Using Local-Wisdom Literature in Teaching English through Text-Based Method on *Merdeka Belajar* Curriculum

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Abstract: Literary text-based learning is interesting because literature learning in schools is often neglected. Literature learning often focuses on knowledge-based learning. The changing curriculum does not guarantee a change in the learning system in elementary school classrooms. Therefore, this study aims to describe the process of teaching and learning text-based literature at the elementary school level and its impact on students' writing skills. Qualitative and quantitative descriptive methods were used. A qualitative method was used to describe the teaching and learning process in the classroom, while a quantitative method was used to assess learning outcomes. Techniques used were observation, interviews, and narrative writing tests, with the research object being three school teachers and 60 students from 3 schools in Samosir Regency. The results showed that the Seventh-Grade secondary school teachers in Samosir Regency do not yet understand text-based literature learning techniques fully, so teachers still use conventional methods. The results of teaching and learning activities on students' ability to write narratives showed an average score of 73.27. This value has reached the Minimum Completeness Criteria (KKM) but has not yet been maximized because there are still obstacles.

Keywords: Local-wisdom; literature; text-based method; Merdeka Belajar Curriculum.

A. INTRODUCTION

Since Indonesia's Independence Day, English has been declared the core subject taught at every level of education (Darmawati, et.al., 2020; Suryana, et.al., 2022), from

secondary school to university. The position of the English lesson, however, is a strength of the Merdeka Curriculum because it specifies whether English should be taught from elementary school through university. Making English instruction successful in the classroom becomes a problem for the English teacher and English research.

English language learning at the primary level often focuses on a monotonous learning system. Teachers teach English focused on teaching materials that students and teachers handle. Teachers' creativity in teaching English using local cultural texts should be addressed. In contrast, local heritage-based texts can be used to entertain and instil local cultural values. In fact, there is a gap between the law of national education and the reality in the schools: children have limited or even no character development and have already forgotten local genius as their wealth (Laili, 2003)

The success of the teaching and learning process can be influenced by the learning materials and learning method applied in the classroom. Learning material directly correlate to students' motivation and students' achievement. Therefore, it is the paramount significance to select learning material which meet the students' preference (Kusuma & Hum, 2022). Kusuma emphasized the function of learning material as a means of communication between teachers and students so that they are able to motivate students in studying the material provided.

Learning material and method are discussed in curriculum. Therefore, the exchange curriculum is affected the learning material and learning method itself. The English language curriculum has undergone several changes, ranging from structural, competency, and communicative-based to the 2013 curriculum, which focuses on teaching texts, and finally, the *Merdeka* curriculum (Muhammad, 2020) (Suhartono, et.al., 2021). The structural-based curriculum is related to language structure, while competency-based learning requires language or communicative knowledge and skills mastery. Curriculum 2013 is a curriculum that uses a communicative approach. The communicative approach emphasizes language skills such as listening, speaking, reading, and writing. In contrast, text-based learning focuses on teaching based on text types such as description, persuasive, narration, argumentation, and exposition.

Currently, the *Merdeka Belajar* Curriculum emphasizes independent and flexible learning, which can be tailored to the needs and interests of students (Suryana, et.al., 2022). The 2013 curriculum focuses on the teacher's ability to identify student needs and

abilities and utilize environmental potential, social, cultural, and community characteristics. However, even if the curriculum changes, if it is not accompanied by an increase in teacher competence and supporting school facilities, the independent learning curriculum is only a concept. The change from the 2013 curriculum to the *Merdeka Belajar* curriculum keeps the learning system in the classroom and even confuses teachers.

In the *Merdeka Belajar* Curriculum, teachers are given the freedom to choose various teaching aids so that learning can be tailored to student's learning needs and interests. *Merdeka Belajar* Curriculum uses a project basis to strengthen the achievement of the Pancasila learner profile. This project is built on a specific theme set by the government. Projects are not intended to achieve specific learning objectives and are not tied to subject content. Therefore, the teacher can determine the appropriate learning direction.

