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Scientific Analysis of Linguistic Branches: Identifying Linguistic Fields in Indonesian Elementary Textbooks the Merdeka Curriculum

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Abstrak

This study examines four fundamental components of linguistics—morphology, syntax, semantics, and pragmatics—as the essential foundation for developing students' language competence at the elementary school level. The research focuses on an in-depth analysis of how word structure, sentence structure, meaning systems, and contextual language use interact to form comprehensive linguistic ability. The morphological discussion highlights word-formation processes, including affixation, reduplication, and compounding, as well as the role of morphemes as the smallest meaningful units. The syntactic analysis explores the organization of phrases, clauses, and sentence types to understand how utterances are grammatically constructed. Furthermore, the semantic section emphasizes lexical, denotative, and grammatical meanings as the basis for accurate interpretation of words and sentences. The pragmatic analysis addresses the importance of context in determining the intended meaning and function of utterances, and how language use is shaped by communicative situations. The findings indicate that these four linguistic aspects are inherently interconnected, functioning collectively within the language-learning process. Morphology provides the fundamental building blocks of words, syntax organizes these elements into coherent structures, semantics offers interpretative frameworks, and pragmatics ensures that language is used appropriately within various contexts. This study concludes that language instruction at the elementary level should be designed comprehensively by integrating all linguistic components. Such a holistic approach is believed to significantly enhance students' literacy skills and communicative competence, both in academic settings and in everyday interactions.

Kata kunci: Linguistic Branches, Morphology, Syntax, Semantics, Pragmatics, Textbook Analysis, Merdeka Curriculum

1. Introduction

One important aspect of education that is often overlooked is the curriculum. The curriculum is a complex and multidimensional element, serving as the starting point to the end of the learning process. It also serves as the core of education, requiring innovative, dynamic, and periodic evaluation in line with current developments.[1] Current technological developments require people to continuously improve their skills and knowledge in light of scientific and technological advancements. The world of education needs to be prepared to face these changes to equip the next generation with the skills needed for global competition. One step educational institutions can take is to continually update their curriculum. The curriculum itself is a series of learning plans that students must complete through various subjects to achieve specific goals.[2]

In the context of the Independent Curriculum, Indonesian language textbooks play a crucial role as the primary source for developing elementary school students' language competencies. The language materials in these textbooks cover morphology, syntax, semantics, and pragmatics, which must be adapted to the child's cognitive developmental stage. In the early stages of elementary school, Indonesian language textbooks introduce basic language structures such as simple sentence patterns, active-passive forms, prohibitions, suggestions, and the use of interrogatives. These structures are developed in stages according to the needs of cross-level learning and are proven through an analysis of textbooks published by the Ministry of Education, Culture, Research, and Technology.[3]

First, the morphological aspect serves to introduce students to the internal structure of words. Morphological processes such as affixation (prefixes, suffixes, confixes), reduplication, and composition help students understand how words can change form and meaning.[4] Mastery of morphological concepts at the elementary

school level is crucial because it relates to the ability to read new words, expand academic vocabulary, and support the ability to understand informational texts. In the Independent Curriculum, which emphasizes functional literacy, students' understanding of word formation patterns needs to be developed through examples of usage in texts, not just mechanical definitions.

Second, the syntactic aspect provides a framework for students to understand how words are structured into meaningful phrases and sentences. Syntactic material in elementary school textbooks generally includes an introduction to basic sentence patterns (S-P, S-P-O), active-passive sentences, imperative sentences, invitation sentences, and the use of question words. Syntactic knowledge at this stage is not aimed at complex structural analysis, but rather at developing students' ability to construct effective sentences, understand relationships between ideas, and follow standard written communication patterns.[5]

Next is the semantic aspect which functions to help students understand the relationship of meaning in language. At elementary school level, this aspect includes the introduction of lexical meaning, grammatical meaning, synonymy–antonymy, hyponymy, simple meaning ambiguity, as well as the use of vocabulary according to context. Semantics in textbooks must be prepared taking into account the stage of children's cognitive development, especially their ability to differentiate denotative and connotative meanings gradually. Improper teaching of meaning can lead to interpretation errors in reading and writing.[6]

Pragmatic aspects are also reflected in textbook excerpts, particularly through the presentation of speech acts such as apologizing, giving advice, expressing gratitude, and other forms of politeness that appear in dialogue or conversational discourse. Pragmatic studies in textbooks show that these variations in speech acts serve to develop students' contextual communication skills so they can use language appropriately according to the situation.[7]

Several previous studies have examined linguistic aspects in Indonesian language textbooks. Dani's research highlights the use of affixation and reduplication in enriching students' vocabulary [8], Meanwhile, the study conducted by Pramono & Kurniawan emphasized the role of speech acts in building pragmatic competence.[9] Another study by Viona Nurafiani shows that there is a gradual arrangement of sentence structures in Indonesian language books according to grade level. [10] However, these studies are generally partial, highlighting only one linguistic aspect in isolation and failing to integrate the four main components of morphology, syntax, semantics, and pragmatics into a single analytical framework. