

# Penerapan Strategi Pembelajaran Ethno-Pragmatik pada Mata Pembelajaran Bahasa Indonesia di SMA: Studi Kasus pada Kurikulum Merdeka

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## Application of Ethno-Pragmatics Learning Strategies in Indonesian Subjects in High School: A Case Study on the Independent Curriculum

### Penerapan Strategi Pembelajaran Ethno-Pragmatik pada Mata Pembelajaran Bahasa Indonesia di SMA: Studi Kasus pada Kurikulum Merdeka

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**Abstract:** The problem discussed in this study is adapting curriculum changes from the 2013 curriculum to an independent curriculum in Indonesian learning in high school. Facts in the field found that factors inhibiting the implementation of this independent curriculum, such as low student motivation, so that they have not been able to apply an assessment system to manage student interests and talents, independent learning-based learning style refers to the freestyle in learning so that students are less focused on receiving material in the learning. For this reason, an ethno-pragmatic learning strategy is needed to integrate with the independent curriculum in high school. This Ethno-pragmatic learning strategy can accommodate the achievements of the Indonesian learning curriculum in high schools so that character strengthening can be achieved following the independent curriculum policy that has been stipulated in the Decree of the Head of Balitbang of the Ministry of Education and Culture and Technology No. 028 / H / KU / 2021 concerning the learning outcomes of PAUD, SD, SMP, SMA, SDLB, SMPPLB, and SMALB in the Mobilizer School Program. The method is used with qualitative description to understand students in the Application of the Indonesian curriculum in high school. Data were collected by non-participant observation method in the form of audiovisual recordings in the form of video. Video recordings are collected, recorded with recording techniques recorded on data cards, and then grouped by ethno-pragmatics. The analysis uses referential techniques represented and described in language that is easy to understand, following Indonesian writing rules. The results showed that 1) increasing the use of polite language through the Application of pragmatic strategies; (2) Improved text comprehension through the Application of ethnographic communication strategies.

**Keywords:** ethno-pragmatic strategy; Indonesian learning; Independent Curriculum

**Abstrak:** permasalahan yang didiskusikan dalam penelitian ini sesuai dengan adaptasi perubahan kurikulum dari kurikulum 2013 menjadi kurikulum merdeka dalam pembelajaran bahasa Indonesia di SMA. Fakta dilapangan ditemukan bahwa faktor penghambat penerapan kurikulum merdeka ini, seperti rendahnya motivasi siswa, sehingga belum mampu menerapkan sistem penilaian untuk mengelola minat dan bakat siswa, gaya belajar berbasis merdeka belajar mengacu pada gaya bebas dalam pembelajaran sehingga siswa kurang fokus dalam menerima materi dalam pembelajaran. Untuk itu dibutuhkan strategi pembelajaran Etno-pragmatik untuk berintegrasi dengan kurikulum merdeka di SMA. Strategi

pembelajaran Etno-pragmatik ini dapat mengakomodasi capaian kurikulum pembelajaran bahasa Indonesia di SMA sehingga penguatan karakter dapat dicapai sesuai dengan kebijakan kurikulum merdeka yang telah ditetapkan pada Surat Keputusan Kepala Balitbang Kemendikbudristek No. 028/H/KU/2021 tentang capaian pembelajaran PAUD, SD, SMP, SMA, SDLB, SMPLB, dan SMALB pada Program Sekolah Penggerak. Penggunaan metode dilakukan dengan deskriptif kualitatif untuk memahami siswa dalam penerapan kurikulum bahasa Indonesia di SMA. Data dikumpulkan dengan metode observasi nonpartisipan berupa rekaman audio visual dalam bentuk video. Hasil rekaman video dikumpulkan, di rekam dengan teknik rekam yang dicatat pada kartu data, kemudian dikelompokkan berdasarkan etno-pragmatik. Analisis menggunakan teknik referensial yang direpresentasikan dan dijabarkan melalui bahasa yang mudah dipahami sesuai dengan kaidah penulisan bahasa Indonesia. Hasil penelitian menunjukkan bahwa 1) meningkatkan penggunaan bahasa santun melalui penerapan strategi pragmatis; (2) Peningkatan pemahaman teks melalui penerapan strategi komunikasi etnografi.

**Kata kunci:** strategi etno-pragmatik; pembelajaran bahasa Indonesia; kurikulum merdeka

## 1. Introduction

Learning Indonesian is still experiencing confusion at the time this moment. This learning is evidenced by the report of the University's sociolinguistics experts. Indonesian Education Sastroamidoyo states that the mastery of Indonesian students in Indonesia is undervalued (Sastroamidoyo, 2016). The low national Indonesian test scores indicate it and tend to be static. Even if it rises, the range remains average below the number six. Many factors, such as the rampant use of English, environment, culture, economy, and more, influence this polemic. Such factors concerning students in language subjects in Indonesia are difficult for its users. In addition, based on the Programmed International Student Achievement (PISA) report published on republika.com through the Indonesian news site, children's literacy rankings in Indonesia still need to improve compared to other subjects.

The change in the 2013 curriculum to an independent curriculum requires time to adjust to Indonesian learning. The change of curriculum policy from the 2013 curriculum to an independent curriculum impacts the status of Indonesian learning at all levels of schools, especially at the high school level. It can be seen from the education and learning curriculum contained in Permendikbud No. 103/2014 concerning learning in Basic and Secondary Education containing Permendikbud No. 59/2014 (1) concerning the 2013 curriculum of Senior High Schools/Madrasah Aliyah. It is stated that learning is a process of interaction between learners and participants educated with educators and learning resources in a learning environment (Khoirurrizal et al., 2022). Permendiknas no. 59/2014 relates to Law No. 14/2005 on Teachers and Lecturers, Article 4 (5) demands social competence as a teacher's ability to communicate and get along effectively with participants, fellow educators, educators, parents or guardians of students, and surrounding communities. The interaction process between students and educators and social competencies of educators or teachers communicating require language as a medium and communication tool to achieve competency standards in education and learning per Permendiknas no. 103 of 2014 above.

Not to mention that entirely Permendiknas no. 59/2014 is related to Law No. 14 of 2005 concerning Teachers and Lecturers and can be appropriately applied. New problems

arise with policies regarding implementing the new curriculum, namely an independent curriculum that makes it more difficult for teachers and students to learn. One way to overcome the impact of the policy change from the 2013 curriculum to the independent curriculum is the Application of ethno-pragmatic learning strategies in Indonesian learning subjects in high schools. This strategy is because Indonesian, as the language of instruction, plays an essential role in becoming a medium between students and educators. The interaction process will take place well if the educator or teacher can provide material clearly and briefly to students, and vice versa; students can absorb the material given by the educator or teacher to students. Language as a communication tool used by educators and learners can only be separated from the learning process fluently with the function of language (Hutabarat et al., 2022).

Some related research on the Application of ethnopragmatic learning states that the Application of this strategy is effectively used in the learning described, such as research by Supyana and Putra (2020) states that there has been a significant increase in student learning completeness from 76.92% to 92.31% through the Application of pragmatic approaches, especially students' language skills (Supyana & Putra, 2020). This increase is due to the pragmatic approach being able to foster a learning state that avoids boredom, is practical, and fun to make students able to speak in actual speech circumstances and contexts. Rohmadi's research (2016) states that applying pragmatics and the principle of politeness in learning can be implemented in the classroom because the pragmatic approach can improve students' proficiency in listening, speaking, reading, and reading skills, as well as writing skills. These four competencies are merged into context to help students communicate formally and informally. In addition, this pragmatic approach can read and interpret speech that cannot be interpreted indirectly (Rohmadi, 2016).

Other research related to practical learning is Rahardi and Setyaningsih (2019) suggesting that context-based approaches can be made with several steps, such as (a) context-building efforts; (b) the implementation of learning experiences; (c) procurement of reflection; (d) the implementation of actions; and (e) conduct evaluations. These five steps are a cycle of reflective pedagogy and are suitable to be applied in the classroom to create comfortable learning (Rahardi & Setyaningsih, 2019). In line with Wideasri, Fitri, Farhan (2021) states that the use of an ethnographic communication approach can accommodate learning conditions in the classroom to create effective learning, while the pragmatic approach can maximize the role of teachers as motivators and inspirers who involve students in language learning for cognitive, psychomotor, and learning achievement development (Wideasri et al., 2022).

