The Existence of Indonesian Language in Learning: Knowledge Manager in Elementary School

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A R T I C L E I N F O	A B S T R A C T
Keyword Indonesian language knowledge manager elementary school	Indonesian is an important part of education. Indonesian as a knowledge manager in the 2013 curriculum has gone through a very long journey, since 1928 Indonesian has been the language of struggle. This understanding of language is in line with language education which has been championed by Indonesian due to the eroding sense of nationalism. The method of writing this article is literature study by exploring various scientific works related to this topic. The implementation of Indonesian as a knowledge manager in elementary schools is characterized by two opposite views. Pro views that Indonesian should be a science teacher in elementary schools, the approach in the 2013 curriculum that applies an integrative thematic is very appropriate for teaching text-based Indonesian. The counter view of the implementation of this policy is because the application of Indonesian in the 2013 curriculum does not involve much artistic values contained in literature. The essence of learning Indonesian is knowledge that must be given to students in order to teach them how to communicate well. Such communication can be made either orally or in writing, all to understand and respond to local, regional, national and global situations. This is one of the reasons learning Indonesian must be given at all levels of education, especially in elementary schools because it is the foundation of this learning.

Introduction

Indonesian language is one of thousands of languages in the world, owned by the Indonesian nation as a means of communication and introduction to people's lives in each nation must have a language other than as a tool as well as a science (Mansyur, 2016), (Suparsa et al., 2017), (Al Farizi, 2019). History has also placed Indonesian as a unifying ethnic group so that the Indonesian language has a very high position and role (Yanti et al., 2016). The launched curriculum 2013 that places Indonesian language as a science and application of learning with integrated thematic concepts, Indonesian subjects are not separated from other subjects (Ruhayati, 2019), (Nazurty et al., 2019). Indonesian language was chosen to integrate natural sciences and social sciences. carries the consequences of the obligation to use The Indonesian language as a means of finding and discovering knowledge. The Ministry of Education and Culture has been determined to improve the character of the nation that began to be, damaged with one of them placing Indonesian as the language of science (Suriansyah & Amelia, 2021). Based on this background, it contains critical reviews about the implementation of Indonesian language (literature) as a science in elementary school. As well as tracing the ability of Indonesian language as a language of science to restore the character of the Indonesian nation (Amelia et al., 2021). Reviews that also need to be raised are the possibility of repositioning the variety of languages or literary varieties that are actually inseparable from the

Indonesian language in the 2013 Curriculum as the best contribution to improve the character of the nation (Rondiyah et al., 2017). Indonesian language in curriculum 2013 has been prepared by the Ministry of Education and Culture to carry out the constitutional order, namely as its own language in Indonesian education. Indonesian language occupies the position as the language of science rides. An integrated thematic concept that means combining various subjects into a theme, has enabled The Indonesian language as an introduction to science between subjects, a dealer that connects one theme with another, and the developer of the lesson theme. The learning approach in curriculum 2013 applied is scientific (Silaban et al., 2018), (Pujiono, 2014). This approach has the techniques of observing, reasoning, sharpening, and creating. If you look deeper, the concept of this approach is derived through the method of learning Indonesian language based on text. Written in the foreword to the Indonesian language curriculum 2013, therefore the implementation of Indonesian language learning in the 2013 curriculum is text based (Siagian, 2016), (Aji & Budiyono, 2018).

Text-based learning is chosen as the implementation of Indonesian language in schools that are expected to be more friendly to regional languages. This text-based learning was chosen because it was able to break through the barriers of language (Isodarus, 2017). Indonesian language is processed in the classroom to produce mastery of the national language. As an example that has been done in elementary school grade I, students are required to be able to describe their limbs, with gratitude to God. The result of the description is said, "Thank God my body is complete. There are heads, bodies, two hands, and two legs." The description spoken by the students is used so that the child can gain a concrete learning experience with the correct use of the language (Dewantara, 2017). Although the use of Indonesian language must be applied in every subject, for low-grade students (especially grade 1) elementary school, its implementation can be juxtaposed with the regional language or mother language that is still often used by early school-age speakers (Agustina, 2017). This is often done by teachers to build the context of learning that will be conveyed by the teacher. One example applied is that when a student is about to deseled his limbs, the teacher can build context by describing the limb with a mention in the regional language. The development of the context of the lesson takes place with the full involvement of local cultural wisdom. This is meant so that students are familiar with the lessons that will be held in formal schools. In addition, with the use of local cultural wisdom, one of which is language, preservation programs and appreciation of regional languages also become higher (Nugrahani, 2017), (Anggraini & Kusniarti, 2017). Related to the culture in the archipelago, this application also has an impact on the accommodated many regional language culture that became the wealth of the Indonesian nation can be accommodated in lessons in elementary school (Sugiyo & Purwastuti, 2017), (Saputra, 2013), (Rasna & Tantra, 2017), (Pasani & Mariani, 2016).

