

**A CONTENT ANALYSIS OF INSTRUCTIONAL
LEARNING ACTIVITIES
IN *MERDEKA BELAJAR* LESSON PLAN**



MOH. WILDAN HABIBI

2215142214

*A Skripsi Written in Partial Fulfillment of the Requirements for the
Degree of "Sarjana Pendidikan"*

**ENGLISH LANGUAGE STUDY PROGRAM FACULTY OF
LANGUAGE AND ARTS STATE UNIVERSITY OF JAKARTA**

2022

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh:

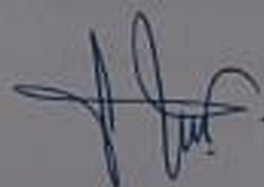
Nama : Moh Wildan Habibi
NIM : 2215142214
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *A Content Analysis of English Learning Activities in Merdeka Belajar Lesson Plan*

Telah berhasil dipertahankan dihadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Dewan Penguji

Ketua Penguji/ Pembimbing I

Anggota Penguji/ Pembimbing II



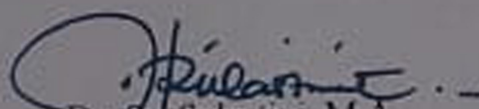
Dr. Hanip Pujiati
NIP. 197205042001122001

Penguji Ahli Materi



Prof. Dr. Ilza Mayuni, M.A.
NIP. 195906221986022001

Penguji Ahli Metodologi



Dr. Sri Sulastini, M.A.
NIP. 196010241988032001

Tara M Palupi, M.Hum
NIP. 198706222019032010

Jakarta, 04 Maret 2022

Dekan Fakultas Bahasa dan Seni



Dr. Lailiana Muliastuti, MPd
NIP. 19680529.199203.2.001

LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Moh. Wildan Habibi
No. Registrasi : 2215142214
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *A Content Analysis of English Learning Activities
in Merdeka Belajar Lesson Plan*

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta. Apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya membuat pernyataan ini dengan sebenarnya.

Jakarta, 04 Maret 2022



Moh. Wildan Habibi
2215142214



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Moh. Wildan Habibi
NIM : 2215142214
Fakultas/Prodi : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Alamat email : mohwildanhabibi.unj@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)
yang berjudul :

A Content Analysis of Instructional Learning Activities in Merdeka Belajar Lesson Plan

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 14 April 2022

Penulis

(Moh. Wildan Habibi)

ABSTRACT

Moh. Wildan Habibi. 2022. *A Content Analysis of Instructional Learning Activities in Merdeka Belajar Lesson Plan. A skripsi.* Jakarta: English Education Study Programme, Faculty of Language and Art, Universitas Negeri Jakarta

Merdeka Belajar is a new program of education in Indonesia proposed by the Ministry of Education and Culture (Kemendikbud) in order to help teachers, students, and parents to be able to create cheerful atmosphere that covers four core policy including the National Standard School Examination (USBN), National Examination (UN), Lesson Plan (RPP), and Zoning Regulation of New Students Admission (PPDB). However, it is still found that there are many learning activities in the *Merdeka Belajar* lesson plans focus on teacher-centered. This study aims at obtaining a profile of instructional learning activities within cognitive and knowledge domains of Revised Bloom's Taxonomy in *Merdeka Belajar* lesson plan. A content analysis method is used in this study. The data of this study are the 100 instructional learning activities that consist of operational verbs and nouns related to cognitive domains of Revised Bloom's Taxonomy. The data source was taken from 22 *Merdeka Belajar* lesson plans of seventh grader in two different Junior High Schools in Jakarta and Tangerang. The data was analyzed using a systemic content descriptive based on Anderson and Krathwohl's Taxonomy's cognitive levels. The findings revealed that it can be found that are still many learning activities that focus on LOTS, while few use HOTS.

Keywords: Instructional Learning Activities, *Merdeka Belajar*, Lesson Plan, Revised Bloom's Taxonomy, Cognitive Domain.