However, from the research described above, there has yet to be any research on integrating ethnographic communication and pragmatics strategies into the independent curriculum. Meanwhile, based on field data, there are inhibiting factors in implementing this independent curriculum, such as low student motivation, so they have been unable to implement an assessment system for managing student interests and talents. The learning style based on independent learning refers to freestyle so that students are less focused on receiving material in the learning. Another fact found



about implementing the independent curriculum is the inadequate facilities in schools, so they have yet to strengthen the character of the Pancasila profile of students. In addition, during the transition period of changing the independent learning curriculum, teachers have yet to understand the learning outcomes guidelines, so the learning process is less optimal (Ibrahim, 2022).

Achieving the curriculum in learning Indonesian is through communication by building educator interaction and students and improving the competence of educators in the learning process. Should be able to create learning activities interactively, inspiringly, fun, challenging, motivating learners to participate actively, contextual, and collaborative, giving sample space to stimulate creativity and independence of learners according to talents, interests, abilities, and physical and psychological development of students. This interaction process can be achieved through an independent Indonesian language learning curriculum in the Decree of the Head of Balitbang of the Ministry of Education and Culture, Research and Technology No. 028/H/KU/2021 concerning the learning outcomes of PAUD, SD, SMP, SMA, SDLB, SMPLB, and SMALB in the Driving School Program (Keputusan Kepala Badan Penelitian Dan Pengembangan Dan Pembakuan Nomor 028/H/KU/2021 Tentang Capaian Pembelajaran PAUD, SD, SMP, SMA, SDLB, SMPLB, DAN SMALB Pada Program Sekolah Penggerak, 2021). The content of the decree in question is that achieving the curriculum in learning Indonesian is

- 1) Noble morals by using Indonesian politely
- 2) Attitude of respect and respect for Indonesian as the official language of the Republic of Indonesia
- 3) Language skills with a variety of multimodal texts (spoken, written, audiovisual, audiovisual) for various purposes (genres) and contexts
- 4) Literacy skills (language, literature, and critical-creative reasoning) in learning and working
- 5) Self-confidence to express as a capable, independent, cooperative, and responsible individual
- 6) Concern for local culture and the surrounding environment
- 7) Concern to contribute as a citizen of Indonesia and a democratic and just world

Therefore, ethno-pragmatic learning strategies need to be further researched to accommodate curriculum achievement in Indonesian learning in an independent curriculum. This research helps integrate ethno-pragmatic strategies in learning Indonesian independent curriculum. This Ethno-pragmatic strategy can reinforce using polite Indonesian and can understand multimodal texts based on context. Using polite language and understanding multimodal texts based on context can be realized with the teacher's ability to teach ethnography and pragmatics. The integration of pragmatics and ethnography can help understand the meaningfulness of a text based on the type of text and its context. In addition, it can improve the teacher's ability to understand texts according to context. It is necessary to describe speech eating based on the use of language in interacting. Through ethnography, it can identify the use of language following the presentation of Indonesian learning texts in the independent curriculum.

The implications of this study are empirically able to apply polite language in the use of sound and correct Indonesian to determine the text according to the topic of conversation, the purpose of the conversation, the situation, and where the conversation took place. This pragmatic ability can stimulate students' ability to communicate in the classroom. Another advantage of applying the Ethno-pragmatic strategy is that it can help students understand the teacher's intentions and goals so that students can express themselves through attitudes and narratives (Widiasri, 2021); (Putri, Kartika Aprilia; Oktavianus; Marnita, 2019).

The usefulness of pragmatics can motivate students to respond to the teacher's encouragement in communicating to build student confidence in representing meaning in various texts based on context. In addition to using polite language, it can change disruptive student behaviour so that students' actions in following the learning process can be minimized through politeness using six maxims, namely sincerity, generosity, praise, humility, agreement, and sympathy. They use maxims in pragmatics, such as quantity maxims, quality maxims, relationship maxims, and method maxims. The usefulness of educational interaction can build two-way communication so that effective interaction between teachers and students in the classroom is fostered (Rohmadi, 2004); (Yule, 2006)(Rohmadi, 2004); (Yule, 2006); (Rahardi, 2019); (Leksono, Pujo Robertus; Tiawati, 2020) (Rahardi, 2021); (Khairiah, Nadiatul; Revita, Ike; Marnita, 2020).

