory of Prose	Phonology		Indonesian Orthography
Theory of Poetry	Morphology		IFS
Theory of Drama	Semantics		Indonesian Language
	Syntax		History of the Indonesian Language
Literature Research Methodology	Linguistics Research Methodology	Philology Research Methodology	History of Indonesian Literature
Literary Criticism	Language Error Analysis / Editing	Text Criticism	
Introduction to Literary Sociology	Introduction to Sociolinguistics	Codicology	Scientific Writing Technique
Development of Literature Study	Development of Linguistics Study	Development of Philology Study	
Creative Writing	Pragmatics and Discourse Analysis		
Introduction to Stylistics			
Seminar			
Term Assignment			

Therefore, careful analysis is needed to be done on the objects of discussion. What is immediately visible in the IMs that have been given so far is that the placement of these objects of study has been strongly influenced by physical sciences, i.e. they are detached from the subjects. In fact, for these three objects of study, which are parts of humanistic fields, their process of formation is influenced by human beings as their subjects (Poedjawijatna, 1998). Their placement as entities that are detached from their subjects is a denial of their nature of existence. For this, these objects of study must truly be connected to their subjects. Objects of study, which previously are placed in a closed system, need to be re-analyzed to be described and understood, be freed from their separating walls, be re-interpreted so that possibilities are open for the intercrossing among each other, be reconsidered for their axiological dimensions, and be replaced as objects which can potentially be re-organized by the subjects to bring about language products which may be able to elevate human potentials and dignities. The subjects, students in this case, must be placed in a central position in designing the objects of study so that they will be able to develop their self-potentials through the educational processes. For this reason, the objects of study must be viewed as discourse. By objectifying discourse, which is speech that involves subjects who speak and write, and therefore potentially also involves readers or listeners (Eagleton, 1983), and, as Foucault (2002) states, students have the freedom to experiment with producing oral and/or written discourse, a system of knowledge possibilities (Gordon, 1980).

BoK and Instructional Materials in Indonesian Language and Literature

By looking carefully at the courses that have been taught so far and considering the change in the object of study from past texts, language systems, and literary systems to discourse, it can be stated that the scope of the BoK of the Indonesian literature study program is the field of Indonesian language and literature and other fields of science that have relevance for its development as shown in Table 2. Indonesian language and literature, here, are meant Indonesian discourses, both written and oral discourse. These discourses are ready-made discourses, such as scientific works of various scientific fields, speech in Indonesian, Indonesian literary works, and discourses about the Indonesian language and literature that students will produce. As the largest language unit, written discourse formally consists of sub-units below it, namely, phonemes, morphemes, phrases, clauses and sentences (Yule, 2010). A discourse has some criteria; these are cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality (de Beaugrande and Dressler in Titscher et al., 2009). Oral discourse, in principle, is the same as written discourse. It is just that discourse that is compiled in writing is then presented orally, although for those who are good at it, what they think can be directly conveyed orally (Keraf, 1980). In composing written discourse, the writer does not directly face the reader. In oral delivery, the speaker can face the listener directly, for example when giving a speech; it can also be indirect, for example when reading the news. About oral discourse, besides having to learn to compose discourse, students also need to learn and practice to deliver it orally. With the above types of discourse, after studying Indonesian language and literature IMs, students can analyze various discourses and can produce discourses on Indonesian language and literature.

The finished written discourse can take the form of scientific discourse in any field: language (Indonesian), literature (Indonesian), economics, politics, philosophy, law, psychology, and various other fields. For discourses in the fields of (Indonesian) language and (Indonesian) literature, the focus of the study is on the extent to which these discourses can be characterized as fulfilling all of the above criteria; for other discourses, cohesion and coherence are sufficient. Finished written discourse can also take the form of novels, short stories, tales, and other genres of Indonesian literature. Finished oral discourse can take the form of speeches, storytelling, poetry reading, short story reading, and other literary performances. To be able to analyze the above discourses, students must master the theory of analysis by the problem they want to know.

Table 2 BoK Indonesian literature study program

No.	BoK Indonesian Literature Study Program
1	Indonesian language and literature
2	History of Indonesian language and literature
3	The policy of development of Indonesian language and literature
4	Indonesia and Indonesianism
5	Indonesian language and literature discourse
6	Production of Indonesian language and literature discourse
7	Language and literature and socio-cultural changes
8	Language and literature and technological development

The discourse to be produced is called composition by Keraf (1980) because the emphasis is on the composting process to produce the product, students must master the principles of discourse and master what will be composed. To compose a written composition, students need to know the above seven criteria, as well as what to write. To do oral practice, in addition to mastering the seven criteria above, students must also train on ways to practice the process. The scope of what will be written and/or oral pertains to the items listed in Table 2, which are explained as follows.