Following the opinion from Ainia (2020), she said that teachers are expected to motivate students to take good and positive actions as the main responsible actors. In line with that, Sibagariang, et.al., (2021) state also that the independent learning curriculum aims to create quality humans who can compete in various fields of life; the vision and mission of Indonesian education in the future support the concept of independent learning as the right solution.

In a speech presented by the Minister of Education and Culture, Nadiem Anwar Makarim, at the 2019 National Teacher's Day (*HGN*) event, he coined the concept of "Free Learning Education." The concept of independent learning is part of an educational institution that aims to improve the quality of education in which there is an element of flexibility towards freedom and openness as an educational institution that contributes to educating the nation's next generation in the era of the industrial revolution 4.0 and society 5.0. (Suhartono, et.al., 2021).

Furthermore, Abidin (2012) states that the development of language learning needs to be done in order to aim for (1) balanced learning to motivate teachers and students to work according to their respective roles and functions actively, (2) quality learning to achieve the formation of students' competent with a focus on learning objectives, and (3) ethical learning that reflects cultural values and norms. Character education in language learning has a dual function as character development in general and as development in the language.

The realization of character learning can be done with school literacy activities following what was stated by Samsiyah, et.al. (2021) & Abidin (2012) that literacy activities carried out by students in internalizing regional culture which could instil the characteristics of exemplary, loving regional culture, religion, and honesty. Local literature contains these character values so that local literature learning can be utilized in supporting the *Merdeka Belajar* Curriculum.

Academic learning based on local wisdom texts can be applied in all regions. Likewise, on the island of Samosir, which is rich in local wisdom, literature, and traditions, most of whose inhabitants are the Toba Batak tribe. The Toba Batak tribe on Samosir Island is famous for upholding customs. According to Sinaga (2015), in the Toba Batak community, a series of cultures contains complex rules governing how humans behave in everyday life. These regulations can be in the form of written or oral rules that have been passed down from their ancestors. The belief system (divinity), kinship system, social system, livelihood system, marriage system, customs, etc., are some examples of these rules that still carried out today by the Toba Batak community. Therefore, people on Samosir Island still uphold the binding rules. However, it will gradually erode if the learning system does not support it.

Based on initial observations, the local government's attention is only on the Toba language, while its literature is often ignored, even though Samosir Island is rich in local literature. Local wisdom-based literature learning has not yet to be implemented. The government has only made regulations on the use of local languages and local clothing on certain days. The local government wants to include local literature subjects in schools but it is constrained by books and teachers to teach them.

Balai Bahasa Sumatera Utara has produced a Toba Batak language book for local content teaching material. Because the local content curriculum has not yet existed, the reference used is an English textbook translated into Toba Batak. Although the book refers to English textbooks, it includes local literature. Unfortunately, the book has not yet been used in teaching and learning activities, even though it has been discussed with stakeholders and teachers on Samosir Island.

Research on local wisdom text-based literature learning has been conducted by Taum (2017). The article is titled Text-Based Literature Learning: Opportunities and Challenges of Curriculum 2013. The results of his research state that the key to successful

literature learning depends heavily on a teacher's interest, competence, and position. Besides, Nazla (2017) in her article entitled Text-Based Concept Discovery Model in Literature Learning mentioned that text-based learning can be an alternative model of literacy learning. The advantages of this teaching material are that it can achieve learning objectives and can find concepts and determine decisions in behaving socially. Therefore, realist literary texts can be utilized as sources and teaching materials (Hadi, et.al., 2023).

This research is related to the two studies above, but it is too different when the implementation of text-based literature learning associated to *Merdeka Belajar* Curriculum. Different curriculums make different ways of text-based literature to be implemented in learning. In other words, what distinguishes this research from the above research is that this research uses local wisdom texts associated with the *Merdeka Belajar* Curriculum while others used the previous curriculum, namely Curriculum 2013. This research applied the characteristics of the *Merdeka Belajar* Curriculum, including flexibility for teachers in carrying out teaching tailored to students' different abilities and adjusting to local situations and materials.