The use of theory in this study is an ethnography of communication, pragmatics, and educational interaction. The ethnographic theory of communication has four parameters in identifying conversations based on their context: linguistic context and sentences in conversation. b. Epistemic context is a background of knowledge equally known to participants. c. Physical context, including where the conversation occurred, the objects presented in the conversation, and the actions of the participants. d. social context is sociocultural relations that complement the relationship between actors or participants in the conversation. Communication ethnography uses four contexts in identifying conversations in the classroom, such as linguistic contexts realized through sentences in conversation. An epistemic context looks at the background knowledge of speakers and speech partners. A physical context includes participants' conversations, objects, and actions, and a social context includes sociocultural relationships in conversation (Jogensen, 2015); (Maulizan; Rahmat, 2020); (Leksono, Pujo Robertus; Tiawati, 2020).

## **2. Method**

This research focuses on applying ethno-pragmatic strategies to the independent learning Indonesian curriculum. Integrating three theories, namely ethnography, pragmatics, and education, can facilitate achieving an Indonesian learning curriculum in an independent curriculum. The method used in this study is a descriptive qualitative method. This strategy demonstrates the Application of the Ethno-pragmatic method in the classroom according to the context of the conversation and the text in their involvement in the classroom. This research was conducted at SMA 1

Tampaksiring, especially in Indonesian learning. This research can be studied with the ethnographic theory of communication, which is realized through the context of the conversation in the classroom, and pragmatic theory is realized through various types of texts and genres in Indonesian learning.

The research stage in this study is explained as follows. (1) Data was collected using non-participant observation methods at SMA 1 Tampaksiring because researchers were not directly involved in Indonesian classroom learning interactions. Observation is carried out with audiovisual recordings in the form of learning videos during learning Indonesian material given to students in class. The results of video recordings are collected and recorded by recording techniques with data cards grouped by speech containing ethnographic communication and pragmatics; (2); The study subjects were Indonesian teachers and students of SMA Negeri I in Indonesian language and literature learning in Tampaksiring. The reason for choosing this place as a research subject is that this school is far from the city centre, and the learning value of Indonesian still needs to be higher (Permendikbud No.4 Tahun 2018 Tentang Penilaian Hasil Belajar Satuan Pendidikan Dan Penilaian Hasil Belajar Oleh Pemerintah, 2018) . The interaction between teachers and students in teaching subjects in the classroom, especially the independent curriculum, needs to be improved by the teacher's ability to understand and apply the independent curriculum in Indonesian learning. Therefore, it impacts teacher learning outcomes in the classroom; (3) analysis is carried out based on teacher and student interactions in Indonesian language learning which is then referential techniques. This referential technique is used to categorize speech based on communication ethnography and pragmatics; (4) The results of data representation in the form of speech in interactions between teachers and students in learning Indonesian be translated into a language that can be easily understood based on good Indonesian writing rules (Sudaryanto, 2015).

### 3. Research Result and Discussion

The results of the analysis and discussion come from the integration of theory, namely the ethnography of communication and pragmatics in the subject's Indonesian independent curriculum. The following are the results of the realization of the achievements of the Indonesian learning curriculum in the independent curriculum integrated with two theories such as communication ethnography and pragmatics.

#### 3.1. Realization of communication ethnography in improving the ability to understand texts

The eighth component of Hymes's theory is the ethnography of communication in improving the ability to understand texts used as measuring instruments. Data 1 has context when the teacher explains the subject and the text of the observation report in front of the class; all students listen to what the teacher explains. However, when the teacher asked, 'Do the children not understand or do not know' the student also answered, 'Still do not understand, ma'am, can you please explain it again'. Based on the data, it can be assumed that students need help understanding or knowing about the text of the observation report. Several students responded by asking the teacher

to re-explain the material that had been explained earlier, namely the text of the observation report.

**Data 1**

- Teacher : Are there any questions about the text of the observation report?  
Student : (Student does not respond to teacher's question)  
Teacher : Whether children do not understand or do not know  
Student : Still do not understand, Mom. Please explain it again.

