Professional Development for Indonesian Language Teachers: Aligning Assessment with Merdeka Curriculum Learning Outcomes (Capaian Pembelajaran)

Panca Pertiwi Hidayati[b), Irfan Rifai[a), Any Budiarti[c), Kunkun Kurniady[d), Supian[e), Sutrisno Andi Winarta[f)

Postgraduate Program of Pasundan University, Bandung, Indonesia

[a)Corresponding author: irfan.rifai@unpas.ac.id
[b)panca.pertiwi.hidayati@unpas.ac.id
[c)any.budiarti@unpas.ac.id
[d)kunkunkurniady@unpas.ac.id
[e)supian66@unpas.ac.id
[f)sutrisnowinarta50@guru.sd.belajar.id

ABSTRACT

Research has consistently shown that teachers' understanding of the Merdeka Curriculum and its components varies considerably. To address this issue, we conducted a community service program (PkM) which focused on reviewing learning outcomes (Capaian Pembelajaran/CP) and their association with literacy skills assessment in the Merdeka Curriculum. This PkM was conducted in collaboration with the Subang Regency office of Education (Diknas) through the Bahasa Indonesia Teachers Forum (MGMP Bahasa Indonesia). More than ninety Bahasa Indonesia teachers attended and actively participated in the program. The training began with a discussion of Phase D (covering grades VII, VIII, and IX of SMP/MTs/Package B Program) as a case example. Once participants had a clear understanding of the language elements and CP for Phase D, they engaged in critical analysis of exercises on the Minimum Competency Assessment (AKM) within the Merdeka Curriculum. The exercise focused on identifying the types and characteristics of literacy-based questions. At the conclusion of the session, participants received feedback on their critical analyses, followed by a reflection on the training process. From the reflective activity at the end of the session, it becomes evident that the formulation of CP represents a set of complex elements that require deep understanding. In addition, the effort to align CP with literacy assessments is an even more demanding task. With this in mind, the current PkM focused only on reviewing CP and its connection to literacy skills assessment through brief critical analysis and exercises. These reflections suggest that while the current PkM provided a starting point, a more systematic and continuous approach will be essential in ensuring that teachers are fully equipped to integrate CP with literacy assessments in practice.

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Panca Pertiwi Hidayati [a)], Irfan Rifai [b)], Any Budiarti [c)] et al.

INTRODUCTION

Much research has been conducted on improving the four Indonesian language teaching skills, particularly on how methods, learning tools, and technology integration are used to enhance students' language skills, both receptive and productive skills. Many studies focus on improving receptive skills (listening, reading, and viewing), while others emphasize improving productive skills (speaking, presenting, and writing) in learners at various levels of education. Research focused on improving receptive skills at the elementary school level, for example, was conducted by Apreasta et al. (2023). Their research indicated that elementary school students' reading and listening skills improved after an intervention using E-LKPD. Meanwhile, at the kindergarten level, classroom action research conducted by Luthfiyah (2021) using various methods and activities, as well as the use of Bigbook media (Ningsih & Windasari, 2022) was able to improve children's receptive skills.

Meanwhile, research emphasizing the productive aspect has been widely conducted as an effort to improve student skills through the use of methods and technology integration in Indonesian language learning in the classroom. For example, classroom action research conducted by Martha & Situmorang (2018) showed that the guiding questions technique effectively strengthened the writing skills of public high school students in Singaraja. A creative, productive learning model implemented at the vocational high school level also showed significant improvements in Indonesian language skills (Ayuningrum, 2017). The application of a project-based learning model at the high school level by Tarigan (2021) also showed significant results in improving students' Indonesian language skills.

In addition to the application of learning methods and models to improve students' language skills, numerous studies have explored the use of media and technology to enhance Indonesian language skills, both receptive and productive. Social media, such as Facebook, Instagram, and WhatsApp (Budiman, 2022), and image media (Silitonga et al., 2022) are widely used by teachers in Indonesian language learning. More specifically, Ruhaliah et al. (2022) showed that many digital applications are used to improve language skills, with the predominance of digital applications for speaking and reading skills. Furthermore, digital storytelling is also effective in improving receptive language skills in early childhood (Nurelah & Nuraeni, 2024).

Although many methods and media are considered effective in improving students' language skills at various levels of education, the phenomenon of low language skills among students remains a significant issue, including at the university level. Research on the UKBI listening aspect in universities, for example, was conducted by Yanti et al., (2024), which indicated that the results of the UKBI listening simulation test for Indonesian Language Education students at a private university were still not homogeneous at the advanced level; by contrast, more than half of the students were at the intermediate, marginal, and limited levels. Furthermore, research on listening skills (short stories) among students of the Indonesian language and literature education study program at a university in Makassar was also conducted by Akidah et al. (2023), with the result that most of the students' ability in listening to short stories still had not reached learning completion.