Curriculum changes usually occur about every five years, although it could be sooner or later. The plan is for *Merdeka Belajar* Curriculum to become part of the national curriculum in 2024. However, the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, stated that the implementation of this curriculum could begin in the 2022 school year. Therefore, schools will undergo a learning journey and adaptation process to be better prepared to implement *Merdeka Belajar* Curriculum.

Based on the above background, looking at the application of local wisdom text-based literature learning in supporting the *Merdeka Belajar* curriculum is necessary. This research aims to describe the implementation of a local wisdom text-based literature learning model carried out by teachers in secondary school classes in Samosir Regency. Literary learning is related to the implementation of the *Merdeka Belajar* curriculum in English language subjects.

The *Merdeka Belajar* Curriculum is an improvement to the 2013 curriculum. The *Merdeka Belajar* Curriculum begins with the Driving School Program. This Driving School Program will be a gateway to a curriculum that suits the needs of students and the characteristics of the school environment in Indonesia. According to Alexander, as cited by (Suryana, et.al., 2022), the curriculum acts as adjustment, integration, difference,

preparation, selection, and diagnostics. In Sadhana (2021), the curriculum is an intention and hope poured into the form of educational plans and programs implemented by educators in schools. Therefore, the curriculum is one of the main and very important components of the educational process.

According to Suryaman (2020), the curriculum does not only contain the goals that must be achieved but also provides an understanding of the learning experience for students. Therefore, the perspective of learning an independent learning curriculum is a strong basis for mobilizing learning components in an integrated and meaningful way to produce graduates who are superior and globally empowered.

In the Ministry of Education and Culture (Kemdikbud, 2022), the implementation of the independent learning curriculum is a learning recovery carried out based on several policies, including:

1. Pemendikbudristek No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Basic Education, and Secondary Education including the achievement of students' abilities from the end of the learning process, which includes assessment of attitudes, skills, and knowledge.

2. Permendikbudristek No. 7 of 2022 concerning Content Standards in Early Childhood Education, Basic Education, and Secondary Education developed through the formulation of the scope of material following the competencies of graduates.

3. Permendikbudristek No 56 of 2022 on guidelines for curriculum implementation in learning recovery containing three curriculum options that can be used in education units in the context of learning recovery.

4. Decree of the Head of BSKAP No. 008/H/KR/2022 on learning outcomes for all levels and subjects in the *Merdeka Belajar* Curriculum structure.

5. Head of BSKAP Decree No. 009/H/KR/2022 on the dimensions, elements, and sub-elements of the Pancasila Learner Profile in the *Merdeka Belajar* Curriculum (Kemdikbudristek, 2022).

In line with the policies, Yamin & Syahrir (2020) argued that the existence of an independent learning curriculum is a rearrangement of a national education system in Indonesia with the aim of welcoming changes and progress in the nation so that it can immediately adapt for changing times and existing technological developments. Later on, Sibagariang, et.al. (2021) considered that the concept of the independent learning

curriculum is suitable and acceptable considering the vision and mission of Indonesian education in the future to create quality human beings who can compete in various fields of life.

Text-based learning in English language learning, starting from implementing the 2013 Curriculum through curriculum development, the *Merdeka Belajar* Curriculum emerged. The learning concept of the 2013 Curriculum and the *Merdeka Belajar* Curriculum are different (Ainia, 2020), but they are complete each other. What distinguishes it is the learning technique at school? The 2013 Curriculum does not consider students' interests and talents, while the Merdeka Belajar Curriculum prioritizes interest and talent orientation. Therefore, teachers must be able to understand student interests in the classroom. The teacher's ability to develop learning models so students' interests and talents become very important.