Data 1 can be categorized into questioning speech because there are question utterances from teachers to students. The teacher asks the students about the student's understanding of the text of the observation report that the teacher has explained in front of the class before. Then, several students spoke up by asking the teacher to re-explain the text material of the observation report. Moreover, the teacher again asked whether the children did not understand or did not know what was intended for the students to understand the teaching material about the text of the observation report based on the explanation given by the teacher in front of the class. The teacher indicates the form of questioning utterances when asking about the student's understanding.

Data 2 explain the context after the teacher explains again what the text of the observation report explains. Then, the teacher gave the task of forming several small groups. However, only a few students responded to the teacher's orders. Therefore, the teacher repeats the previously conveyed command by creating several small groups. Thus, all students can respond to the teacher's command to create a small group.

**Data 2**

- Teacher : Please create a few small groups to discuss the observation report  
Student : (some students do not heed the teacher's command to create small groups)  
Teacher : (because there was little response from students, the teacher repeated the command to create a small group). Please create a small group with friends around seating!  
Siswa : Okay teacher

Data 2 can be classified as speech because there are saying words from teachers to students. The form aims to create a small group of observation report texts so that all group members are involved in discussing and understanding the text of the observation report. This command from the teacher impacts students moving to form small groups with their desk mates.

Data 3 describe the context after students are given time to discuss, and the teacher asks them to collect the results. Several groups were responding to gather the results of their discussions. However, not all students respond and are ready to collect their assignments. Then, the teacher allows the students to collect the discussion results at the next meeting.



### Data 3

- Guru : After the discussion, please have the children collect the results of the discussion based on the groups that have been created!
- Siswa : (several groups are responding) We are not ready yet, mom
- Guru All right. Time until the next meeting.
- Siswa Okay Teacher

Data 3 can be categorized into speech in the form of asking because there are utterances of asking (help) from teachers to students. The form of the request is intended for students to collect the results of their discussions. The form of a request from the teacher impacts the students to collect the results of the discussion assigned by the teacher.

Data 4 explain context when teachers explain learning materials in Indonesian book reviews, teachers encourage students to answer questions from teachers about the types of reviews. The teacher can stimulate students to participate in the learning process actively. However, the students need more time to be ready to answer the questions given by the teacher about the review.

### Data 4

- Teacher How many types of books are there, and who knows the definition of a review?
- Student Fiction and nonfiction
- Teacher What is a Fiction
- Student True stories
- Teacher Reversed his mindset

Data 4 can be grouped into the form of utterances by asking teachers questions students to ask about the difference between fiction and nonfiction. This form aims to stimulate students to answer questions from teachers about fiction and nonfiction in the review. This form of questioning from teachers also has a positive impact, stimulating them to actively participate in the teaching and learning process in the classroom.

Data 5 describes the context when the teacher explained in front of the class. The teacher turned to the blackboard and asked. Who is the picket today? Several students raised their hands. The teacher commanded them to remove the blackboard. One of the students came forward and removed the board. Data 5 can be classified as a form of commanding speech because there is a commanding speech from the teacher to the student to remove the blackboard. The commanding form aims to have the picketing students remove the board. The form of commanding speech was successful because one of the students came forward and deleted the blackboard.

### Data 5

- Teacher : Whose Children's picketed today?
- Student : Me, today
- Teacher : Clear the blackboard

Student : One of the students came forward and deleted the whiteboard

Data 6 explain the context. When the teacher explains the book review in class, the teacher advises the students to write the review in groups. The marker of the advising utterance is 'should'. The form of speech advice with markers should remind students to work on group book reviews. This form aims to stimulate students to participate in groups doing assignments given by the teacher actively.

#### **Data 6**

Teacher	Are children used to writing reviews?
Student	Silent while writing
Teacher	Writing reviews should be done in groups
Student	Okay Teacher

Data 6 can be categorized as a form of advisory speech because there are words of advice from teachers to students to do reviews in groups. Teachers use the form of counselling to advise students to do group assignments. Group assignments provide opportunities for other students to work in groups. This form of speech based on ethnographic communication competence refers to the theory of (Hymes, 1975); (Chaer, Abdul; Agustina, 2004). The ethnography of communication is that speech events must meet eight components.

The form of communication ethnographic competence speech shows differences and similarities referring to the eight elements of Hymes in data 1 to data 6. The following is an explanation of the similarities between the eight elements.