Many studies have been conducted to improve students' Indonesian language skills, both using various learning methods and models, teaching media, and the integration of technology in their learning process. However, few studies address the teacher aspect, particularly their understanding of the use of learning methods and models, the integration of technology in learning, and their understanding of the curriculum and its aspects. Research conducted by Wulandari (2019), for example, pointed out that teachers play significant roles in creating an enjoyable or unpleasant learning atmosphere. In more detail, Borg (2003) argued that the success of classroom learning is inseparable from three teacher

aspects: teacher cognition, teacher belief, and teacher practice. Teacher cognition refers to how teachers understand (think), know (know), and believe (believe), and how these three things relate to teaching practices in the classroom (Borg, 2015). Meanwhile, teacher belief is closely related to how teachers believe in effective teaching methods and methods. Teacher practice is more about the follow-up of teacher belief, namely how teachers, after believing in a particular teaching method/method, then apply it in the classroom. Teacher practice can be understood as a real manifestation of the previous aspects, namely the aspects of teacher cognition and teacher belief.

Borg (2003), through a summary of the literature review, further suggests that there is a two-way influence between teacher cognition and classroom learning practices, with the dominant direction from teacher cognition to classroom teaching practices. With this in mind, Li (2017) said that the study of teacher cognition is very important to be conducted to understand teachers' understanding and decisions regarding classroom learning, including how teachers develop lesson plans and the learning atmosphere they want to create in the classroom. In other words, classroom teaching practices are more influenced by three aspects of teacher cognition: how teachers think, know, and believe, which in this context relate to how teachers understand aspects in the implementation of the independent curriculum. In short, classroom teaching practices are a reflection of teachers' understanding and beliefs regarding many aspects of learning.

This cognitive aspect seems relevant to Indonesian language teaching. Unfortunately, not much research has addressed the cognitive aspects of Indonesian language teachers, especially the cognitive aspects in the implementation of the Merdeka curriculum. Research has consistently indicated that teachers have not achieved a standard understanding of the Merdeka Curriculum. Astri et al. (2024), for example, in their study on the implementation of the Merdeka curriculum in high schools, revealed that the main obstacle faced by teachers in implementing the Merdeka curriculum was an incomplete understanding of the Merdeka curriculum itself, resulting in difficulties in creating teaching modules, lesson planning, and limited use of media in learning. Afifi et al. (2023) also revealed that the problem in implementing the Merdeka curriculum is that teachers' understanding of the Merdeka curriculum is still limited Safira et al., (2023) so that the learning components (learning objectives, learning activities, and assessments) are still very simple and do not accurately reflect the Merdeka Curriculum resulting in obstacles in achieving learning objectives. In this context, the assessments created by the teachers do not truly reflect the criteria for student learning development in the Merdeka curriculum (Oktaviyanti & Andayani, 2023).

In addition to assessments in the Merdeka Curriculum, the issue of Learning Outcomes in the Merdeka Curriculum in relation to learning objectives has also become a focus of research in the last three years. Nugraha et al. (2023), for example, provide an analysis of the relevance of the Merdeka Curriculum learning outcomes to the learning objectives in the 7th-grade Indonesian Language Textbook published by Erlangga University in 2022. The analysis found that five learning objectives were relevant to the learning outcomes, while three were somewhat relevant to CP. This analysis implicitly suggests that the understanding of CP in the Merdeka Curriculum varies when linked to learning objectives and other aspects of Indonesian language and literature skills. Kayati et al. (2025) conducted training for Indonesian language teachers in Madura on composing Minimum Competency Assessment (AKM) questions and utilizing digital platforms for this purpose. The training was motivated by the limited competence of senior high school Indonesian language teachers in Madura in developing AKM literacy questions. The aforementioned studies indicate that many teachers are likely to design lessons that are misaligned with the curriculum goals, teaching practices might overemphasize content delivery while neglecting critical reading and interpretation, and the assessment practices might also be heavy on rote memorization instead of authentic and literacy-oriented tasks. In the long run, such gaps risk weakening

teachers' confidence and professional agency.

To help reduce the deficiency and various levels of knowledge concerning assessments in the Merdeka Curriculum, we conducted a community service program (PkM) that focused on exploring the theme of assessing the essence of Indonesian Language and Literature Skills according to the Learning Outcomes of the Merdeka Curriculum. To be specific, this PPM program aims to provide a short training to Indonesian language teachers in Subang Regency in connection with reviewing CP and its association with literacy skills assessment in the Merdeka Curriculum, so that the teachers will have a greater understanding of CP, its components, and assessments.

