

Appropriateness of Content and Language in Class VII of Indonesian Language Worksheets based on the Merdeka Curriculum

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Abstract

The companion book needed by students to support educational facilities is the Students' Worksheet. The purpose of this study was to analyze the appropriateness of the content and language contained in the Indonesian Students' Worksheet book for the second-grade students on first semester. The researcher used a quantitative descriptive method and content analysis. The data collection is Indonesian Students' Worksheet in first semester. The data collection technique is carried out by documenting the appropriate aspects of the content and language. This time the research used descriptive statistical analysis techniques. Acquisition of content feasibility scores obtained a percentage of 91.66% while acquisition of language feasibility scores obtained a percentage of 79.76%. Eligibility of the content and language of Class 2 SMP first semester Indonesian Students' Worksheet published by Putra Nugraha can be used for a companion book for Indonesian language textbooks for SMP/MTs/Package B grade VII semester 1 for the Merdeka Curriculum. This research can be continued in depth from the aspects of graphics, usability, and other types of research approaches.

Keywords: *Merdeka Curriculum, Content Eligibility, Language Eligibility, Students' Worksheet*

INTRODUCTION

Student Worksheets are learning references that are continuously updated by teachers to support learning facilities at school. Students' Worksheet can be designed, compiled and improvised by the teacher according to the needs of the teaching and learning activities to be carried out. (Widjajanti, 2008).

Books provided by schools have an important role in supporting the implementation of teaching and learning activities, especially for Indonesian language lessons. Books as learning materials should choose good quality standards so that they can be used to shape the character of students (Lasmiatun, 2018).

The learning model regulated in (Ministry of Education, Culture, Research, 2022b) explains that Indonesian language lessons have several main learning models called genre pedagogy. Consists of four models, namely: explanation to build context (explanation, building context), modeling (modeling), guidance (co-development), and independence. Apart from the genre model, other models can be used to develop Indonesian language learning according to certain learning achievements. The aim of learning Indonesian at junior high school level is that receptive and productive abilities are

developed in relation to each other. Implementation of the *Merdeka Curriculum* is in the following categories: independent learning; independent change; or independently shared (Ministry of Education, Culture and Research, 2022a). The curriculum will change following developments in science and technology. The curriculum in its application must be adapted to current global conditions.

Some textbooks or worksheets have problems with the material included in them. For example, the content of the material contains pornographic images and language that is not appropriate for student development. The Indonesian language book entitled "Wahana of Knowledge" by the Ministry of Education and Culture in Semarang was identified as containing inappropriate words, this was conveyed in research by Putra Hanan and Djodi, 2013 in (Apriliana, 2017). Similar cases have occurred repeatedly, books in the 2013 Middle School Curriculum were found to contain inappropriate words such as "*Bastard*" and "*Bastard*" is mentioned in a short story by the writer Muhammad Ali with the title "Gerhana". Indications of violence are found on page 225. It occurs again in Erlangga's book on pages 8,10, 11 and 27, there are inappropriate or dirty words. There are words

which are inappropriate in dialogue between kyai and thieves, words are mentioned such as "son of a bitch, busyet" and so on (Sadewo and Dyah Ratna, 2014) in (Apriliansa, 2017).

In analyzing the content and language of the Students' Worksheet, the Students' Worksheet used is the Class VII first semester Indonesian Language Students' Worksheet based on the Merdeka Curriculum with the book author Kurniawati, S.S. and published by Putra Nugraha. The worksheet consists of 3 chapters with a total of 63 pages.

1. Student Worksheets

A collection of explanations that contain tasks or material that is more concise and includes simpler steps to solve problems with similarities in achieving basic competencies is called Students' Worksheet (Prastowo, 2011: 203) in (Ningtiyas, 2013). Students' Worksheet can be used as a source of learning support and to help students' understanding in learning activities in solving problems in the lesson material. (Trianto, 2008:148) in (Ningtiyas, 2013). Textbooks written by authors with concise material and containing examples of questions or examples of essays discussed in class are then published as supporting book teaching materials for teachers and students, namely Students' Worksheet. According to Lestari, 2006 in the work Ditonton 2017 said that worksheets should be prepared by teachers in accordance with the material and lesson objectives. This research describes the appropriate content and language contained in Indonesian language worksheets at grade 2 junior high school level in the Merdeka Curriculum.

The appropriateness of the material content in Students' Worksheet or textbooks according to Mujimin (2011:23-25) in (Rahayu, 2019: 18) says that the material in Students' Worksheet must contain information that does not have double meaning, the material must be clear, specific, accurate, and always based on the publisher's views. The material content includes; Sentence structure, paragraph length, vocabulary, and interest

level must be appropriate to the students' understanding and level of intellectual and emotional abilities.

Language appropriateness according to the BSNP textbook assessment instrument (Dewi, n.d.) Message readability; Messages presented in clear, interesting, targeted and commonly used language in Indonesian are indicators of communicative language use.