First, setting and scanning settings are related to the time and place where the speech occurs, referring to the situation in the teaching and learning process. Second, participants in contact with the parties involved were Indonesian teachers and class X students of SMA Negeri I Tampaksiring. Thirdly, the norm or rule in interacting is to refer to the environment of the situation in the classroom. Fourth, the instrumentalities used are spoken language because it makes it easier for students to receive teaching materials from the teacher. The type of narrative classifies Fifth, the form of delivery (genre) about the teaching material the teacher gives students. These five elements relate to the two-way learning model because the teacher allows students to ask questions about teaching materials they do not yet understand. Teachers do not just give teaching materials to students; teachers are a source of learning. The teacher can provide teaching materials relevant to the four elements of Hymes described above.

Furthermore, the differences between the other three elements are outlined as follows. The end refers to the purpose and purpose of the speech. Data 1 intends to force students to re-explain the text of the observation report. The Act of the sequence is the form and content of this utterance, forcing students to re-understand

the text of the observation report. Key refers to speech that seems serious because the teacher wants students to understand the teaching material given. Data 2 ends by telling students to create a small group to discuss the text of the observation report. An act of sequence is a form of telling students that aims to have them create a small group. The key is that the tone, style of speech, and message seem serious because this utterance has been repeated a second time. This message can be seen in the message delivered in spoken language.

Data 3 has an end that contains the teacher's request to students to collect the discussion results. The Act of sequence relates to the form of speech asking students to collect the results of discussions based on pre-formed groups. Key refers to the teacher's speech because several students have not responded to the teacher's request. Data 4 is linked to the end and then contains the utterance asking the student to answer the review. The Act of sequence relates to the form of utterances asking students that contain a definition of testing response. The teacher takes the request seriously because the teacher wants students to straighten their answers to the previously given reverse answers.

Data 5, when associated with end, Act of sequence, and key, can be described as follows. This data intend that the teacher instructs the student about answering the question of the meaning of the review. The Act of the sequence is a command that asks about the meaning and purpose of doing a review. The tone and way the teacher conveys (key) look relaxed because students can respond to the teacher's questions. The results of data analysis six are based on the ethnographic theory of communication, especially the element that refers to the intent of the speech in this data, which is related to the teacher's advice to students to do the assignments given in group form. The Act of sequence deals with exhorting students to make assignments according to predetermined groups. Key relates to the tone and how the teacher conveys the message in a simple form. This method can create a comfortable atmosphere for students to understand easily.

The three elements in data 1 to data 6 are in line with the three-way learning model because not only is the teacher active in stimulating students to participate actively, but the teacher seeks to provide other strategies in motivating and triggering other students to be active and discuss with each other about the teaching material provided.

### **3.2. Pragmatic Realization in improving students' language politeness**

The principle of politeness in the classroom language is necessary to maintain social, psychological, and friendly relationships between teachers and students (Priyatno, 2007). In addition, this principle of politeness has the value of manners and applies in society, especially in the classroom. The value of courtesy in question is not rude and not speaking with high intonation. Civility has a relationship called bipolar, which is the relationship between the speaker and the speech partner. The principle of civility consists of six maxims, namely, the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, and the maxim of sympathy. The description of each maxim in the politeness principle is applied to data analysis.

The maxim of wisdom has more significant advantages than losses to others (Leech, 2014). The following are illustrated data representing the maxim of wisdom on the principle of politeness in the classroom. Data 7 explain context when the teacher describes imagery/sensing in class, the teacher instructs students to fill in the blank imagery/sensing on the board. The form of directive utterances in asking reminds students to fill in the imagery/sense that is still blank on the blackboard based on the lyrics that have been heard before. It aims to stimulate students to actively participate in filling small assignments on the board.

**Data 7**

Teacher : The other can follow the imagery/sense in the lyrics of the song that is included in the text of the characteristics of the poem

Student : Sure teacher

Data 7 is classified on the maxim of wisdom because the teacher tries to have students fill in the imagery/sense that is still blank; it is a form of the maxim of student wisdom because it has a more significant advantage to students and can make it easier for students to record and remember what the teacher teaches.

