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Exploration Of the Application Of Indonesian Language Learning And Its Connections in The Curriculum Merdeka

Nur Indah Sari^{1✉}, Eka.Supriatna², Imelda Kusumastuty³, Petrus Jacob Pattiasina⁴,
Hasman Zhafiri Muhammad⁵, Salman Alam⁶, A. Prayogi⁷

(1) Universitas Indraprasta PGRI

(2) Universitas Tanjungpura

(3) STBA LIA Yogyakarta

(4) Universitas Pattimura

(5) UIN Sunan Kalijaga Yogyakarta

(6) Politeknik Negeri Bali

(7) UIN KH Abdurrahman Wahid Pekalongan

Email: indahleychee@gmail.com^{1✉}

Abstrak

Dalam pelajaran bahasa Indonesia setidaknya ditemukan beberapa inovasi yang dapat diimplementasikan dalam kurikulum merdeka belajar diantaranya yaitu belajar dengan suasana baru yaitu belajar di alam sehingga dengan belajar dialam siswa mampu mengeksplorasi diri. penelitian ini bertujuan untuk melihat eksplorasi penerapan pembelajaran bahasa indonesia dan koneksinya dalam kurikulum merdeka belajar. Penelitian ini termasuk penelitian pustaka (library research), yaitu merupakan penelitian yang memanfaatkan sumber perpustakaan untuk memperoleh data penelitiannya. Dalam pelajaran bahasa Indonesia setidaknya ditemukan beberapa inovasi yang dapat diimplementasikan dalam kurikulum merdeka belajar diantaranya yaitu belajar dengan suasana baru yaitu belajar di alam sehingga dengan belajar dialam siswa mampu mengeksplorasi diri. Sehingga dapat mengembangkan dua keterampilan secara langsung yaitu keterampilan mengamati dan keterampilan menuangkan hasil observasi yang telah dilakukan dialam. Selain itu inovasi lain yang ditemukan yaitu dengan memberikan bimbingan interaktif kepada siswa, selanjutnya yaitu melakukan pembelajaran dengan menggunakan teknologi digitalisasi. Pada Implementasi pembelajaran bahasa Indonesia melalui profil pelajar Pancasila terdapat empat kompetensi atau keterampilan yang dijadikan suatu tolok ukur keberhasilan dalam penilaian

yaitu keterampilan menulis, menyimak, membaca serta berbicara. Selain itu tujuan pembelajaran sastra yaitu agar mampu mengapresiasi serta mengetahui makna suatu karya sastra. Apabila tujuan pembelajaran bahasa dan sastra Indonesia dihubungkan pada kurikulum merdeka belajar, berarti guru bisa menyediakan suatu materi pembelajaran yang memiliki variasi berbeda-beda agar para siswa dapat berproses dengan belajar sesuai minat dan bakatnya.

Kata Kunci : *Bahasa Indonesia, Eksplorasi, Kurikulum Merdeka*

Abstract

In Indonesian language learning, several innovations can be applied in the *Merdeka Belajar* curriculum, including learning in a new atmosphere, namely learning in nature so that by learning in nature students can explore themselves. This study aims to explore the application of learning Indonesian and its connections in the *Merdeka Belajar* curriculum. This research includes library research, which is research that utilizes library resources to obtain research data. In Indonesian language lessons, several innovations can be implemented in the *Merdeka Belajar* curriculum, including learning in a new atmosphere, namely learning in nature so that by learning in nature students can explore themselves. Hence, it can develop two skills directly, namely observing skills and skills pouring out the results of observations that have been made in nature. Apart from that, another innovation was found, namely by providing interactive guidance to students, and then conducting learning using digitalization technology. In the implementation of learning Indonesian through the Pancasila student profile, there are four competencies or skills that are used as a benchmark for success in the assessment, namely writing, listening, reading and speaking skills. In addition, the purpose of learning literature is to be able to appreciate and know the meaning of a literary work. If the goals of learning the Indonesian language and literature are linked to the *Merdeka Belajar* curriculum, it means that the teacher can provide learning materials that have different variations so that students can process learning according to their interests and talents.

Keywords: *Bahasa, Exploration, Curriculum Merdeka*

INTRODUCTION

Education is a human need. Education always experiences changes, developments and improvements following developments in all areas of life. Changes and improvements in the field of education include the various components involved in it, both education implementers in the field (teacher competence and quality of teaching staff), quality of education, curriculum tools, educational facilities and infrastructure and quality of education management including changes in learning methods and strategies that more innovative. The change and improvement efforts are aimed at bringing the quality of Indonesian education to a better level.

The present era is the era of globalization, the era of advances in science and

technology which has given rise to competition in various fields which requires the Indonesian people to establish themselves in improving quality and superior human resources, capable of being competitive, mastering science and technology, having a good work ethic, high, and willing to compete in increasingly tough life challenges (Rohmah, 2019). In the Dictionary of Education it is stated, that the definition of education is the process by which a person develops the ability of attitudes and other forms of behavior in the society in which he lives, the social process in which people are exposed to selected and controlled environmental influences (especially those that come from school), so that he can obtain or experience the optimum development of social abilities and individual abilities (Ibrahim, 2013). Education is a way to shape one's character, culture, and personal qualities. Education has a role in developing one's personality, both in the intellectual, moral and psychological dimensions as a bridge connecting the period of ignorance towards a bright future, as well as being the spearhead of nation and state development (Salsabilah et al., 2021). The quality of education given to students is the main key to the success of the education that is instilled. For human life, education is an absolute necessity that must be met throughout life. Without education, a group of people cannot live and develop in line with aspirations (ideals) to progress, prosper and be happy according to their concept of outlook on life (Astutik, 2009). Article 1 paragraph 1 of the National Education System Law explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the state.

The development of technology and science has also helped revamp the curriculum system in Indonesia because it has to be adapted to the needs of students and adapted to the times (Eko, 2019);(Muhammedi, 2016). The curriculum in Indonesia has changed several times, the last being the independent curriculum. Then with the *Merdeka Belajar* Curriculum as an Education unit option in the context of Recovery of learning in 2022-2024, the learning curriculum refers to the aptitude and interest approach. Here, students can choose what subjects they want to learn according to their talents and interests Jusuf & Sobari, (2022) explained that the Merdeka curriculum, which was previously known as the prototype curriculum, was developed as a curriculum framework that was more flexible and focused on essential material as well as developing student character and competence.

But in reality, our national education is still facing various problems. This problem will never be resolved, because the material that is transformed in the process of education and learning is always under pressure from scientific, technological and social advances. One of

the problems that still stands out in our education today is the existence of a rotating curriculum that burdens children without any direction of development and instead is implemented in line with the expected changes in the curriculum. The low level of literacy is a fundamental problem that has very broad implications for the progress of a nation, because most of the latest skills and knowledge are acquired through reading activities. Readers who are proficient at reading, understanding, evaluating, and filtering information will be able to derive maximum benefit from reading sources. Therefore, this study aims to explore the application of learning Indonesian and its connections in the *Merdeka Belajar* curriculum.

METHOD RESEARCH

This research was library research, utilizing library resources to obtain research data (Zed, 2014). The source of this research is in the form of written documents such as books, e-books, transcripts, newspapers, magazines, and various kinds of laws and regulations that apply in Indonesia that are relevant to research variables so that they have power to solve research problems.

Data analysis technique

After the writer collects, reads, studies, understands, selects, collects and analyzes data, the next step is to conclude based on the data that has been collected and analyzed. At this stage of data analysis, the writer applies the method of content analysis and semiotic analysis. Content analysis technique is a research technique that aims to conclude by identifying certain characteristics of messages from a text systematically and objectively.

RESULT AND DISCUSSION

This curriculum is a continuation of the prototype curriculum which was officially determined by the Minister of Education and Research and Technology Nadiem Anwar Makarim. In this curriculum, educational units are still allowed to choose the curriculum to be used. The 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum are 3 curriculum choices that have been determined and must be chosen by each educational unit.

Indonesian Language Learning

Learning Indonesian is one of the lessons that must be implemented in education in Indonesia. Learning Indonesian has four language skills that students must have, namely listening, speaking, reading and writing skills (Ali, 2020);(Santika, 2021). Indonesian is one of

the subjects taught from elementary to higher education. Indonesian is a science that has an important role in human life and for mastering science and technology. As Indonesians, it is important for us to learn and understand Indonesian properly and correctly (Hidayah, 2015).