2. Freedom Curriculum

According to the Ministry of Education and Culture, the independent curriculum was created to be a means of optimizing extracurricular learning and students have time to explore their interests so that students can deepen the concepts of everything they learn and form optimal competencies for these students. Listed in (Ministry of Education, Culture, Research, 2022b) Learning achievements in phase D/package B of the *Merdeka* Curriculum in Indonesian language learning. Phase S is the phase where students are able to communicate and reason according to the context, academics and goals they want to convey. In this phase, students are expected to be able to write texts and be active in discussion forums in order to practice students' experience in telling stories and saying more structured words and being able to respond to a phenomenon they encounter and convey it according to the experience they feel. Students can also develop their skills by using comparisons from various references or various literary themes according to their respective characters. With this, students are expected to be able to become individuals full of experience and knowledge so that they are able to understand, analyze and interpret information well from various sources.

As in Pranoto's 2020 research entitled analysis of selection and gradation in Class VII Indonesian Students' Worksheet, the results showed that the Students' Worksheet were in accordance with the syllabus in the 2013 Indonesian curriculum. This is in accordance with the overall similarities found in the books and

syllabus. 2013 Curriculum, so the book is declared as a book of good quality.

Similar research was also conducted by Nyoman Ayu Puji Lestari in 2023 with the title Developing Process Skills-Oriented Indonesian Language Worksheets to Increase Elementary School Students' Learning Independence. From the results of research using several experts in their fields, for experts in the media field, a score of 113 was obtained with a mean of 4.4 which ranged from more than 91.9 to less than 113.5, which is included in the good category. From material experts, a score of 60 was obtained with a mean of 3.4 which was in the interval of more than 57.9 and less than 71.2. And finally, the score from the validity expert was given a value of 53 with an average of 4.5, which is in the interval less than equal to 50.5, which is included in the very good group. Apart from this research, there is also an assessment of student independence and response. For the assessment of learning independence, the score was 468 with a percentage of 93%, including independence in the high category, and in the response assessment, students were given a score of 668 with a percentage of 93%, which was included in the category of having a high response. From this it can be concluded that developing worksheets that focus on skills and the effectiveness of the process can build students' independence in learning. Research on teaching materials in the form of textbooks for students and teachers will continue to follow developments in the existing curriculum. Textbooks in the form of books and worksheets must be in sync with the material being taught and the language used must be commensurate with the child's educational level, both mentally, intellectually and emotionally.

METHOD

In this research, researchers used quantitative descriptive research methods that focused on content analysis. Quantitative descriptive itself is a method that aims to

change the image of a situation or system in the form of numbers, which is carried out from data collection to the analysis stage and displaying the calculation results. This understanding was put forward by Arikunto, 2006 in (Engel, 2014).

According to Krippendorf in (Maria, 2018) the analysis technique used is content analysis which can be interpreted as a technique for investigating and explaining objectively and systematically. This technique will use numbers as a quantitative content analysis method, while in qualitative form it will be text and analysis.

1. Data Collection Techniques

In research there are instruments or ways of collecting data where these tools can be used quantitatively to identify psychological conditions and activities (Suryabrata, 2008) in (Arifin, 2014). Sappaile (2007) in (Arifin, 2014) also argues about research instruments. He said that an instrument is a tool for measuring an object or collecting data on certain variables. This instrument can be in the form of a test or non-test. The data collection technique chosen for this research is documentation techniques. With this technique, you can search for data sources written and printed in the field that are more relevant to the problem to be researched. Documentation can also be used as a tool to test, interpret and predict conditions in the field. (Lexy J. Moleong, 2001) in (Nazir, 2002). Technical documentation in this research is in the form of sheets instrument *judgment* which contains aspects of measuring the appropriateness of the content and language contained in Indonesian Language Worksheets for Class 2 Middle School first semester based on the Merdeka Curriculum published by Putra Nugraha.

2. Data analysis technique

In this research, researchers used descriptive statistical data analysis to calculate percentages and compare with sample averages. Descriptive statistics is a data analysis technique used to describe or depict data as a whole without making

general conclusions (Maria, 2018). With the existence of indicators that serve as criteria for content suitability and language suitability in textbooks, analyzing textbook text discourse is a method for calculating the percentage of suitability. The researcher used a textbook feasibility analysis table as a research instrument.

RESULTS AND DISCUSSION
RESEARCH RESULT

According to Fahrucan R and Sugiarto (2012) in (Rahayu, 2019, pp. 16–17), feasibility testing on Students’ Worksheet can be measured from several aspects such as presentation, language, content and graphics. This research is strengthened by research from Arafah (2020) which states that to assess the level of appropriateness of Students’ Worksheet it must be adjusted to the requirements of BNSP in (Dewi, n.d.), namely the appropriateness of language, content, graphics and presentation. To properly identify course material, it is important to identify specific skills that should be taught or discussed among experts in the field. Because each basic competency standard requires different types of material for its respective learning strategy, the aspects mentioned above must be taken into account.

This research discusses the appropriateness of content and language.