METHOD

There are five steps to address the problem as stated in the introduction. **1)**. Review articles related to the Merdeka Curriculum and Learning Outcomes and their issues. **2)**. Identify issues arising in the implementation of the Merdeka Curriculum and Learning Outcomes. **3)** Determine the main issues (Understanding Learning Outcomes, assessment methods, and assessment formats appropriate to Learning Outcomes) in the implementation of the Merdeka Curriculum. **4)** Coordinate with the Diknas Subang Regency via the Indonesian Language Teacher Group (MGMP) regarding these issues/problems. **5)**. Agree that these issues/problems are also a problem for teachers within the Diknas Subang Regency. **6)**. Carry out the PkM activities, including presentation, discussion, and reflection.

This offline and one-day training program began with a series of opening ceremonies, remarks, and then continued with the signing of a collaboration between the Master of Indonesian Language and Literature Education Study Program (MPBSI), Universitas Pasundan, and the Diknas Subang Regency. The opening ceremony began with remarks by the Head of the Dinas Pendidikan Subang Regency office, followed by remarks from the Head of the Master of Indonesian Language and Literature Education Study Program, Dr. Hj. Panca Pertiwi Hidayati, M.Pd. After the remarks, the event continued with the main activities of this PkM. This PkM involved more than ninety teachers of Bahasa Indonesia across the Subang Regency. The participants are Indonesian language teachers and members of MGMP in Subang Regency.

This PKM report adopts narratives and reflective writing as its exclusive method, not only documenting the sequence of activities in the PKM process but also uncovering the underlying insights, challenges, and transformative learning that emerged through participants' lived experiences. Narratives and reflections serve as powerful methodological tools in this report because they emphasize subjectivity, meaning-making, and personal growth, all of which are central to the ethos of PkM. Through this approach, the report does not merely record activities but also reveals the deeper layers of engagement, challenges, and transformative learning that shape the outcomes of the program.

RESULT AND DISCUSSION

Implementation of Activities

The main part of the PkM activity is a review and discussion of Indonesian language skills. Two aspects of language skills are primarily discussed: receptive and productive skills. These two sub-skills are then presented and explained in detail before linking them to the Learning Outcomes (CP) in the Independent Curriculum. The descriptions of each sub-skill are reviewed in depth, both from the

external and internal (meaning) aspects. Following this, participants are invited to collectively examine the Learning Outcomes in the Independent Curriculum. In this training, Phase D (for grades VII, VIII, and IX of SMP/MTs/Package B Program) is used as an example of discussion. After all participants understand the language elements and CP Phase D, participants are given critical analysis exercises on the Minimum Competency Assessment case study in the Independent Curriculum. This assessment includes the types of questions and the character of literacy questions. At the end of the training session, participants are explained the critical analysis. It is hoped that teachers will have more profound knowledge and critical skills in providing assessments for teaching Indonesian Language and Literature, especially language assessments which relevant and accurately reflect the learning outcome (CP) of Merdeka Curriculum.

FIGURE 1. Exchanging tokens of appreciation between MPBSI and Dinas Pendidikan Subang Regency

The implementation of the PkM activity includes a review and discussion of language skills/abilities. Two aspects of language skills are the main topic of discussion: receptive skills and productive skills. These two sub-skills are then presented and explained in detail before linking them to the Learning Outcomes (CP) in the Merdeka Curriculum. The descriptions of each sub-skill are reviewed in depth from both the external and internal (meaning) aspects. After that, participants are invited to jointly examine the Learning Outcomes in the Merdeka Curriculum. In this training, Phase D (for grades VII, VIII, and IX of junior high school/Islamic junior high school/Package B Program) is used as an example of discussion.

Example of CP Reading and Viewing Phase D

Peserta didik memahami informasi berupa gagasan, pikiran, pandangan, arahan atau pesan dari berbagai jenis teks misalnya teks deskripsi, narasi, puisi, eksplanasi dan eksposisi dari teks visual dan audiovisual untuk menemukan makna yang tersurat dan tersirat.

Peserta didik menginterpretasikan informasi untuk mengungkapkan simpati, kepedulian, empati atau pendapat pro dan kontra dari teks visual dan audiovisual. Peserta didik menggunakan sumber informasi lain untuk menilai akurasi dan kualitas data serta membandingkan informasi pada teks. Peserta didik mampu mengeksplorasi dan mengevaluasi berbagai topik aktual yang dibaca dan dipirsa.