Indonesian subject is one of the most important subjects in school (Prananda, G., & Hadiyanto, 2019);(Belia, 2022). Indonesian language subjects have been taught starting from elementary school, junior high school, senior high school, to university. Learning Indonesian at school is expected to help students get to know themselves, their culture and the culture of other people, express ideas and feelings, participate in communities that use that language and discover and use analytical and imaginative abilities that exist within them (Ghunu, 2023). Language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of other people, besides that, learning to express ideas and feelings, participate in communities that use that language, and discover and use the analytical and imaginative abilities that exist within them. To support the implementation of learning activities properly, the role of the teacher is very important.

Curriculum Merdeka

The curriculum is a reference for each educator in implementing the learning process. Curriculum changes must have a strong basis, and cannot be separated from developments in the digital age. The Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim sparked a curriculum change in 2019, this change was used as a complement to the 2013 Curriculum to become the Freedom to Learn Curriculum. According to Manalu et al., (2022) The *Merdeka Belajar* Curriculum is a curriculum concept that requires students to have independence. The independence in question is that each student is given the freedom to access knowledge obtained from formal and non-formal education. As stated by Imron, (2023), each student has expertise in their respective fields, so students are freed in finding or choosing whatever field they like. In the *Merdeka Belajar* Curriculum, students can develop their potential.

The *Merdeka Belajar* curriculum emphasizes the formation of the character of students who are in accordance with the profile of Pancasila students. In order to support the achievement of a Pancasila student profile, the government designed a project so that students do not only gain knowledge by reading, but experience it themselves. The *Merdeka Belajar* Curriculum is held to encourage students to develop themselves, by forming a caring attitude towards the environment around them, and encouraging self-confidence so that

they can easily adapt to the surrounding environment (Putra, 2023). The Merdeka Learning curriculum was developed to create a millennial generation to understand the material being taught quickly, and not just be good at remembering the material that has been studied.

Learning Process of the Curriculum *Merdeka Belajar*

The learning process in the Merdeka Learning Curriculum runs with its learning structure which is divided into 2, namely intra-curricular activities that refer to learning achievements in each subject, as well as projects to strengthen the profile of Pancasila students which refer to the graduate competency standards of each student (Hamdi et al., 2022). The *Merdeka Belajar* Curriculum also changes the learning methods that were previously carried out in the classroom to learning outside the classroom, with the intention that students can discuss flexibly with educators. With this learning process it is hoped that it can shape the character of students in expressing their opinions, as well as social skills in society. Students in the learning process of the *Merdeka Belajar* Curriculum are given the freedom to elaborate on their skills, so educators can create super active and productive learning (Muharram, 2023). The learning process in the *Merdeka Belajar* Curriculum is made by prioritizing a pleasant learning atmosphere without causing trouble for educators or students. The learning process is expected to be more comfortable and efficient, so that it can make students discuss directly with educators, learn outside the classroom, by forming characters that are independent, brave, intelligent, sociable, civilized, polite, and competitive. This *Merdeka Belajar* curriculum was proclaimed to deal with technological developments or the digitalization era which requires students to be more competent. So that students will be the center of attention and students are also objects in the learning process. Students are taught to know how to collaborate both with their peers and with their educators. Educators can also make the learning process more meaningful, so that later students can apply their knowledge in their lives and are expected to be able to play an active role in their social environment.

Learning Indonesian and its connections in the curriculum *Merdeka Belajar*

The *Merdeka Belajar* Curriculum has been arranged in such a way as to utilize all available potential. Not only the potential in natural resources but also other potentials that have the opportunity to be explored. There is a relationship to the potential in all sectors with the *Merdeka Belajar* Campus material which can be explored for an advantage that exists in that area so that it can become an advantage of the subject. Exploration which is emphasized in the *Merdeka Belajar* Curriculum is in activities or ways of thinking, *Merdeka Belajar*, seeking knowledge, and philosophizing. Where in this learning system uses a

position in the socio-cultural arrangement as a facilitator for students to learn and think critically. In an arrangement of scientific philosophy and scientific fields, among scientific disciplines it should be adapted to its position (Sumaryanti, 2023).