It is generally known that the word Indonesia, in line with the Youth Pledge of 28 October 1928, can refer to the motherland (country), nation, and language. The development of the Indonesian language and literature is, therefore, truly an inseparable part of the construction of Indonesia and Indonesianism. Based on these historical moments, the Indonesian language and literature (BoK-1) cannot be separated from its origin and development (BoK-2), the policy for its development in the future (BoK-3), its relation with Indonesia and Indonesianism (BoK-4), its status as a discourse to be produced (BoK-5 and BoK-6), its relation with the socio-cultural changes (BoK-7), and its relation with technological development (BoK-8).

The BoK above is then elaborated into Indonesian language and literature instructional materials (Table 3), and the explanation of the relationship is explained afterwards.

Indonesian is not a language that is automatically declared as the state language; it passed a series of processes that happened in the past. Initially, as a *lingua franca,* Indonesian which, up to the early 20th century, was still called Malay, had become a means of communication among the different tribes in Indonesia—at the time still called Nusantara. The reception of the Malay language by the tribes gave a contribution to the emergence of mutual awareness in the anti-colonial movement of the Indonesian nation to gain its independence and declare Indonesian as a state language. In the meantime, Indonesian literature also developed occupying a position strategic to the development and refinement of the Indonesian language. In other words, there had been a historical process going along before Indonesian was declared a state language. Thus, the history of the Indonesian language and literature becomes an instructional material (IM) that precedes the next IMs (IMs-2,3,4,5,6,7,8,9,10,11,12,13,14,15,16) and is related to the entire BoK-1,2,3,4,5,6,7,8.

Table 3 Relation between BoK and instructional materials

No.	Instructional Materials (IM)	Body of Knowledge							
		1	2	3	4	5	6	7	8
1	History of Indonesian language and literature	√	√	√	√	√	√	√	√
2	Indonesia and Indonesianism	√	√	√	√	√	√	√	
3	Indonesian language and literature science	√	√	√	√	√	√	√	√
4	Sounds in Indonesian language and literature	√	√	√	√		√		
5	Morphemes in Indonesian language and literature	√	√	√	√		√		
6	Sentences in Indonesian language and literature	√	√	√	√		√		
7	Spelling in Indonesian language and literature	√	√	√	√		√		
8	Meaning in Indonesian language and literature	√	√	√	√		√		
9	Rules concerning Indonesian language and literature	√	√	√	√	√	√	√	√
10	Dictionary natters in Indonesian language and literature	√	√	√	√				√
11	Discourse principles in Indonesian language and literature	√	√	√	√		√		
12	Theory of discourse writing	√	√	√	√	√	√	√	√
13	Theory of discourse analysis (written and oral)	√	√	√	√	√	√	√	√
14	Indonesian language and literature and socio-cultural changes	√	√	√	√	√	√	√	√
15	Indonesian language and literature and technological development		√	√		√		√	√	√
16	Indonesian language and literature research methodology	√	√	√	√	√	√	√	√

Note: √ = coverage of IMs related to the BoK in the description shown by the number.

The concept of *Indonesia* attached to the "Indonesian language and literature" cannot be separated from the understanding of the development of Indonesia as a state and nation, the formulation declared in the Youth Pledge, 28 October 1928. In the process, the development of the language is related to the internalization of the Indonesianism values. It is for this reason that knowledge about Indonesian geopolitics, and Indonesianism whose IMs are related to what Indonesia is, its origin, the use of its concepts for various purposes, and other matters related to Indonesia and Indonesianism are covered in all of the IMs and the entire BoK.

The concept of *Indonesia* can neither be detached from the nature of the presence of the Indonesian language and literature and its characteristics as an object of scientific discussion. As it has been mentioned in a previous section, the object of study of language and literature culminates in discourse. The analyses of sounds (IM-4), words (IM-5), spelling (IM-6), phrase-clause-sentence (IM-7), meaning (IM-8), and vocabulary (IM-11), must be given deep treatment on the one hand; on the other, they should be oriented to the highest unit, which is discourse. The awareness of the discourse as the ultimate peak of the venture will facilitate the analyses of other IMs and stick focus on the entire BoK.

