

ABSTRAK

PEMBELAJARAN BAHASA INDONESIA DALAM MATERI TEKS ARGUMENTASI BERDASARKAN KURIKULUM MERDEKA DI SMA YP UNILA KOTA BANDAR LAMPUNG

Oleh

PUTRI CALISTA IRAWAN

Penelitian ini dilatarbelakangi oleh penerapan Kurikulum Merdeka dalam pembelajaran Bahasa Indonesia yang menuntut perencanaan, pelaksanaan, dan penilaian yang berpusat pada murid. Fokus penelitian diarahkan pada pembelajaran teks argumentasi di SMA YP Unila Kota Bandar Lampung. Materi ini dipilih karena menuntut kemampuan berpikir kritis dan penyusunan argumen yang logis. Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran Bahasa Indonesia berdasarkan Kurikulum Merdeka yang meliputi aspek perencanaan, pelaksanaan, dan penilaian.

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui observasi pembelajaran di kelas XI.4, wawancara dengan guru Bahasa Indonesia, serta analisis dokumen berupa modul ajar dan instrumen asesmen. Teknik pengumpulan data mengacu pada indikator APKG 1 dan APKG 2. Data yang terkumpul dianalisis secara deskriptif untuk memperoleh gambaran faktual mengenai praktik pembelajaran teks argumentasi.

Hasil penelitian menunjukkan bahwa pembelajaran dilaksanakan melalui tahap perencanaan, pelaksanaan, dan penilaian. Pada tahap perencanaan, guru telah menyusun tujuan dan modul ajar sesuai prinsip Kurikulum Merdeka, meskipun komponen pengayaan dan remedial belum sepenuhnya tercantum. Pelaksanaan pembelajaran berlangsung secara kontekstual, diferensiatif, dan berbasis proyek dengan dukungan interaksi dua arah serta pemanfaatan TIK. Penilaian dilakukan secara formatif dan autentik melalui pengamatan proses dan presentasi proyek, tapi dokumentasi penilaian masih perlu dikembangkan secara lebih sistematis.

Kata Kunci: pembelajaran bahasa Indonesia, kurikulum merdeka, teks argumentasi

ABSTRACT

INDONESIAN LANGUAGE LEARNING IN ARGUMENTATIVE TEXT MATERIAL BASED ON THE MERDEKA CURRICULUM AT YP UNILA SENIOR HIGH SCHOOL, BANDAR LAMPUNG CITY

By

PUTRI CALISTA IRAWAN

This study was motivated by the implementation of the Merdeka Curriculum in Indonesian language learning, which requires student-centered planning, implementation, and assessment. The focus of the study was directed at learning argumentative texts at YP Unila Senior High School, Bandar Lampung City. This material was chosen because it requires critical thinking skills and the ability to construct logical arguments. This study aimed to describe the implementation of Indonesian language learning based on the Merdeka Curriculum, covering the aspects of planning, implementation, and assessment.

This study used a qualitative approach with a descriptive method. Data were obtained through classroom observations in class XI.4, interviews with the Indonesian language teacher, and document analysis in the form of teaching modules and assessment instruments. Data collection techniques referred to the indicators of APKG 1 and APKG 2. The collected data were analyzed descriptively to obtain a factual description of argumentative text learning practices.

The results of the study showed that learning was carried out through the stages of planning, implementation, and assessment. In the planning stage, the teacher had prepared objectives and teaching modules in accordance with the principles of the Merdeka Curriculum, although enrichment and remedial components had not been fully included. The implementation of learning took place contextually, differentially, and project-based, supported by two-way interaction and the use of information and communication technology. Assessment was conducted formatively and authentically through observation of the learning process and project presentations, but assessment documentation still needs to be developed more systematically.

Keywords: Indonesian language learning, Merdeka Curriculum, argumentative text.