Many things can be learned in text-based learning, such as content, ideas, messages, knowledge, and even language structures. Text-based learning is a learning process involving teachers to assist students in producing text. The stages of learning are by assisting students and gradually reducing assistance until students can create their text. Learning is structured by using a variety of texts that suit the needs of students, and students are given practice in various types of texts so that they can create texts without help or guidance from the teacher.

When associated with the *Merdeka Belajar* curriculum, the 2013 curriculum utilizes text as teaching material to foster student interest and is tailored to their desires (Ade, et.al., 2023; Maipita, et.al., 2021; Kusumawardani, et.al., 2022). The text-based learning model is a learning model that utilizes narrative, description, persuasive, and argumentation texts. Text can be used as a learning medium at school to develop students' interests and talents.

Based on the above opinion, the curriculum guides the national education system. The achievement of ideal education is based on the applicable curriculum design (Irawati, et.al., 2023; Sinta N.K. & Abu, H., Agus, R.M, 2024). The curriculum continues to evolve and is adapted to the times. Collaborating the old curriculum with the new one is inevitable in teaching and learning activities. The local wisdom text-based literature learning model can be applied in the *Merdeka Belajar* Curriculum (Hadi, et.al., 2023; Muhyi, et.al., 2022). The

application of a model tailored to the curriculum depends on the teacher's teaching technique in class and is adjusted to the learning objectives in the 2013 Curriculum.

B. RESEARCH METHOD

This research used descriptive qualitative and descriptive quantitative methods. Qualitative methods are used to see the process of teaching and learning activities carried out by teachers in the classroom, while quantitative methods are used to see student learning outcomes. This research involved 3 teachers and 60 students from the Seventh-Grade secondary schools. The selected schools were SMP Negeri 1 Panguruan, SMP Negeri 2 Simanindo, and SMP Swasta Budi Mulia. The selection of schools was based on educators who had received training in text-based learning. In addition, the schools used as samples are schools that excel.

The data collection technique used direct observation to see the process of teaching and learning activities carried out by teachers in the classroom. The observation results were analysed descriptively based on the steps of teaching and learning activities carried out by the teacher from beginning to end. This study also used tests for students to see learning outcomes. Criteria for assessing student writing results based on themes and exposure of ideas. Assessment of student writing results is given a maximum score of 100. After the above data was obtained, the data was then analysed to obtain the mean or average value of student writing. Data analysis was carried out using the Statistical Product and Service Solution (SPSS) version 24.

By employing local wisdom literature as a material source, this article intends to enhance the references for teaching English in elementary schools. It covered the instructional competences in the *Merdeka* curriculum using a task-based approach. Consequently, this article covered the function of the approach recommended in the *Merdeka* curriculum, task-based instruction in the teaching of English, and Batak local wisdom literature.

C. FINDINGS AND DISCUSSION

Findings

Text-Based Literature Teaching and Learning Activities of Secondary Schools in Samosir Regency

The result of teaching text-based literature in SMP Swasta Budi Mulia, Samosir Regency, where the teacher teaches narrative text is taken into steps. The steps taken by the teacher implemented text-based literature in the class. Due to the observation, the result showed that: (1) the teaching and learning activities begin with defining narrative text including students' opinions, the students' participation is limited in teaching and learning activities using the lecture method so that text-based teaching and learning activities focused on students rather than theory delivery; (2) students have been able to answer the teacher's questions about the definition of narrative text and have also been able to determine the text made by the teacher orally, then the teacher distributed literary texts, one table, and one text at this stage; (3) the teacher use the lecture method, question and answer with students, read the literary text, and determined the type of text; (4) the teacher needs to be more able to provoke students' ideas or imagination to express ideas in oral or writing, such as retelling the content of the literary text; (5) the teacher needs to allow students to ask questions by giving students assignments; (6) the teacher must guide students to produce good narrative texts in teaching and learning activities, then gave an evaluation of the activity by appreciating the story; (7) the teacher assigns students to create and read a narrative text in class; and (8) students have begun to understand the narrative text by putting the text into writing well.

