Language arts learning in elementary schools based on strengthening character education programs in line with on life-based learning in Indonesia

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Abstract

Literature learning in elementary schools is a basic requirement of every citizen, regardless of the origin of the class or descendants. The study of Indonesian literature in elementary school despite adjusting to the development of the present era demands to pluralism Education is a basic necessity even though it is taught to every citizen. That's why learning Indonesian literature in elementary school even though teaches the skills of the stories with the nuances of innovation and creations in order to support the Strengthening Character Education program) with insightful educational life in elementary.

Introduction

In this case, the Japanese have shown greatness in developing themselves, emerging from the debris of World War II after the collapse of Hiroshima and Nagasaki Atomic Bombs that made the Japanese Empire back to zero years (Back to Year Zero). In line with the Bomb incident that devastated Hiroshima and Nagasaki, the Japanese government immediately revitalized the education of character whose energy is directed to positive activities. The same thing is done by the South Korean government, reflecting on the competition with North Korea, the South Korean government to strengthen the innovation that is an attempt to survive in the midst of wars that never go away as well as survive amid lack of natural resources and potential natural disasters. The opinion of Prensky[1] can discuss the two events above to be a fact that innovation in learning is done even more, especially if it is associated with Strengthening Character Education program.

Learning a language in elementary schools is a process of language arts language skills learning which is often the dominant thing that can be observed in the process of learning. Without denying anymore learning in this field becomes the main priorities in building patterns of sentence deception. According to Gadner[2] curriculum cannot be separated from the learning process itself. With the curriculum language skills of learners are expected to have the ability to develop themselves from skills that are useful and useful for themselves and the environment. It can not be denied that the language arts-based curriculum becomes dominant as the demands of external change within the learners themselves. By

teaching language curriculum based on language arts, learners, of course, have a full prospect in their career development in the future.

Along with the pace and development of the era, the language-based curriculum becomes dominant and strategic. The strategic review of the language arts-based curriculum can be seen from some of the challenges that accompany the learning process of the learners themselves. Some of the things that include the challenge in teaching arts language in elementary school are the paradigm embraced by the internalization process itself self-learners. These patterns often hold key dominant positions in language arts. The link in the development of this pattern is the ability of a learner in the internalization of the processes that occur in the environment. According to Gadner[2] without denied learning in the environment of students holding a position in tandem with language arts learning that occurs among learners. Learners become dominant along with the learning process itself that requires learners to be able to optimize themselves.

The challenges that exist among learners often become a continuous learning process. These processes are the dominant point in the learning process. In teaching themselves, learners often face a variety of dominance of the dominance of texts from outside by Gadner[2]. The manifestation of the dominance of the text can be diverse in the form of full-text domination as well as incomplete text domination. This process is a challenge for teachers and learners in designing the learning process. According to Gadner[2], the challenge-this is the main dominance to teach learners. However, learners also cannot be

separated from the challenge of how the learners are able integrated skills that accompany the learners.

Without denying these diverse challenges gave birth to a necessity that the process also plays a dominant role in developing language arts skills that exist in the learning process environment. Sibarani[3] reveals a challenge and the learning process becomes dominant as the pace and flow of existing developments. Given the current development of information undoubtedly learners have a distinctive challenge is how to make themselves become dominant in the middle of the flow of narratives that seek to shape their understanding of the world. Basically, the ability to hold language arts has a major priority point in building information flow. Without realizing the development of self-become dominant in teaching language arts.

This is in line with the idea of Prensky[1] which reveals that the challenge to language arts is dominant in line with the current rate of communication and information technology that dominates the world's current. In today's era, the dominant challenge is the challenge to adapt in the midst of the digital world. Various kinds of information flow become dominant along with the rate of development of the era that provides the barrage of information and messages on a massive scale. Herein lies the challenge for students, by look up the dictionary alto their surround environment for teaching and learning steps in Indonesian elementary schools.

Literature Teaching in Elementary Schools

Learning literature in primary schools is one of the dominant challenges among learners. In developing the literary demands of a learner is required to be able to develop themselves and be able to build an identity. This challenge often translates into a top priority is to build an intuition.

The ability of a learner to develop a sense or an intuition is reflected in the rhetoric used in developing the ability to build narratives and the ability to build self-identity in order to increase self-reliance. In addition, a learner also has a main priory is able to pour ideas and ideas that exist among the learners themselves. Along with the development of ideas and ideas, a student is expected to have the identity in developing oneself.

According to Gadner[2] to develop a priority in developing ideas, learners also have various ideas and points of ideas in developing information input from the environment and self-learners themselves. The ability to develop information is a top priority in building literacy skills among elementary students.

Canale M. et al[4] states that developing the ideas and ideas of a learner also has the identity as a learner. This challenge often becomes dominant as the learner grows. Ideas and ideas possessed by learners become dominant if the learners have the ability to accumulate ideas within a certain timeframe to then be poured in the form of ideas.

A learner is also able to actualize themselves with the environment along with the rate and flow of information that accompanies the learners. Without denying the existence of learners and learning process becomes dominant in the midst of the development of information flow that accompanies the learners. Canale M. et al[4] states basically the forms of ideas in life have a challenge that is not less little that has a meaningful change. In the broad scope of a learner is required to be able to survive in the middle of exposure to information increasingly widespread. Literary ideas that are often identified with culture become a challenge in learning the process of learning. A learner often faces the challenge of accompanying changes. The challenge of change is what gives tasks in change.

Literary skills become dominant along with the development of technology flows. Without denying this development becomes dominant along with the changes that accompany a learner. Such a situation undeniably breeds a process that dominates the self-learners and the environment itself.

The ability of a learner in self-actualizing with self-ability in the middle of standardized literary currents is a top priority. Along with the pace of scientific development, the development of literature becomes dominant in the midst of the current era that requires learners to change. Canale M. et al[4] states that the self-development is learners are also required to be able to develop themselves from the framework of building identity and togetherness. This challenge is the main priority to change the paradigm in the learning process is self-actualization in the middle of information flow.

Implementation and application of ideas and ideas require a wide range in the sense that a furniture person must also have a self-change to the concept that accompanies the learners. A learner has the ability to transform himself and various internal dynamics within himself with the accompaniment and guidance of the teacher and the curriculum itself.

Demands on the Native Digital Era

It may be said that in the Millennium century it was a century where digitization became a trend. In developing the digital era a person required to have the ability that is the internalization of yourself and others. Canale M. et al[4] describes the ability to perform internalization processes often unwittingly provide a dominant current in the learning process. Learning processes that provide opportunities for self-actualization and open opportunities to open an understanding of literacy in the digital age.

This challenge means that the ability to accompany various demands provides values in the curriculum development process. This curriculum development process requires a

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continuous challenge. In addition to curriculum development processes in the digital age, undoubtedly the skills for processed become dominant.

Along with the rate of digital development function, the teacher's demand for self-development is increasing. The rate and flow of information speed can change in the seconds. In addition, the development of digital curriculum also provides a flow of information flow in the middle of global currents.

Canale M. et al[4] explains that challenges that accompany the process of digitizing the curriculum is not necessarily derived from the teacher or textbook, but a process to build the identity of the environment. Views of digital native become dominant as the rate and flow of technological developments that provide input to change.

Digital native skills for obtaining current and information

The ability to develop information flow becomes a necessity for the development of the times. In addition, the ability to develop themselves in the middle of exposure to information flow also become dominant. Canale M. et al[4] further explanation that self-ability to develop themselves closely related to the skills of a learner in self-actualization. Along with the pace of development of the time the students have a challenge in the form of the ability to actualize amid the current development of the times. The ability of learners to understand the flow of information is one of the prerequisites for developing themselves in the digital era. In developing a learner also requires the identity and challenge of a guide to actualize themselves in the middle of digital currents.

The prerequisite for being active and able to interact in the digital age is a skill in self-actualization. Without denying these abilities cannot be separated from the ability of students and teachers to build a digital-oriented learning environment. According to Prensky[1], the ability of the learning process is one of the criteria given in building digitally oriented environment based on the ability to develop technology and digital devices. Here is the role of an educator to be able to accommodate learners and learners.

Suparno[5] explains that to build a digital environment closely related to the provision of the environment. The primary role of a learner is to collaborate with educators and stakeholders to build a digital environment. Without a doubt, the availability of the digital environment becomes a top priority in self-development and ability in the global era. These challenges become a top priority to develop themselves and develop institutional and school capabilities. Often the learning process passes through the transition period in the digital age.

The design of the digital-based curriculum is the key to developing the demands of the times that occur among learners. Peru policy stakeholders develop data and skills to scrutinize in the digital age. Herein lies the challenge in the digital age, namely to build dominant learning and able to accommodate the flow of change in the digital age.

Digital Native Curriculum in Elementary Schools

The curriculum is a guiding aspect of the learning process. The curriculum is the steering of the learning process that exists in an institution's environment. With the curriculum then the learning process becomes more focused in accordance with the established line. The curriculum is closely related to the learning process that occurs in the school environment.

Sibarani[3] states that in general curriculum provides a broad perspective on learners in the school environment. The existence of the curriculum is often inseparable from the policy sequence that occurs among the stakeholders. These policies provide direction and guide decision makers in order to guide the success of the learning process.

In building a curriculum a stakeholder has an ideal guide to designing it. These guidelines often include any decisions that arise with regard to the curriculum. In general, the curriculum seeks to open learners' insights into the world and the whole.