Indonesian language problems that are not mastered by low-grade students (grades 1, 2, and 3) are not complicated because low-grade students are not required to fulfill this ability and can be postponed until students enter high grades. What should not happen is the loss of regional vocabulary from elementary school students. Various phenomena about the position of Indonesian language as a science are still responded to in a pros and cons. The statements arranged in the discourse above are a description of the strength of the Indonesian language when placed as a science with text-based learning (Taum, 2017). Here are some facts about the condition of Indonesian language in elementary school that are observed counter. The formulation of the 2013 curriculum, especially Indonesian language subjects, does not seem to involve writers as retainers of Indonesian literature. In fact, language is a medium to give birth to literature (Ismail, 2014), (Kusumaningsih, 2013). Not all language theories can be matched with literary practice. It should be the learning carried out by The Indonesian language in this curriculum is the learning of language based (works) of literature, meaning that literature becomes a material in the learning of The Indonesian language, can even be applied to other subjects (Sayuti, 2015). Indonesian language learning materials based on texts make students saturated because each time they have to deal with text. Moreover, literary texts that are very useful to develop character and ethics are very minimally obtained (Rozak, 2014). This text material still has a lot of improvement because it is often blurred and overlapping.

The implementation of Indonesian language in elementary school is carried out by teachers by integrating texts with the content of certain subjects, especially science and social sciences. The reality that occurs in the field, the learning material is more focused on thematic learning. Teachers can't avoid emphasizing the delivery of text content more than dissecting text forms. So that students do not know much about the material about the various forms of text in the essays circulating in the community. This problem can be polemic if the student is going to write an essay or story, because there is no concept taught by the teacher about various forms of text. One of the questions that still often arise in the community, especially parents who do their job as a student's learning companion at home is how to help children master basic concepts of language that still appear in the final exams, while teachers do not teach them in school. These basic concepts of language are not taught because Indonesian is applied (only) as a science teacher. Another thing that is still a consideration of curriculum 2013 (if it is still to be applied) is how the Indonesian language skills of class teachers in elementary schools. The existence of Indonesian language teacher skills in the 2013 Curriculum needs more attention (Rahmawati, 2015). Teachers are expected to teach good and correct Indonesian language skills. With the ability of teachers who have been qualified in the field of language, it is expected that later students will have high science and language skills in Indonesia (Ruhayati,

2019). The solution for curriculum 2013, especially in Indonesian language learning, is that teachers must be wise in determining the text (Siagian, 2016). The text that has been provided by the government through the student book has been quite helpful, but if the concept of the written text is not correct, the teacher must actively search for texts outside the book in order for the learning objectives to be achieved later.

Research Methodology

The writing of this article uses a library *research approach.* Library studies aim to collect and analyze data or information contained in the library room, such as journals, research reports, scientific magazines, news surahs, relevant books, seminar results, scientific articles that have not been published, and other scientific data related to the title of this article (Creswell & Poth, 2017), (Silverman, 2016), (Darmalaksana, 2020). This article uses explorative methods to explore the existence of Indonesian language learning in the field of basic (Arikunto, 2006), (Marshall & Rossman, 2014). The data analysis technique used in this article is content *analysis,* which is to examine various figures' thoughts in various reference sources to find a complete concept about the existence of Indonesian language learning as a knowledge manager elementary school (Lexy, n.d.).