Some notes on the results of teaching and learning activities in SMP Negeri 1 Pangururan where the teaching literary texts implemented by the teacher. Due to the observation, the result showed that: (1) the teaching and learning activity begins with defining narrative text but includes students' opinions and the teacher has provoked students' opinions about narrative and descriptive texts; (2) students could answer the teacher's question about the definition of description and narration text by eliciting students' opinions about the text so that the teacher reads the text and the students are told to answer the type of text; (3) the methods used by the teacher in teaching and learning activities are lecture, question, and answer methods which means the teacher is not able to provoke students' imagination in their work and more dominant in teaching and

learning activities; (4) the teacher asks questions to the students, then assumes that if the students can answer the teacher's questions, they will certainly understand the material taught; (5) in the middle of the lesson, the teacher starts to give the text to the students, needs to examine the text in depth, and must guide students to produce good texts; and (6) students have begun to understand literary texts by retelling the text, even though they were unable to put it into writing.

At least, the results of teaching and learning activities by literary-text in SMP Negeri 2 Simanindo showed that: (1) learning is already text-based beginning with defining descriptive and literary texts, including students' opinions. At this stage, the teacher can provoke students' knowledge about texts. The teacher creates an oral text, and students answer the type of text; (2) the methods used by the teacher are discussion and problem-solving, lecture, and question and answer with students; (3) learning focuses a lot on the teacher rather than on the students; (4) the teacher teaches through the text by guiding them to determine the details in the narrative text; (5) in teaching and learning activities, the teacher needs to guide students to produce good narrative texts so that students are able to write; (6) the teacher assigns students to create narrative texts and read them in class; and (7) Students have begun to understand the narrative text but have not yet to be able to put it into writing well so that the remaining students have not been able to express their imagination in writing.

The results of observations at SMP Swasta Budi Mulia in Samosir Regency show that teachers teaching narrative texts still use theory or knowledge about literature. The methods used were lecture, question and answer, and assignment. The series of teaching and learning activities still use the old learning strategy that focuses on knowledge, so the teacher prepares literary material in the form of knowledge, namely introducing new poet-era writers. Learning that emphasizes knowledge results in rote learning. Learning literary texts is often ignored because the literature often used is the literature in the student handbook. Learning literature with this method seems boring and monotonous. In teaching and learning activities, teachers only tell students to memorize stories and are evaluated through students' ability to retell the text read. Therefore, the literature learning system at SMP Swasta Budi Mulia has not maximally used literary texts in teaching and learning activities. Teachers who are the object of the research have received training in

text-based learning. Guidance on text-based learning is obtained from teachers who have been guided at the center.

The results of observations at SMP Negeri 1 Panguraran Samosir Regency are different than expected. Teachers are busy with themselves and do not guide students to be able to write essays well. The teacher dominates the lesson system. The teaching techniques used by the teacher could be more directed. Teaching and learning activities are still one-way. This one-way activity is characterized by the teacher needing to allow students to ask questions. The story text used by the teacher is still the story text in the English language textbook. Teacher creativity in preparing literature reading materials based on local wisdom has not yet to be done because there are no storybooks related to local wisdom. Thus, the ability of teachers to learn local-based literature is still far from what is expected. The teacher who is the object of this research has received training in text-based learning, but she considers that it is still difficult to implement text-based learning because learning support books are not yet available.