Sibarani[3] explains that the curriculum essentially ideally contains an instructional design, meaningful guidance on planning and improvement. In line with the national policy, the curriculum becomes an absolute thing that is commonly a priority in the design of teaching and learning process in the school environment.

Sibarani[3] explains that basically the design of the curriculum cannot be separated from the policymaker itself. Often various polemics arise regarding the design of the curriculum. In designing the curriculum, of course, the existing polemic although adapted to the challenges that exist in the learning environment.

In addition to the challenges and policy changes, a curriculum is also designed to adapt to the environment. The meaning of the change is that the curriculum is designed to deal with both physical and non-physical environments. During this design is not spared from changes that sometimes occur drastically. The curriculum change policy is one of the main drivers in the design of a system. In addition to the changes, the policy makers have also designed the curriculum based on the results of the discussion and the design that is not long.

Gruener[6] explains that in the main areas of the main discussion we often cannot escape the system changes. Changes in the social system are closely related to the development of communications and information technology that has mushroomed for so long. In addition, it can not be denied again that the communication system plays a dominant role in opening

the horizons and policies that exist in the environment of learners. The construction of the discourse is closely related to the existence of the curriculum itself, its meaning in making a curriculum its main contribution is to make a dominant system and able to invite learners to interact and on the one hand is able to develop skills.

In developing the curriculum one of the things that cumulates are the change itself. Changes that occur in society sometimes accumulate into demands of the times. Gruener[6] remedies and changes in the times are reflected in several factors. The first factor is the challenges and technologies that accompany a curriculum. The second factor is the demands of social flow covering the fields of politics and information. The third factor is the change that makes a system run optimally and needs to be acted upon. Often the existence of the curriculum cannot be separated from the socio-cultural factors in it. Canale M. et al[3] states that it is undeniable that the existence of the curriculum becomes dominant as the development of the changing currents of the times. Without denying it precisely here lies the challenge and changes the curriculum itself.

Digital Text Book for Digital 21st Century

The development of information and communication technology makes the transmission of information and data more easily and quickly. Gruener[6] states the information uploaded in a chat group, blog or microblog can be read and accessed all over the world connected to the internet. Along with the development of technology gradually internet access will reach areas that were previously not accessible. Prensky[1] explains that textbooks in paper-based forms are a common practice in teaching and learning. In the printed book contained materials of knowledge related to the eyes of both the thematic, integrative and the books that are per subject.

Printed textbooks are a tool for teachers in the learning process. In the learning process learners have the opportunity to study self-contained material in printed textbooks. Printed textbooks also provide opportunities for learners to train skills through the exercises that have been provided. The above basic idea then this research takes the title of analysts the opportunity to provide textbooks in the era of information and communication. This study uses literature review method as a way of collecting information related to this research.

Digital Formatted Text Book

Digital books also have the disadvantage of making that, for now, requires special software. The design to the end of the digital book also requires expertise in the field of design, software and hardware availability (e-book reader) that the price is not necessarily affordable by certain circles.

Prensky[1] explains that textbooks in digital form have constraints in the form of maintenance both software and hardware.

The hardware used for reading files requires routine maintenance in the form of providing electrical energy and the availability of communication networks to enable e-book reader devices. Other things that need to be taken into account are the maintenance that is realized in the form of spare parts availability and experts for improvement if there is a mild or moderate damage.

On the other hand, as the impact of the development of information and communication technology is textbooks will gradually be replaced by textbooks in digital format. The substitution of text-printed textbooks into digital support with the ease of updating existing information and exercises in digital textbooks.

Printed Text Book

Prensky[1] provides a synthesis that print-based Books have an opportunity to be derived from the previous level that has been completed using the printed book. The library becomes a means to store and lend the textbooks of the printed lessons. Thus the purchase of printed textbooks has the advantage that can be used in several forces in school. Furthermore, Gardner[2] explains that text forms with printed formats take a relatively long time to revise and update the information contained in the book. The speed at which information is updated becomes a key issue in the event of a change of curriculum in which textbooks are updated to conform to the curriculum outlined by the stakeholders.

Conclusion

Opinions from Prensky[1] can synthesize p progress the Government of South Korea to respond quickly development of ICT (Information and Communication Technology) to develop intelligent systems that present innovations developed by the Samsung Corporation. In line with the development of information and communication technology flow, Samsung Corporation synergizes with Google to develop Samsung Android which in 2015 triumphed.

Suggestion: Further, Prensky[1] implicitly states that the United States with the power of A New Deal of FD Roosevelt has introduced STEM (Science, Technology, Engineering, and Math) logic under the conditions of the US monetary crisis of the 1930s, In this case, the ability to adapt to existing activities. In this case is the main activity in building the insight of the archipelago.

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