Results and Discussion

The approach of learning can be interpreted as a starting point or our point of view of the learning process, which refers to the view of the occurrence of a process that is still very common, in it accommodates, initiates, strengthens learning methods with a certain theoretical (Sani, 2014). Judging from the approach, learning there are two types of approaches, namely: (1)*student centered approach* and(2)*teacher centered approach* (Prastowo, 2017). In language learning there are several approaches including:

1. Goal Approach

This approach is based on the idea that in learning that must be thought through and set first is the goal (Daely, 2015). By paying attention to the goals that have been set it can be determined which methods to use and how the learning techniques are applied so that the learning objectives can be achieved. So the learning process is determined by a predetermined goal, to achieve the goal itself. In line with that, the subject regardless of orientation to the objective approach, as well as in Indonesian subjects. Because of its orientation to the goal, the learning is also the emphasis on achieving the goal. The following example. For the writing sub-thema, the specified learning objective is "Students are able to create essays/stories based on experience or information from reading". Based on the goal approach, the important thing is the achievement of the goal, namely students have the ability to make up. As for how the learning process, how the method, and how the learning techniques are not an (Hidayah, 2014). Similarly, if for example taught a sub-thema of structure, with the aim of "students have an understanding of the forms of Indonesian words" The goal can be achieved through learning morphology of the Indonesian language. The application of this approach is often associated with "how to learn thoroughly". By "complete learning", means that a learning activity is considered successful, if at least 85% of the number of students attending the lesson is completed at least 75% of the teaching materials provided by the teacher. The determination of success is based on summative test results. If at least 85% of the number of students can do or can answer correctly at least 75% of the questions given by the teacher then the learning can be considered successful.

2. Thematic Approach

Thematic approach is a strategy that involves several subjects to provide meaningful experiences to learners both in terms of process, time, curriculum, and aspects of teaching and learning. Thematic teachings are taught to elementary school students because in general they still see everything a sone wholeness (holistic), its physical development inseparable from mental, social, and emotional (Amelia, 2018). Therefore, thematic learning strategies should be, (1) friendly, fun, but still meaningful for the child, (2) in instilling concepts or knowledge and skills, the child should not be drilled, but he learns through direct experience and connects it with other concepts that have been understood (Prastowo, 2013).

This form of learning is known as integrated learning, and learning according to the needs and development of students. In accordance with the physical and mental development of students, learning at this stage has the following characteristics: (1) Student-centered,(2) Providing direct experience to thechild, (3) The separation of subjects is not so clear, (4) Presenting the concept of several subjects, (5) Being flexible, and (6) Learning outcomes can develop according to the interests and needs of students (Wangid et al., 2014). In addition, thematic learning has several strengths, namely: (a) Experiences and learning activities relevant to the level of development and needs of the child, (b) Fun because it departs from the interests and needs of the child, (c) The results of learning will last longer because it is more impressed and meaningful, (d) Develop children's thinking in accordance with the problems faced, and (e) Foster social skills in working together, tolerance, and communication (Karli, 2015).

3. Communicative Approach

Communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning (Arnold et al., 2015), (Laily, 2015). It appears that language is not only seen as a set of rules, but more broadly, a means of communication (Dornyei, 2013). This means that the language is placed according to its function, which is the communication function. This raises the awareness that language learning, is not enough to give students how the forms of language are, but students should be able to develop ways of applying those forms according to the function of the language as a means of communication in the right situation and time (Asiah, 2015).

Based on the explanation above, the application of communicative approach aims to make students able to communicate and be able to use language in a good, correct, and real and reasonable way, and can be used for various purposes and circumstances (Sreehari, 2012), (Kunanbayeva, 2013). In addition, communication skills require grammatical ability, sociolinguistic ability, discourse ability, and strategic ability. In the learning process, teachers only serve as communicators, facilitators, and motivators. Therefore, the reference is the need for students to be able to communicate in real situations. Therefore, to fulfill or improve the skills of using language as a means of communication, the most appropriate language learning is to use a communicative approach (Wahyuningsi, 2019).

To be able to design teaching materials that refer to a communicative approach, teachers must pay attention to the following:

a. Learning objectives in the classroom are focused on all components of communication skills
b. Techniques in language learning are designed to involve students in the use of language that is pragmatic, authentic, functional and meaningful,
c. Smoothness and accuracy of language that can underlie communicative techniques,
d. Students must ultimately use language, both productively and receptively (Musayaroh, 2015).