ABSTRAK

Moh. Wildan Habibi. 2022. *Analisis Konten Kegiatan Pembelajaran Instruksional dalam RPP Merdeka Belajar*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta

Merdeka Belajar adalah program pendidikan baru di Indonesia yang diusulkan oleh Kementerian Pendidikan dan Kebudayaan (Kemendikbud) dalam rangka membantu guru, siswa, dan orang tua untuk dapat menciptakan suasana ceria yang mencakup empat kebijakan inti termasuk Ujian Sekolah Berstandar Nasional (USBN), Ujian Nasional (UN), Rencana Pelaksanaan Pembelajaran (RPP), dan Peraturan Zonasi Penerimaan Siswa Baru (PPDB). Namun, masih banyak ditemukan kegiatan pembelajaran dalam RPP Merdeka Belajar yang berfokus pada teacher-centered. Penelitian ini bertujuan untuk mengetahui profil aktivitas pembelajaran dalam ranah kognitif dan pengetahuan Taksonomi Bloom Revisi dalam RPP Merdeka Belajar. Metode analisis isi digunakan dalam penelitian ini. Data penelitian ini adalah 100 kegiatan pembelajaran yang terdiri dari kata kerja operasional dan kata benda yang berhubungan dengan ranah kognitif Taksonomi Bloom Revisi. Sumber data diambil dari 22 RPP Merdeka Belajar siswa kelas VII di dua SMP yang berbeda di Jakarta dan Tangerang. Analisis data menggunakan metode deskriptif isi sistemik berdasarkan tingkat kognitif Taksonomi Anderson dan Krathwohl. Temuan tersebut mengungkapkan bahwa masih banyak ditemukan kegiatan pembelajaran yang fokus pada LOTS, sedangkan sedikit yang menggunakan HOTS.

Kata kunci: *Kegiatan Pembelajaran Instruksional, Merdeka Belajar, RPP, Taksonomi Bloom Revisi, Ranah Kognitif.*

ACKNOWLEDGMENTS

All praise is to Allah, Lord of the worlds, The Almighty to change someone's heart from weak to the strong one, The Most Merciful to give me a lot of chances in this life, especially in finishing this study. It couldn't be imagined how much sin the researcher has, yet Allah still gives many blessings. I seek forgiveness to Allah for all my mistakes.

May Shalawat and Salam may also always be upon Prophet Muhammad shallallaahu 'alaihi wasallam who guides us from darkness into the light of Islam, so we can still be grateful for Islam in our life.

Skripsi entitled "The Relevance of Learning Objectives towards Basic Competences in Online Lesson Plans Designed by Internship Students" is presented to the English Education Study Program of Faculty of Language and Art of Universitas Negeri Jakarta. The study is conducted to fulfill the requirement of Bachelor Degree (Strata-1).

This study couldn't be completed without the support of many people. Even the researcher knows the study is far from perfect, I'd like to say thank you so much to:

1. Dr. Hanip Pujiati, M. Pd. as my first advisor. I'd like to apologize for all my negligence. Thank you so much for being so kind and patient with me. Thank you for the countless time you spent to remind me to finish my study. May Allah always give you health and blessings.
2. Prof. Dr. Ilza Mayuni, M.A, as my second advisor. Thank you for your guidance and help so I can finish this study. Thank you for being patient.
3. Dr. Sri Sulastini, M.A and Tara Mustikaning Palupi, M. Hum. as my examiners. Thank you for the guidance in my study.
4. Dr. Siti Drivoka Sulistyaningrum, M. Pd. Thank you very much for many support and guidance.
5. My parents who always pray for me.
6. Ismi Zulaida Ulifah. You are the first reason I struggle with my study. I

can't finish this without your help. Your patience and words mean a lot to me. I dedicate this research for you, my beloved sister.

7. Mizutori Kaori, who is always positive and spreads positive vibes on me. You taught me how to rise from adversity. You tell me that there is something greater inside me than my obstacle. I also dedicate this research for you, my best friend.
8. All of the lecturers of the English Education Study Program of Universitas Negeri Jakarta. Thank you for all the knowledge and experiences you have given to me. Hope I can still meet you in another opportunity.
9. Atika Herawati, Reynal Adha, Katitah Kersaning Gusti and Devie Artha Aulia, who gave many support so I can struggle in finishing my study
10. Sadboys gang. Reynal Adha, Dian Eka Sutrisno, Raynaldo Taufan Mahundingan, Mohammad Rafid, Fajrian Arief, Rayi Rahman Hakim, Samie Setiawan Zulfi. I can't say a lot of words, but you guys are my best friends.