The results of observations at SMP Negeri 2 Simanindo, Samosir Regency, differed from what was expected. Teachers still use the lecture and question and answer method. Learning is more teacher-dominated. Teachers only instill knowledge about literature. Students have not yet to be invited to enjoy and appreciate literature and create similar works with their imagination. Literature learning also does not use local literature. This is because teachers are still guided by centralized teaching materials made by the center. However, teaching and learning activities are two-way. However, the teacher still needs to guide students to be able to write. Teaching and learning activities end with reading the results of writing in front of the class so that the children's response is very good. Teaching and learning activities have been active. The observation shows that teachers at SMP Negeri 2 Simanindo Samosir Regency have started to direct students in text-based learning for literature lessons. However, in learning a language, they still focus on learning language rules. Teachers do not use language texts or literary texts in learning language rules. Therefore, the technique of learning literature based on local wisdom texts has not been carried out. The literature learning system is also still dominated by teachers, so literature learning in schools needs to be maximized. Teachers who are the object of this study have received training in text-based learning from teachers who have been mentored from the center but have not yet to apply it optimally in the classroom.

Based on the observations, teaching and learning activities in three secondary schools in Samosir Regency show that the assessment competencies are still knowledge aspects. Those knowledge aspects are oral tests, written tests, and assignments. Assessment of attitudinal aspects and skills aspects has not yet to appear. The assessment of attitudinal aspects means that studying literary works can change students' attitudes towards literature from dislike to like for teaching and learning by literary works. In addition, literary works lead to change in children's character for the better. Meanwhile, the skill aspect relates to the ability of students to produce a work that can be enjoyed and appreciated literature that is adjusted to the level of education.

Narrative Writing Competency Test of Secondary Students in Samosir Regency

Data collection on students' writing ability was carried out after the completion of teaching and learning activities in the classroom with the material of writing narratives. Teaching and learning activities carried out by teachers are based on text-based learning, that is narrative texts as a learning object in the classroom. The learning model carried out by the teacher is text-based by the 2013 curriculum combined with the *Merdeka Belajar* Curriculum. The text used by the teacher is adjusted to the subject matter in the student reading book. The results of writing students' narrative text are in the following table.

Table 1. Writing Average Score of the Seventh-Grade Students in Samosir Regency

Origin of School	Mean score	N	Std. Deviation
SMP Negeri 1 Pangururan	70.70	20	4.868
SMP Negeri 2 Simanindo	73.70	20	3.556
SMP Swasta Budi Mulia	75.40	20	2.257
Total	73.27	60	4.145

The analysis results of the narrative writing competence of the Seventh-Grade Secondary School Students in Samosir Regency have an average value of 73.27. The score of 73.27 indicates that students' competence is at an intermediate level. In other words, the learning system still needs to be improved. Teachers must have innovations in implementing text-based learning models in the classroom. Teachers' ability in text-based learning must be continuously improved. Judging from the results of learning literature realized through narrative writing. Students already have an interest in writing literature. However, learning seems conventional, rigid and teacher-focused so the results could be better.

Based on school origin, the average score of SMP Negeri 1 Pangururan is 70.70; SMP Negeri 2 Simanindo is 73.70; and SMP Swasta Budi Mulia is 75.40. When viewed from the average score, the lowest students' competence in learning text-based literature is at SMP Negeri 1 Pangururan with a score of 70.70. The value of 70.70 has met the minimum completeness criteria, which is the lowest is 65 but ideally is 75. The highest average value of 75.40 is SMP Swasta Budi Mulia which has reached the ideal KKM.

Looking at student writing results, the weakness faced is pouring ideas into writing. Students are only able to pour two paragraphs of writing ideas. The imagination of the writing has also not been drawn, so the writing is less interesting. The narration of the story still seems stiff. Students have not yet to be able to use connotative words in pouring ideas into the story to make the story more interesting.

In terms of language structure and grammar, students still need to improve. Students have not yet been able to distinguish writing grammatically, such as the couple of subject and its appropriately predicate, *they sit* and *she sit* which must be added *s* and must be connected to the base word. In addition, the form is separated and combined with the base word. Using punctuation marks of comma (,) in capital letters still needs to be corrected. The placement of the capital or in capital letter in the sentence is unclear, so the results of student writing are difficult to understand.