Students understand information in the form of ideas, thoughts, views, directions, or messages from various types of texts, such as descriptions, narratives, poetry, explanations, and expositions from visual

and audiovisual texts, to discover explicit and implicit meanings.

Students interpret information to express sympathy, concern, empathy, or pro and con opinions from visual and audiovisual texts. Students use other information sources to assess the accuracy and quality of data and compare information within texts. Students can explore and evaluate various current topics, read, and view. (translated from the source)

From this example of CP Phase D, it is clear that within a single CP, many components must be understood. For example, reading and viewing require students to be able to evaluate and interpret information in the form of ideas, views, or messages from various types of texts. Through reading and viewing, students are required to interpret to improve their understanding of various texts. In other words, in each CP, many achievements must be exceeded, while to exceed the achievements in the description of each element requires other abilities. In other words, the descriptions in the CP in each of these elements are not as simple as written explicitly in them; there are 'hidden' skills that must be mastered before mastering the descriptions in each CP element.

Next, after discussing the elements of Reading and Listening Learning Outcomes, participants were shown the types of AKM (Minimum Competency Assessment) questions on reading (literacy) skills as listed in Figure 1 below.

FIGURE 2. Types of AKM questions

Participants are not only shown the various types of AKM questions but also shown the characteristics of literacy questions.

There are several characteristics of literacy questions, including:

▪ Text-based

Questions always begin with a text and must be answered by referring to the text's content.

▪ Measuring understanding

Focus on finding information, understanding the content, and evaluating and reflecting.

▪ Contextual and authentic

Texts relate to real life or everyday life, such as news, advertisements, announcements, and articles.

▪ Cognitive leveled

Questions are graded, from simple to complex. Students are asked to understand and provide an

evaluation/reflection.

- Diverse question formats

A variety of questions are used, such as multiple-choice, matching, and descriptive.

- Demanding higher-order thinking skills (HOTS)

Students are challenged to analyze, evaluate, and relate the text's content to personal experiences or social issues.

In short, the AKM literacy question types include the ability to find information (finding facts, details, or keywords in a text), the ability to understand (capturing the main idea, the author's purpose, the meaning of words/phrases), and the ability to evaluate and reflect (assessing the truth of information, distinguishing facts and opinions, assessing the relevance of the text, and relating the content to everyday experiences). Meanwhile, the text forms used are informational texts (articles, poster news), fictional texts (folk tales, short stories), and multimodal texts (graphs, tables, brochures).

Text example

FIGURE 3. Distribution of Characteristics of Pregnant Women Based on Education

After being shown an example text, participants were shown example questions from the text.
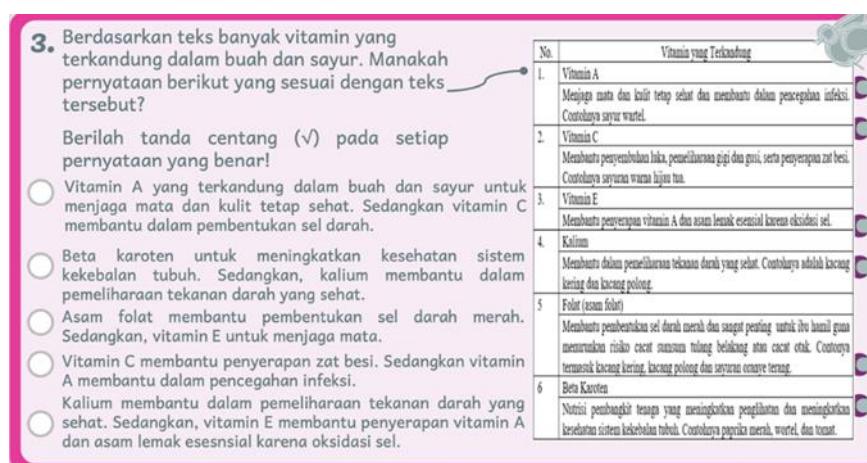

FIGURE 4. Example of text questions.

After all participants understood the language elements and CP Phase D, participants were given a

critical analysis exercise on a case study of the Minimum Competency Assessment in the Merdeka Curriculum. This assessment covered the types of questions and the character of literacy questions. It turned out that the types and types of questions in the language proficiency assessment were indeed very complex, requiring a better understanding from students. At the end of the training session, participants were explained the critical analysis. It is hoped that teachers will have the knowledge and critical skills to provide assessments for teaching Indonesian Language and Literature, especially language comprehension assessments in the Independent Curriculum. After completing the activity, participants were allowed to ask questions/respond to the material presented by the speaker.