To support this approach must know the method namely: (1) Know what you are doing, (2) Overall more important than its parts, (3) The process is as important as the resulting form of language,(4) To learn something, work on it, and (5) Error is not a mistake. Basically, language is used to communicate, to convey and receive messages from others, from the author to the reader, from the speaker to the listener, the reader receives from the author, the listener receives from the speaker. This approach aims to enable students to have the ability to communicate both verbally and in writing (Kurniawan, 2016), (Agbatogun, 2014). Communication occurs by a variety of factors. Factors that support the occurrence of communication are: (a) Who is communicating with?, (2) For what purpose does communication take place?, (c) Under what circumstances does it communicate?, (d) In what context?, (e) Through what path: written, oral?, (f) With what media: telephone, telegram, newspaper, book?, and (g) In what events: conversations, lectures, ceremonies, job applications, emotional statements, reports (Ratnaningsih & Suyoto, 2019), (Richards & Rodgers, 2014). In the previous section it has been stated that the view of Language and language learning has always changed, in line with the development of community mindset. In relation to Indonesian language learning, lately it has been encouraged to adopt a communicative approach and an integrated approach. Other alternatives that can be used as a reference for the application of communicative approaches in language learning in students are given exercises with the following techniques.

a. Providing Limited Information
   1) Identify the picture. Two students are assigned to have a conversation about the image provided by the teacher. Questions can be about color, quantity, shape, and so on.
   2) Finds omitted information. The teacher provides information about the image, but there are parts that are deliberately omitted. Students are assigned or find parts that do not exist. Then A asks questions to B, so that A can find out which image is not in the image belonging to.
b. Provide unlimited information (unlimited free)
   1) Communicate examples and images. Student A carries a model of the forms arranged/arranged into (being) an example, Student B also carries the same forms. They A and B, must provide information to each other so that B can know the examples that exist in A precisely.
   2) Find a difference. Students A and B each have the same picture, except for a few parts. Students should discuss the image so as to find the difference.
   3) Rearrange parts of the story. A picture of the story (without dialogue) is cut into pieces. Each member of the group holds one part without knowing the part of the image held by the other; the group had to determine the original sequence, and rearrange the story.
   4) Gather information to solve problems. Students have plans to visit an interesting city. B has a bus list/schedule. They should plan a trip to be made that allows them to visit several places (e.g. 5 places) in one day, and use at least half an hour for each place. Students should choose the place that appeals most to them.
   5) Compile information. Students were asked to imagine that they *would be camping* for three days. Each member can only carry approximately three kg of goods. The group must determine what they bring, by

looking at the list of items worth carrying, given by the teacher, and preparing a briefing if they are opposed by another group (Sobri, 2017).

These exercises are exercises for the use of language in functional communication activities in the classroom. In addition, there are also other types of communicative activities, namely social interaction activities, which are given to other students in the form of:

a. Class as a social context. Examples: conversations or discussions
b. Simulation and role playing. Example:
   1) Students are asked to imagine themselves in situations that can occur outside the classroom. This can be simple events, such as meeting a friend on the street; but it can also be complex events, negotiations within the business.
   2) They (students) are asked to choose a specific role in a situation. In some cases, they may act as themselves, but in some other cases they may demonstrate something, in a simulation.
   3) They are asked to do as if this situation really happened, according to their respective roles. Role-playing is not always in the form of acting, but it can also be in the form of debate, or improvisation.

Some important things that must be considered by teachers in language learning using communicative approaches, namely:

a. The concept of communication (who, what, where, and how) should be considered.
b. The sensitivity training of students to choose the right language according to the communication situation needs to be considered, because so far there is a misinterpretation that the use of Indonesian language properly and correctly interpreted as the use of the standard Indonesian language.
c. For various communication trainings, role-playing or drama training is excellent and pleases students.
d. Thus, the main reference of each learning unit is the function of language, not grammar. In other words, grammar is presented not as an end goal, but a means of achieving the intent of carrying out communication (Sun, 2013).

Observing the competence of students' need to be able to communicate in real situations, that language learning as a means of communication will interest students because it is urged by the need to communicate with others (Dhian et al., 2012). Therefore, to fulfill or improve the skill of using language as a means of communication, the most appropriate language teaching is to use a communicative approach.

4. Structural Approach

Structural approach is one of the approaches in language learning, which is based on assumptions that consider language as a set of rules (Genc, 2018), (Puspita, 2010). Based on this assumption, language learning must prioritize mastery of the rules of language or grammar. Language learning is focused on the knowledge of the structure of languages that are advanced in phonology, morphology, and syntax (AMELIA, 2019). In this case knowledge of sentence patterns, combined patterns of words, word patterns, and syllables becomes very important. With ural receipts, students will be careful in composing sentences, because they understand the rules. For example, they probably won't make mistakes like the one below. "The boy's clothes are new", "At school we had a football game", "The kids are running around in the yard".