Data 8 demonstrate context when the student has no responsibility to fill in the sensing on the board. The teacher appoints one of the students to note that the lyrics are no sounder categorized on the sensing ear on the classroom whiteboard. Thus, other students can understand information about the imagery/sensing of part of the features of the poem's text.

**Data 8**

Teacher : Who wants to write lyrics no more sound belongs to which imagery/sensing? (The teacher pointed to one of the students writing on the board the contents of the lyrics no more sound)

Student : (students note no more sounds, including the ear-sensing part)

Data 8 is categorized on the maxim of wisdom because teachers want students to record information on the board to make it easier for students to absorb information about the characteristics of the poetry text. Having that effect is an advantage to students because they can understand other students to remember the information on the board containing sensing. Of course, the order given by the teacher to the students is the teacher's wisdom on the student's advantage in receiving learning materials in the form of taking notes and warning other students that the information is on the board.

Data 9 illustrate context before the learning materials began today, teachers asked students to pray according to their religions and beliefs. This pray is so that the lessons that start running smoothly.

**Data 9**

Teacher : Before starting today's lesson, praying according to each other's religion and beliefs is a good idea.

Student : (Students appear to look down and pray according to their respective religions and beliefs)

Data 9 is classified on the maxim of wisdom because the teacher wants students to pray so that the lesson at that time is carried out smoothly. Prayer activities can provide students with an advantage in the form of calmness in dealing with the subject matter at that time. The advice the teacher gives in the form of offering prayers has the effect of trusting students to



carry out the teaching and learning process. The maxim of praise can be assumed to praise others regardless of disrespect for others (Leech, 1983, p. 109). The following describes some data representing the maxim of praise on the principle of politeness in the classroom.

Data 10 demonstrate context When the teacher explains the imagery in the poem's text in class. The teacher encourages students to answer questions from the teacher about the meaning of the purpose of imagery. This poem is so that students play an active role in teaching and learning poses. After recording the information on the blackboard, the teacher again asked about the purpose of the imagery in the poem's text. Then, students give responses and questions to the teacher's questions about the purpose of the imagery in the poem's text to make the poem sound beautiful.

**Data 10**

Teacher : Have you finished taking notes?  
Student : Already, teacher  
Teacher : Why should there be an image in the poem? What is the purpose of imagery?  
Does anyone know?  
Student : Students sound more beautiful  
Teacher : Good

Data 10 are grouped as a maxim of praise because the teacher wants students to respond by providing answers to the teacher's questions. These questions are given to encourage students to participate in learning materials about reviews actively. The teacher manages to stimulate the student with the answers given. For the students' efforts by answering the teacher's questions correctly, the teacher gives praise through the words "good". The word "good" is a form of teacher appreciation to students by correctly answering questions.

Data 11 explain the context after students are given time to understand. The sense is found in the second lyric. Before resuming the lesson, the teacher gives the student the command to remove the blackboard first. Then, students responded by coming forward to remove the blackboard, and the teacher gave a thank you.

**Data 11**

Teacher : (after listening to the second lyric of the Infocus) All right, who  
can clean the blackboard first  
Student : (one of the students came forward and cleaned the  
blackboard)  
Teacher : Thank you

Data 11 are grouped as a consensus because the teacher gave the student an order to clean the whiteboard before proceeding with the learning material. One student responded by removing the board to the front of the class. The student's response is a manifestation of the maxim of agreement between the teacher giving the student an order to clean the blackboard.

Data 12 simplify before continuing the learning material. The teacher alluded to last week's material about the poem's text. The teacher again asked about the meaning of the text of the poem. Furthermore, students responded to the understanding of the text of the following answer poem "Poetry is a beautiful essay that has aesthetic value". The answer still needs to be completed. The teacher responds to complete the answer by giving the question, "incomplete answer, others add". One of the students added an answer about the meaning of poetry.

**Data 12**

- Teacher : What is a poetry text?  
Student : One of the students replied. Poetry is a beautiful essay that has aesthetic value  
Teacher : Good, but not a complete answer; anyone else added?  
Student : Poetry is one of the literary works and has a specific meaning

Data 12 is categorized as a sympathy maxim because the teacher wants students to respond by providing answers to questions given by the teacher. The questions are given to encourage students to actively participate in learning materials about poetry. The teacher manages to stimulate the student with the answers given. For the students' efforts by answering the teacher's questions correctly, the teacher gives praise through the words "good". The word "good" is a form of teacher appreciation to students yes Based on the analysis of the principle of impressions, which includes six maxims, namely the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, the maxim of sympathy. However, in this study, only four maxims were found to be maxims of wisdom, agreement, praise, and sympathy.