Discussion

Based on the results of text-based literature teaching and learning activities of the Seventh-Grade Secondary School Students in Samosir Regency shows that there is an influence of teacher competence in teaching text-based English language influences student writing learning outcomes. A series of structured and directed teaching and learning activities can affect classroom teaching and learning results. It cannot be denied that teachers' teaching abilities are also influenced by the education and training teachers provide. The teacher of SMP Swasta Budi Mulia has a master's degree in English Language Education and has received the 2013 curriculum text-based learning for junior high school levels, while the teachers of SMP Negeri 1 Panguruan and SMP Negeri 2 Simanindo only received training from teachers who have been trained in the province. Therefore, acquiring training can determine teaching and learning results in the classroom.

The results showed that secondary school teachers in the Samosir district still needed to implement the text-based learning model. Teaching and learning activities still use the old model, which focuses on the teacher. Teachers still use the lecture method, and only some teachers allow students to ask questions or be creative. Guiding students in teaching and learning activities are less intensive due to inappropriate time utilization. Based on this, secondary school teachers in Samosir Regency have not implemented the *Merdeka Belajar* Curriculum. Changing the curriculum does not necessarily change the learning system in schools, especially if the teacher's competence needs to be improved.

Text based method and literature as lesson material have been discussed and proved in some research. They gave impact to the students, such as students' critical thinking, students' motivation, and information competence (Sari, et.al., 2019; I Putu, M.D., 2019). The students should be equipped with the competence to understand information in the new global era. The 21st century came with its own revolution, this time, the Information Revolution. This revolution according to the United States Department of Labour-USDL (1999) is powered by technology, fueled by information and driven by knowledge. As a result of this revolution, our societies are now becoming more divers, complex, media saturated and borderless once. There is no mixing word; this revolution is having a greater impact on our society than the transition from oral to print society (US Department of Labor, 1999). The revolution is responsible for the paradigm shifts in every aspect of human endeavor; the education sector inclusive. The century has been characterized by increase in the need and the demand for information resulting in the increase in its production, and the resultant explosion in the scramble for its access (Ibrahim , M.L. & Jimoh, 2013; Sari et al., 2019).

Text-based learning will bring and train students' mentality in accordance with their development. Students are required to actively observe, ask, reason, try and communicate matters relating to the material to be studied. The texts used will be an opportunity for educators to develop quality teaching materials that are able to overcome the problems faced (Nazila, et.al., 2013).

Teachers should be able to innovate in teaching and learning activities because varied learning models impact good learning outcomes. Innovative learning also impacts a fun learning system, especially when applied to literature learning. Local

literature should be used in teaching and learning activities so that it is not focused on teaching materials held by students.

The content of instructional design of task based was feasible for teaching and learning process for procedural text in the classroom. It was proved by the result of expert's validation (Nurbani, Yohanes G.S., Yuliana & Master, 2021). In line with this research, Giawa (2022) proved that task-based learning technique help the students to improve students' independent level writing ability in particular in writing narrative. It also done by Nazila, et.al. (2013) who agreed that each student succeeded in having some improvement in constructing a procedural text since task-based learning was used.

D. CONCLUSION

The results and discussion of the research explained that secondary school teachers in Samosir Regency taught literature material, but still using the old learning model that focuses on knowledge about literature. Even though the literature learning to improve literary competence has not yet to be realized maximally, the teachers are motivated to create innovative learning models, such as implementing text-based literature learning in these three schools. This is the reality that text-based literature learning can be taught and adapted by *Merdeka Belajar* Curriculum.

As suggest, curriculum changes do not necessarily change the learning system in the classroom, but they must complete each other. Therefore, it is necessary to guide teachers in teaching using text-based literature learning in implementing an independent learning curriculum. In addition, teachers should also use local literary texts to create students with character building through the new curriculum of *Merdeka Belajar*.

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