5. Process Skills Approach

The skill approach is based on the assumption that learning is a process of changing behavior, both cognitive, affective, and psychomotor. In the process of learning or learning how to learn necessary intellectual skills, social skills, and physical skills. These three skills are called process skills (Thalib, 2018). Each of these skills consists of a number of skills. In other words process skills consist of a number of process sub-skills. Process skills serve as a tool of finding and developing concepts. The concept that has been found or developed also serves as a support for process skills (Özgelen, 2012), (Wahyono & Farahsani, 2017). The interaction between process skills development and concept development in the teaching and learning process produces attitudes and values in the students. The signs are visible in students such as, conscientious, creative, critical, objective, tolerance, responsible, honest, open, able to work together, diligently, and so on. Each subject has its own characteristics. Therefore the elaboration of process skills can be different in each subject. The differences are not fundamental but mere variations (Delaney et al., 2015). For example, let's look at how process skills are described in Indonesian subjects. The description already meets the Indonesian character itself. The description is as follows.

a. Student Activities

In line with the application of the concept of process skills, in the learning activities the students are given the opportunity to observe the objects that will be written in accordance with the theme or topic of the essay. For example, if there are words that are not understood, students can search in the dictionary provided by the teacher or if it is still unclear whether the student can ask a friend, even to the teacher if necessary.

b. Teacher Activities

Teachers are students' learning friends who should be able to give encouragement, guidance, and direction to the students. Teachers act as facilitators, which means providing the facilities needed by students for the smooth

running of learning activities. In writing learning activities, teachers should be able to create a conducive learning climate for writing. For example, students are given sentence points that must be developed using the word options provided.

6. Implementation of Unified Approach

In learning Indonesian in elementary school, these skills can be realized as follows. When the teacher teaches to write sentences or words, at the same time the teacher teaches how to pronounce them (pronounce them) appropriately. In this case the teacher related reading activities and understanding of the pronunciation or speech covered in the sound system. When the teacher teaches to write sentences or words, the teacher also teaches how to read them, pronounce them, and how to spell them. in this case, unless the teacher associates reading and pronunciation, the teacher also associates it with phonemes, although the term is not expressed to the student. This is seen for example when students have to write words such as, mama, mana, eyes, whose meanings vary because of differences in /m/n/, and /t/. When the teacher teaches to read sentences, the teacher also teaches how to intonation, pronunciation, punctuation in the reading. and how to read the sentence with regard to the punctuation marks used. In addition, teachers have the opportunity to increase the vocabulary of students and when the teacher gives an example of reading or one of the students reading, of course the other students must listen.

When the teacher teaches to write sentences, the teacher also teaches spelling how to use punctuation in sentences, such as dots, commas, and question marks. In addition, students are also asked to read the sentences they have made, students who are not reading will listen well or listen. If so there has been a pitting between writing, reading and listening but in this case the pressure is on the writing skills. When the teacher teaches speaking skills as well as the teacher teaches intonation, pronunciation, and listening. Perhaps after one of the students told the story, the other student was asked to briefly present the content of the story. Thus, when one of the students told a story, his friend really listened. Listening skills can be combined with speaking skills as well as writing skills. In this listening learning, teachers can also deliberately use or slip new words for students, thereby increasing the dissortion of their words. If so, it means that the teacher has combined listening, speaking, writing and editing the student's vocabulary. When teachers teach new words, teachers should always remember that they must be included in sentences or in reading (in context). So in this case, the teacher teaches the new word as well as teaches how to use it in the sentence. In this case there is a pitting between vocabulary language skills and structure.

The introduction of other fields of study such as science, social sciences, and mathematics is carried out through the presentation of themes and materials related to the field of study. In higher classes, learning aspects of language skills are integrated. E.g:

1) Listen and talk. Example: The teacher told an event, the students listened to the story. When finished, the student is given a moment and then a student is asked to err on the content of the story in the language (sentences) of the students themselves briefly. In this case, the priority is the ability of students to understand what they are listening to and the ability to express their thoughts. Because only a few students had the opportunity to speak, others were given the opportunity to express their opinions about the dialogue conducted by their friends who got the opportunity in front of the class. In these ways, teachers integrate, listen and talk.