Jakarta, March 04, 2022

Researcher



Moh. Wildan Habibi

2215142214

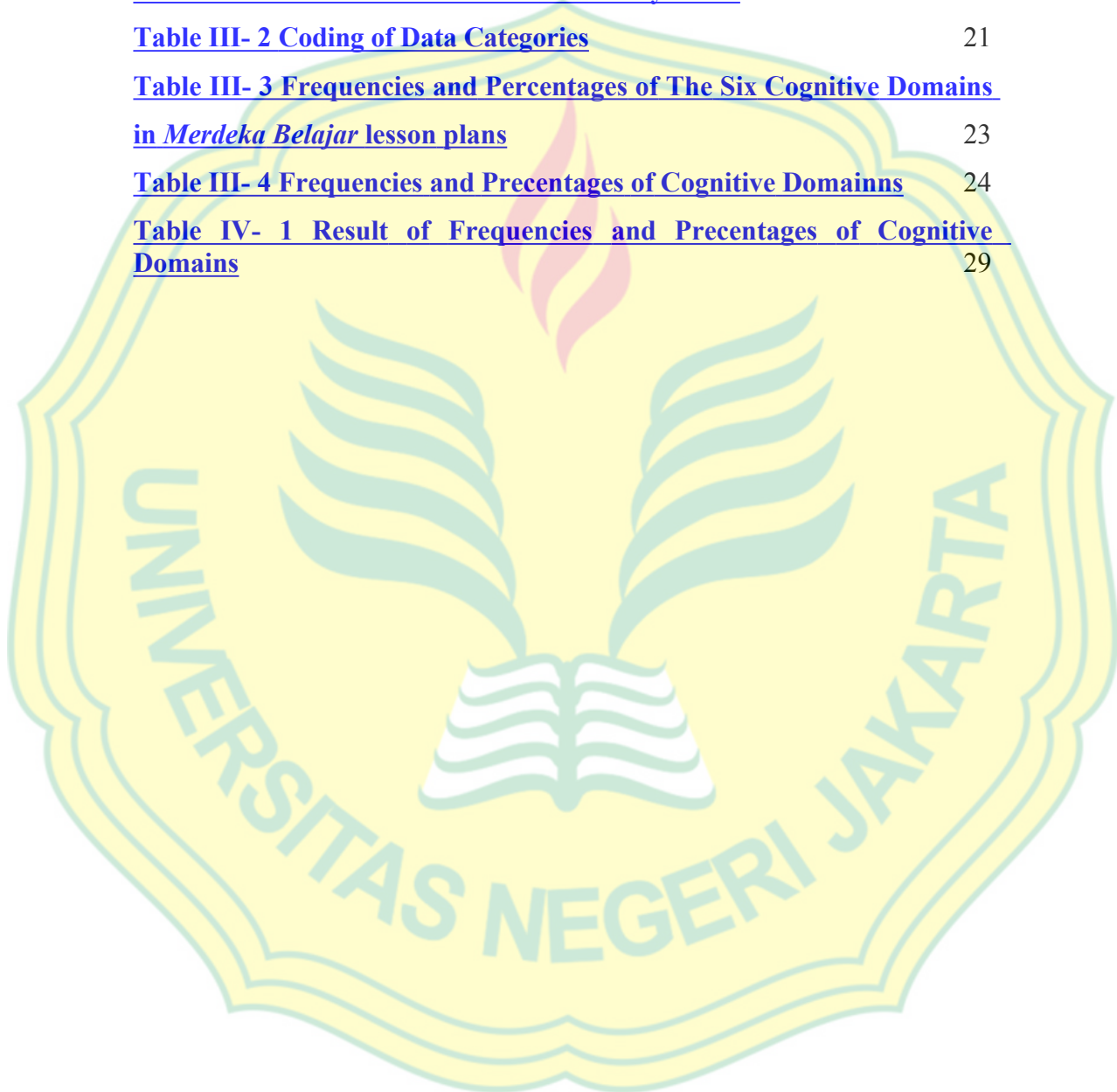
TABLE OF CONTENT

LEMBAR PENGESAHAN SKRIPSI	i
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Problem	3
1.3 Research Question	3
1.4 Purpose of Study	4
1.5 Scope of Study	4
1.6 Significance of Study	4
CHAPTER II LITERATURE REVIEW	6
2.1 Concept of <i>Merdeka Belajar</i>	6
2.1.1. The Urgency of <i>Merdeka Belajar</i>	6
2.2 Lesson Plan	8
2.2.1 Function of Lesson Plan	9
2.2.2 Components of Lesson Plan	10
2.2.3 The Importance of Learning Activity	13
2.3 2013 Curriculum	13
2.4 Bloom's Revised Taxonomy of Cognitive Dimension	14
2.5 Bloom's Revised Taxonomy of Knowledge Dimension	17
2.6 Previous Study	17
2.7 Conceptual Framework	18
CHAPTER III METHODOLOGY	19
3.1 Research Design	19

	10
3.2 Data and Data Source	20
3.3 Research Instrument	20
3.4 Data Collection Procedures	20
3.5 Data Analysis Procedures	22
CHAPTER IV FINDING AND DISCUSSION	25
4.1 Data Description	25
4.2 Findings	25
4.2.1 How is the distribution of Instructional Learning Activities in the <i>Merdeka Belajar</i> lesson plan in the Bloom's Revised Taxonomy table?	25
4.2.2 To what extent have the English learning activities in <i>Merdeka Belajar</i> lesson plan employed the high order thinking in term of Bloom's Revised Taxonomy of cognitive domain?	27
CHAPTER V CONCLUSION AND RECOMMENDATION	32
5.1 Conclusion	32
5.2 Implication of The Study	33
5.3 Limitation of The Study	33
5.4 Recommendation	34
REFERENCES	35
APPENDICES	39
Appendix A: The Coding & Analysis of ILAs	39
Appendix B: The Distribution of ILAs in BRT	62