To conclude the sessions, the speaker summarized the topic of discussion. In general, literacy questions are not just about reading and answering, but also test students' abilities in finding information, understanding texts, evaluating texts, and connecting them to life contexts. In short, the literacy questions are designed to assess a broader range of skills that reflect students' overall literacy competence. These include the ability to locate and extract relevant information from a text, to comprehend and to interpret its meaning accurately, and to critically evaluate the content by considering aspects such as credibility, purpose, and bias. Beyond that, literacy questions also require students to relate what they read to real-life situations, enabling them to apply textual knowledge to everyday contexts and problem-solving. In this way, literacy assessment goes beyond testing basic comprehension and becomes a means of cultivating critical, reflective, and practical readers. Due to the complex aspects involved in the literacy assessment, the teachers found it challenging, particularly in designing the questions based on the learning outcomes elements.

Through our reflections, it became evident that the teachers actively participated in the training, paying close attention to the explanations delivered by the facilitator, engaging in small group discussions to exchange ideas and clarify the concepts, contributing their perspectives during the talk sessions, and demonstrating enthusiasm in completing the assigned tasks and questions. Such kinds of participation not only indicate their commitment to the training but also highlight the potential of dialogic and collaborative learning spaces to enhance teacher professional understanding.

Activity Reflection

From the description of the complexity of the Learning Outcome elements, the types of AKM questions, the characteristics of AKM questions, and the text formats that should be used in creating assessments, it is clear that the main issues teachers often face are in the following:

- Breaking down Learning Outcome to Learning Outcome indicators

  Learning Outcome is usually still general, for example: students can understand, evaluate, and reflect on literary and non-literary texts. The challenge is how to break these down into more specific indicators and then design appropriate questions.

- Cognitive level appropriateness

  Learning Outcomes in each phase have different skill levels. For example, Phase C only focuses on understanding the content, Phase D begins to be critical, and Phase E evaluates and reflects. Therefore, creating questions appropriate to the cognitive level of each phase is quite challenging. There's a doubt about whether the questions are too easy or too difficult.

- Selecting texts which appropriate to the Phase and Learning Outcome

  Teachers are sometimes confused about selecting texts that are appropriate for the child's age, sociocultural context, and Learning Outcome. They worry that the text will be too difficult (not

Learning Outcome-appropriate) or too simple (not measuring the expected outcomes).

- Learning Outcome demands higher-order thinking skills (HOTS), yet many teachers are still confused about creating literacy questions that reflect these skills. In other words, teachers still create literacy questions that simply copy sentences.

- Measuring competency

Learning Outcome emphasizes critical reading competency (e.g., assessing the author's point of view), but many teachers still create memorization questions (definitions, text structure) that do not align with Learning Outcome or the nature of literacy questions.

- Developing assessment rubrics

Competency assessments often include qualitative outcomes, such as the ability to provide critical responses, but teachers still frequently use rubrics that do not require descriptive answers. In other words, the alignment between qualitative assessments and open-ended rubrics needs to be strengthened to ensure fairer assessments based on Competency.

- Limited time and resources

- Learning Outcome requires a variety of questions, such as complex multiple-choice questions, matching questions, and essays. To create these varied questions, teachers need a lot of time, creativity, and access to examples of literacy questions that align with CP.

CONCLUSION

In conclusion, this PkM program enabled teachers to review receptive and productive language skills and link them with the CP of the Merdeka Curriculum. Using Phase D as an example, teachers gained clearer insights into the structure of CP and its relation to literacy assessment. Through critical analysis exercises and reflections, the teachers developed greater awareness of the challenges and possibilities in aligning CP with assessment practices. However, this PkM has several limitations that should be acknowledged. The activities primarily emphasized conceptual understanding (through review, analysis, and reflection, rather than practical application in classroom settings). As a result, the extent to which teachers can translate these insights into actual teaching practices remains uncertain. Moreover, this one-day training only documented the process of PkM without conducting pre- and post-tests, which measure the changes in the teachers' understanding. Moreover, the activities involved a limited group of participants, which constrained the breadth of perspectives represented.

Above all, this program has provided a useful foundation for further training initiatives aimed at strengthening teachers' professional capacity. Based on the reflections of this training, it is recommended that future programs extend beyond introductory reviews towards more sustained professional development. Follow-up activities may include in-depth workshops on curriculum mapping and continuous mentoring sessions. Such initiatives will not only strengthen teachers' conceptual understanding of CP but also enhance their ability to translate these competencies into effective classroom practices. By building on the foundation established in this PkM, future programs can better support teachers in implementing the Merdeka Curriculum with greater confidence.

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