2) Listen and write. The teacher reads and listens to a recording of a play or a short story, then the students listen. Some of the plays/short stories are read/heard, depending on the difficulty of the drama/ short story. Upon completion, students are given time to ask questions they do not understand. After that they were given time to answer the teacher's questions about the play, or asked to write the contents of the short story / drama in a nutshell with their own sentences. It can also be requested that students listen to the radio or television on a particular show, and be asked to make a report of the results of the writing. In this case the teacher must be observant, have events that allow the implementation of the task by the student. In the ways above the teacher combines listening and writing lessons. The other way is still quite a lot.

3) Reading and listening. Example: Students are given the task of reading a discourse. In this case the terms of reading for others must be understood by the student. The other students listened. After that the student is given time to think, then the next assignment, perhaps the student is asked to tell the contents that are listened to orally or may be written. in this case, in order for the one who gets a turn to read not a little, the manuscripts that are read should be short texts, such as brief information, commands, and so on. In the ways above the teacher combines reading with listening.

4) Read and write. Example: The teacher assigns the assignment to the students to read stories and other writings outside the classroom, and asks them to write a summary of their reading results. After they write down the results of the summary, the teacher can ask the students to just collect their results, or it can be before they collect, some students are given a turn to read or submit their own results. In such a way there is a pitting between reading, writing and speaking.

5) Write and tell stories. Example: The teacher assigns the assignment to the student to make an essay outside the classroom. At the appointed time, the student recounts the contents of his essay, before it is collected. Students are divided into small groups of three or four. Each group is given the task of planning and

writing a scene that can be played. At the agreed hour, before the manuscript was handed over to the teacher, each group was asked to demonstrate what they had planned and they wrote it.

7. Polemic implementation of Indonesian Language Learning as a Knowledge Manager

The implementation of Indonesian language as a knowledge manager in elementary school still raises polemics (Ruhayati, 2019). This polemic is seen from two views, namely the pro view with language policy as a science student with the application of Indonesian language learning based on text and cons to this policy. The view that Indonesian language becomes noble in the 2013 curriculum because it is used as a science is very strengthened with various evidences that with the use of Indonesian as the only introduction to student learning by means of an integrated thematic approach in the 2013 Curriculum, the Indonesian language can become an educational language (Pujiyati, 2019). As the saying goes "once rowing-two three islands exceeded" or "while diving drinking water", then when the teacher delivers text material that speaks Indonesian, at that time also science and social science material is also conveyed. The difference in responses about the implementation of Indonesian language occurs because The Indonesian language does not bring along literature, even though literature plays a role in the formation of the nation's character. In addition, the ability of Indonesian teachers is also one of the things that must be considered if the Indonesian language remains a science teacher applied with an integrative and text-based thematic approach.

Conclusion

Indonesian language learning has a very important function as a tool of communication and as a national identity, also has a role in shaping the habits, attitudes, and abilities of students for the next stage of development. In addition, learning must be able to assist students in developing language skills in their environment, not only to communicate, but also to absorb the various values and knowledge they learn. Through language, students are able to learn art and cultural values, moral values, religious values, and social values prevailing in society, through language, students are also able to learn various branches of science.

Language in the world of education has a strategic role in social and emotional sciences because Indonesian language is the language of introduction to education at all levels of education ranging from the most basic, secondary to higher education. In addition, Indonesian language can also be used as a benchmark for efforts to improve the quality of elementary education, especially elementary schools (SD) that is mastery of science and technology because Indonesian language is a means of thinking to develop a logical, systematic, critical, and structured way of thinking. There are several causes of the lack of success in Indonesian language learning in elementary schools because some educators still use the complex pattern of homework from the four basics in language science (writing, reading, listening, and speaking skills) is stand alone, even considered as a separate science. Thinking about improving students' skills with an integrated learning approach in Indonesian language learning is important. Thus, the application of integrated learning is very important for improving the skills of students in the field of Indonesian language in students in low and high grade elementary school.

One of the successes of a learning is determined by the application used by the teacher in the learning activity. Because all refer to interconnected assumptions both theoretically and method. Assumptions about languages vary, assumptions consider language to be a habit, or language as a communication system that is essentially written, as well as language as a set of rules. Indonesian language in elementary school can be interpreted as a benchmark or our point of view on the process of learning Indonesian language early on, which refers to the view of the occurrence of a process that is still very common, in it accommodates, initiates, and strengthens learning methods with a certain theoretical scope aimed at communicative education, and thematic education.

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