In the implementation of learning Indonesian through the Pancasila student profile, there are four competencies or skills that are used as a benchmark for success in the assessment, namely writing, listening, reading and speaking skills. In addition, the purpose of learning literature is to be able to appreciate and know the meaning of a literary work. If the objectives of learning Indonesian language and literature are linked to the *Merdeka Belajar* curriculum, it means that the teacher can provide learning materials that have different variations so that students can process learning according to their interests and talents (Febrianti, 2022). Educational literacy has a core objective, namely that there is an orientation of education policy in Indonesia that is not only based on administrative uniformity, for example teacher regulations, curriculum or student obligations (Adi, 2021). However, educational literacy has glory which lies in its purpose, which is to motivate students to have an independent nature in having an awareness of learning, having a democratic spirit, and being responsible. Innovations can be used in the Indonesian language learning process to make it attractive to students at schools (Nikmah et al., 2020);(Trisna, 2020), such as bringing students to a learning atmosphere outside the classroom or in the open nature. Through this learning process, students can develop innovations to practice their ability to speak Indonesian to the natural world around them. Natural objects in the learning process can go through rivers, mountains, plantations, villages, rice fields, the sea, and the environment around the school to help cognitive development for student learning. Then learning can be done by introducing culture such as crafts, historical heritage, art, and museums. In this case, learning outside the classroom is one of the learning innovations that is useful for students to express learning outcomes by writing interviews, reading works, writing literary works, writing essays, writing reviews, and so on to help improve Indonesian language skills to students. student.

The teaching and learning process carried out by the teacher must provide exemplary and insight to students regarding the use of good and correct Indonesian (Mellena et al., 2022). Sometimes, even though they have been given exemplary students, they still often commit deviant acts, especially related to speech that is sometimes impolite or the choice of using words that are not appropriate. Therefore, it is necessary to carry out the mentoring process. The guidance process can be carried out in the classroom or outside the classroom and can be done flexibly. By carrying out the guidance process for students using good and correct spoken language, it is hoped that later when students interact with friends and

teachers in class, they will be accustomed to using good and correct Indonesian. This will have a good impact on students when telling and discussing using the correct language and not offending the other person. Then to increase students' understanding in relation to using good and correct Indonesian, namely by using written language through making assignments to students at school so that the teacher knows about language development when writing the truth of the substance of these students.

Discussion

Innovation in learning Indonesian in the context of Freedom to Learn in the digital era. The essence of independence in thinking is the key in an educator. Without a change and action from educators, it is impossible for changes to occur in students. Indonesian language learning Merdeka Learning implies learning, thinking, philosophizing, and seeking knowledge (Purwati, 2023). Indonesian language learning is literacy learning for various purposes of communicating in the Indonesian socio-cultural context (Kusmiarti & Hamzah, 2019). Literacy skills are developed into learning to listen, read and watch, write, speak, and present for various genre-based purposes related to the use of language in life.

The main model used in learning Indonesian in the independent curriculum is genre pedagogy. This model has four stages, namely: Explanation to build the context, modeling, guidance, and independent construction (Johannes, 2014). In addition to genre pedagogy, learning Indonesian can be developed with other models according to certain learning achievements. Fostering and developing Indonesian language skills will form a Pancasila person who believes in, fears God Almighty and has noble character, thinks critically, is independent, creative, works together, and has global diversity (Faturrahman et al., 2022);(Marhenno, 2023). Indonesian language subjects are the basic capital for learning and working because they focus on literacy skills (language and thinking). The Indonesian Language Map fosters and develops students' self-confidence as communicators, critical-creative-imaginative thinkers and Indonesian citizens who master digital and informational literacy.

CONCLUSION

It can be deemed that the Indonesian language subject is also one of the lessons that experience dynamics in the implementation of this Merdeka Belajar curriculum. Especially in terms of choosing essential material that is conveyed to students. Because most of the material in Indonesian subjects is essential material. Therefore, the existence of these various dynamics can actually be overcome by using strategies. The strategy for this is to carry out

various learning innovations. By learning this digitized technology, it will provide more stimulation to students because they can learn using various sophisticated media. The last innovation found is by choosing a learning strategy that is appropriate to the material to be delivered. With these various innovations, the dynamics that occur in implementing the Merdeka Belajar curriculum, especially Indonesian language subjects, can be overcome.

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