Analysis of each of these units is not only directed to the linguistic phenomena but also to the phenomena of Indonesian literature. For example, the discussion of sounds which includes phones and phonemes (IM-4) is not only concerned with the naming of each sound, as a point of articulation such as labiodental, pharyngeal, bilabial, and their possible development as designated by phonology (see Marsono, 2019; Wijana, 2021, pp. 21–27), but it must also be related to the discussion or the possible functions of sounds in poems such as rhymes, euphonies, cacophonies, and other bound and related sounds (Wellek & Warren, 1994) and other such suprasegmental aspects as tones, intonations, articulations, and tempo as used in speeches, public speaking, speaking skills, drama playing, literary shows, and others.

In the same way, the analysis of morphemes (IM-5) does not only emphasize word formation as it can be found in textbooks of morphology, but it must also be directed to the discussion of dictions, either in the writing of (popular) scientific texts or in writing literary texts. The study of the sentence, including phrases and clauses (IM-6), is not only directed to the explanation of linguistic phenomena, but it must also involve literary cases such as figures of speech, rhetorical functions, language styles, and others. Included in the treatments of these IM units

are processes of the changes of these study units from the Malay sources into the Indonesian language and literature.

In the discussion of spelling (IM-7), it is necessary to study the fundamental backgrounds and the process changes of oral discourse into written discourse, including the use of punctuation marks. In addition, it is necessary to conduct a discussion on spelling for applied purposes such as for editing in its implementation in text writing, either in language discourse or literary discourse. Meanwhile, in the study of meaning (IM-8) which is concerned with morphemes, phrases, clauses, and sentences, the discussion must be broadened to the discourse level so that students will be able to master meaning in their social interaction practices.

Finally, after students have good mastery of the foregoing materials, they need to be directed to the study of a variety of linguistic policies (IM-9) that are related to the development, nurture, and protection of the Indonesian language and literature. An example is how these treatments are realized in terms of the relation among Indonesian, foreign languages, and regional languages as regulated in the Statutes of the Indonesian Government Number 57 Year 2014 about the Development, Nurture, and Protection of Language and Literature and Enlargement of the Functions of Indonesian. This regulation, as stated by Ford (1963) and Mahapatra (2016), is an effort to safeguard the integration of national cultures.

The development of Indonesian is also aimed at "expanding the function of Indonesian as an international language" (Laws of the Republic of Indonesia Number 24 the Year 2009 about Flag, Language, and Code of Arms, and the National Anthem Chapter 44; Regulations of the Ministry of Education and Culture Number 42 the Year 2018 about Linguistic and Literature National Policies Part Two Chapter 6 Verse (1) Item b). Besides, it is also necessary to make attempts for the internationalization of Indonesian literature, that is by "elevating the position of Indonesian literature as part of world literature" (Government Regulations Number 57 the Year 2014 Chapter III Article 13 Verse 1 Item c; Regulations of the Ministry of Education and Culture Number 42 the Year 2018 Chapter 8 Item c). In this relation, the IMs can be such matters teaching Indonesian for Foreign Speakers (IFS) and internationalization of the Indonesian language and literature done by experts.

In the analyses that are related to dictionary matters (IM-10) which discuss, among others, attempts to develop the codification of the Indonesian language in the frame of Indonesian vocabulary development, materials must

be closely related to the policy unit of the Indonesian language and literature development (IM-9). This is done to ensure that students have good knowledge of matters related to the IM-9. This can be done by studying linguistic absorption from regional languages and then foreign languages. Subsequently, students also need to study the codification of Indonesian literature, either with terms in their scientific names or with literary phenomena.

In the next step, students need to know the principles of Indonesian language and literature discourses (IM-11) and how discourse writing is conducted (IM-12). Beaugrande and Dressler (Titscher et al., 2009) state that there are seven criteria of discourse; they are cohesion, coherence, intentionality, acceptability, informativity, situationally, and intertextuality. Understanding of the first and second criteria, cohesion and coherence, supported by mastery of phones, phonemes, spelling, morphemes, phrases, clauses, sentences, and meaning becomes capital knowledge students must have to be able to do linguistic error analyses in various discourses. It can be stated that the seven criteria for the discourse suggested by Beaugrande and Dressler (Titscher et al., 2009) above are also supported by discourse analysis (IM-13); and so, they are supported by all the IMs. The first two criteria are basic principles that must be fulfilled in line with the rules in linguistic analyses; the last five criteria are closely related to theoretical perspectives according to the characteristics of the various discourses under study.