Findings in the study in the form of the realization of ethnographic communication in improving the ability to understand text are proven in data 1 to data 6. The realization of communication ethnography found can make students understand the text with the question-and-answer method, make small groups, and be active in doing the tasks applied by the teacher to stimulate them to actively participate in the teaching and learning process in class. The following finding is the realization of pragmatics in improving students' language politeness, seen in data 7 to 12. The realization of pragmatics can speak with the value of courtesy, does not speak harshly, and does not with high intonation. The principle of modesty is divided into the maxim of wisdom, the maxim of generosity, maxim of praise, the maxim of humility, maxim of agreement, and the maxim of sympathy. This principle of politeness can stimulate students to participate in expressing ideas and thoughts in polite language.

The findings of this research related to the realization of ethnography, communication and pragmatics can help students understand texts following learning outcomes in the independent curriculum. In addition, these findings can effectively express students' ideas in the classroom, paying attention to the principle of civility in a pragmatic approach. This research has advantages in terms of assisting teachers in facilitating the achievement of the goal of an independent curriculum so that teachers quickly provide material related to students' text and language skills in class. However, this research needs to improve in achieving the goals of the independent curriculum and has yet to be able to accommodate the Application of ethnographic, communication and pragmatic strategies, so other strategies are needed to meet the targets and standards of the objectives of the independent curriculum.

However, this study follows the research of Supyana and Putra (2020), which states that using Pragmatics can improve speech skills in the classroom. This Pragmatics can be seen from the completeness of student learning in cycle one, as much as 76.92%, while in cycle two, as much as 92.31% (Supyana & Putra, 2020). The following research Izhar (2015) states that students can express and interpret the existence of texts according to the Pragmatic context so that students can express the content in the text using good and correct language (Izhar, 2015). Research using ethnographic studies related to school culture in an independent curriculum can realize that students develop school culture through habituation in daily activities. Research by Mustadi et al. (2022) realized an independent curriculum based on elementary

school Indonesian language and literature achievements through listening, reading, presenting, and writing. In addition, the teacher chooses literary material that can be understood by students so that students can analyze the meaning of literature by the student's age and living environment (Mustadi et al., 2022). Research by Widiarsi, Fitri, and Farhan (2022) stated that Indonesian learning strategies and methods in ethnopragma-educative-based high schools could be applied in the independent curriculum previously applied in the 2013 curriculum. The research adapts students' needs in Indonesian learning through the 2013 curriculum competency standards and the latest curriculum prototype. In addition, this learning can accommodate text learning in Indonesian learning relevant to the student's circumstances and topics about biographical texts and folklore texts. The two-way learning model is adapted to educational interactions using the question-and-answer method (Lusiana; Fitri, 2016) (Lusiana; Fitri, 2016); (Widiarsi, 2022); (Widiarsi et al., 2022).

Based on the presentation of the results of the suitability of the research above, theoretically, this research contributes to the integration of ethnographic theory of communication and pragmatics so that it can make it easier for teachers to provide Indonesian learning materials, especially in learning about texts and language development of high school students in the classroom. In its Application, this research contributes to the implementation of the independent curriculum, especially in Indonesian learning in high school, so that teachers can make students learn Indonesian far from boredom and boredom in addition to meeting the standards of the independent curriculum in high school.

#### 4. Conclusion

The results showed the policy of using the 2013 curriculum as an independent curriculum. In this transition process, teachers get obstacles in achieving curriculum goals. One of these obstacles can be overcome by applying ethno-pragmatic strategies in Indonesian learning. This strategy can accommodate the learning outcomes of the independent curriculum, especially Indonesian learning, namely (1) increasing the use of polite language through the Application of pragmatic strategies; (2) Improving text comprehension through the Application of ethnographic communication strategies.

#### Declaration of Conflicting Interest

I hereby declare that there is no conflict of interest in this research.

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