Eligibility of content

According to the Minister of National Education (2008: 5) in (Rahayu, 2019: 18), the appropriateness of the content of the material states that there are several fundamental principles in determining learning materials for students in a teaching material, namely:

1. Suitability to the material or what can also be called relevance. The material included should be relevant to the established competency standards and existing competency achievements. Teaching educational materials must be based on facts, not principles or other types of material, if the data is expected to be provided by experts in the field.
2. Consistent or steady. There are four competencies that students must master,

namely clear, specific, up-to-date and accurate material.

3. Adequacy means that it is enough to explain all the material. The material studied is quite effective in helping students to digest and understand the material explained.

Table 1. Total Content Eligibility

No.	Aspects that are measured	Number of questions	Maximum score	Acquisition score	Percentage
1.	Eligibility of content	36	144	132	91,66%

Language qualification

According to Muslich (2010: 303) in (Mardiana, 2018) there are three indicators that need to be considered to assess the suitability of a language, namely:

1. Suitability of student development level
Intellectual development is the main focus that must be adjusted to the use of language where the language used in textbooks is able to describe concepts and illustrate actual conditions and is equipped with applications that must be in accordance with the intellectual level of the students which are in accordance with the imagination and can be produced by the students.
2. Communicativeness
According to the BSNP textbook assessment instrument in (Dewi, n.d.): Indicators of communicative language use include several things such as being presented in language that is easy to understand and interesting, on target and clear, does not have double meanings, and is commonly used for written Indonesian communication. Any icon that represents a particular idea, principle, rule, or characteristic must be accurate, reliable, and consistent. The words used in teaching media should be able to apply good and correct language rules and use spelling that has been perfected or must be in accordance with EYD V edition.
3. The level of sequence and integrated flow of thought
There are several indicators to pay attention to in order and integration of flow in language, namely the sequence and level of integration of the flow of one chapter

with another, the form of conveying material from one chapter to another which is connected to each other and between sub-chapters has continuity which is able to express a harmonious relationship. Integration and relationships between paragraphs, where the message between paragraphs is able to be conveyed and one sentence with another sentence is able to explain the topic clearly.

Table 2. Total Language Eligibility

No.	Aspects that are measured	Number of questions	Maximum score	Acquisition score	Percentage
1.	Language qualification	21	84	67	79,76%

DISCUSSION

The findings were carried out in an analysis of the appropriateness of content and language in the *Merdeka* Curriculum. The results were obtained using content analysis using quantitative descriptive methods. The following are the results of the suitability of the content in Class VII of Indonesian Language Worksheets based on the *Merdeka* Curriculum. The content analysis score was obtained at a percentage of 83.33%-100%. The total percentage of appropriate content obtained by the Class VII Middle School Worksheets first semester of the *Merdeka* Curriculum published by Putra Nugraha was 91.66%. This percentage shows that the Middle School Worksheets for Class VII first semester of the *Merdeka* Curriculum published by Putra Nugraha are very relevant to the content appropriateness aspect of the *Merdeka* Curriculum. At the junior high school, MTS, and Package B levels, it is hoped that they will be able to achieve adequate language skills so that students are able to communicate and reason according to the context of sentences, social, academic, and objectives. Students are expected to have the ability to understand, process, analyze and interpret existing information on various topics. Students can develop their skills using exposure to various texts or various literary genres to build their characters.

Results of language feasibility analysis in Class VII Middle School Worksheets first semester of the *Merdeka* Curriculum. Scores on language analysis were obtained at a

percentage of 75% -91.66%. The total percentage of language eligibility obtained Indonesian Language Worksheets based on the *Merdeka* Curriculum of Putra Nugraha Publishers was 79.76%. This percentage shows that the Middle School Worksheets for Class VII first semester of the *Merdeka* Curriculum published by Putra Nugraha in the language appropriateness aspect are relevant to the *Merdeka* Curriculum. In summary, the appropriate language in Students' Worksheet must be communicative, appropriate to student development, and the language is straightforward. The achievement of students at the SMP/MTs/Package B level is expected to have the ability. Students write texts then are active in discussions to communicate their observations and experiences in a more structured way and write responses to discoveries and readings using their own experiences and knowledge.

CONCLUSION

From the analysis of whether or not the content and language in the Middle School Class VII first semester *Merdeka* Curriculum worksheets are published by Putra Nugraha. The following is the conclusion: The appropriateness of the content obtained from the Middle School Worksheets for Class VII first semester of the *Merdeka* Curriculum published by Putra Nugraha is very relevant to the *Merdeka* Curriculum. Overall, the content listed in the Students' Worksheet book is in accordance with the indicator achievements for each value item, but there are still findings in some parts that are not in accordance with the existing assessment indicators. This statement is supported by a percentage of 91.66%. They are relevant to the *Merdeka* Curriculum. Likewise, in terms of the language used in the Students' Worksheet, it adheres to standard indicator achievements, but there are several things that are not good in the assessment indicators section as evidenced by the percentage of 79.76%.

SUGGESTION

Several suggestions are recommended, including:

1. Indonesian Language Worksheets based on the Merdeka Curriculum of Putra Nugraha Publishers.
2. This research can be continued in depth from aspects of graphics, usability, and other types of research approaches

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