As it has been mentioned above, the seven criteria of discourse, supported by knowledge of phones, phonemes, spelling, morphemes, phrases, clauses, sentences, and meaning can also become capital knowledge for students to produce discourses in Indonesian language and literature. In terms of discourse writing, it is important to take into consideration that the topics of writing be relevant to the fields of Indonesian language and literature; in this case, they are related to all the IMs. Concerning this relevance, it must be pointed out that borders between the Indonesian language and literature and other fields must be considered. Should students enter inter-disciplinary areas, they should be given the appropriate measures of the depth and breadth of the analyses they are expected to make during the length of their study. In addition, it is also important to consider the level of integratedness among the different materials.

The IMs listed in Table 3 certainly need to be further developed through research. Besides subjects related to the Indonesian language and literature, research can be expanded to inter-disciplinary subjects such as the relationship between the Indonesian language and literature and social-cultural changes (IM-14), technological development (IM-15), or Indonesia and Indonesianism (IM-2). For that, the IMs for its research methodology are not only for the Indonesian language and literature, but also for the other related fields, either with qualitative or quantitative research approaches (IM-16).

Relevances of Instructional Materials with FLFC Programs

The above design of Indonesian language and literature IMs is viewed as having the characteristics of depth and breadth and cumulative and/or integrative. The IMs are considered adequate to be the basis for expanding and developing IMs that support FLFC programs. Based on the IMs, students who are positioned as independent subjects have the flexibility to design IMs when involved in FLFC programs—of course by discussing with accompanying lecturers and/or program organizers—adaptively which can answer various problems in the field that are complicated and dynamically changing. What is meant by various problems in the field are problems that exist in learning/work programs designed by the same cooperation partners, namely, other study programs at the same university, other universities, and or other agencies, both public and private. Because problems are complex and change dynamically, students need to choose aspects that can be answered with knowledge of the IMs above.

Students who take part in the (a) Campus Teaching program in educational units, for example, of course, what is chosen to be taught is related to the field of Indonesian language and literature. Because to be able to teach this material, students must have Indonesian language and literature teaching materials, by mastering IMs-1,2,3,4,5,6,7,8,9,10,11,12,13,14, students will find it easier to compile them even though students still have to add IMs from other relevant learning sources. Mastery of oral discourse will also greatly help students when teaching the IMs they have written in front of the class.

The practice of correspondence in Indonesian that will be carried out by students who take part in the (b) Certified Internship program in an agency, for example, will be easier to do because students have mastered IMs-1,2,3,4,5,6,7,8, although students must follow the provisions in the agency concerned and must study material from relevant learning sources.

In joining the (c) Certified Independent Study program at a content writer company, for example, students can focus on work that is supported by mastery of discourse such as storytelling, blog articles, and others in online platforms. Students who take part in the (d) Student Exchange program with other universities in the country or the (e) Indonesian International Student Mobility Awards program with universities abroad in the International Relations Study Program, for example, can work on assignments in the form of writing papers on topics that are an integration of the two fields, either individually or in collaboration, under the guidance of lecturers from the home and or partner universities. In the (f) Entrepreneurship program, students can choose to work on areas related to master of ceremony work in Indonesian which requires mastery of oral discourse. Program (g) Research can be carried out by students by participating in an ongoing research project at a research institute with a focus on the study of the Indonesian language and literature. Students who take part in (h) Humanitarian Projects or (i) Village Development Programs can be involved in programs that have been designed by related agencies with a focus on activities related to Indonesian language discourse. Students can also design IMs to run in two or more FLFC programs. There are very many learning programs or work programs designed by cooperation partners related to the field of Indonesian language and literature that can be worked on. More than that, students can also make the results of their activities or observe the phenomena of the Indonesian language and literature they find in partner institutions to be the topic of their final project.

Conclusion and Recommendation

The IMs that are cumulative and integrative so that they have the maximal depth and breadth in the Indonesian Study Program can lead to a redesign by shifting the objects of learning from initially focused on texts, linguistic systems, and literature systems to now focusing on discourse. By making discourse the object of learning, a BoK can be constructed that, together with the IMs, can open ways for students to learn materials that will help them have a set of knowledge and be subjects of learning who have the freedom to develop themselves. With this set of knowledge, students will be able to make elaborations for the regular programs and the Freedom Campus programs. Thus, the main goal, namely, liberating students can be achieved. The achievement of this goal will also substantially prove that the Indonesian Literature

Study Program, which is under the auspices of the Ministry of Education and Culture of the Republic of Indonesia, has contributed to providing provisions for students to have life skills as stated by the OECD in the field of education and also supports the UN SDGs.

This article, which is as policy research study, is recommended to the management personnel of Indonesian Literature Study Programs in various universities in Indonesia. The expectation is that they can use it as a consideration in developing a curriculum that is in line with FLFC policy.

Conflict of Interest

The author declares that there is no conflict of interest.

Acknowledgements

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