Appendix C : Frequencies and Presentages of Cognitive Domain in 22 Lesson Plans	65
Appendix D. <i>Merdeka Belajar</i> Lesson Plans	67
Appendix E. Analysis Sheet	159
Appendix F. Frequencies of Six Cognitive Domains in <i>Merdeka Belajar</i> Lesson Plans	169
Appendix G. Percentages of Six Cognitive Domains in <i>Merdeka Belajar</i> Lesson Plans	169

LIST OF TABLE

<u>Table II-1. Cognitive process dimension level on Bloom's Revised Taxonomy (Krahtwohl, 2002)</u>	16
<u>Table III- 1 The Bloom's Revised Taxonomy Table</u>	20
<u>Table III- 2 Coding of Data Categories</u>	21
<u>Table III- 3 Frequencies and Percentages of The Six Cognitive Domains in Merdeka Belajar lesson plans</u>	23
<u>Table III- 4 Frequencies and Percentages of Cognitive Domainns</u>	24
<u>Table IV- 1 Result of Frequencies and Percentages of Cognitive Domains</u>	29



LIST OF FIGURES

<u>Figure III- 1 The Emphasis of BRT Cognitive Process (Krathwohl, 2002)</u>	22
<u>Figure III-2 The Emphasis of BRT Knowledge Dimension (Krathwohl, 2002)</u>	22
<u>Figure IV- 1 Result of Frequencies and Percentages of The Cognitive Domains in 22 Merdeka Belajar lesson plans for Seventh Grader in Junior High School</u>	28



LIST OF APPENDICES

Appendix A: The Coding & Analysis of ILAs	39
Appendix B: The Distribution of ILAs in BRT	62
Appendix C : Frequencies and Presentages of Cognitive Domain in 22 Lesson Plans	65
Appendix D. <i>Merdeka Belajar</i> Lesson Plans	67
Appendix E. Analysis Sheet	159
Appendix F. Frequencies of Six Cognitive Domains in <i>Merdeka Belajar</i> Lesson Plans	169
Appendix G. Percentages of Six Cognitive Domains in <i>Merdeka Belajar</i> Lesson Plans	169

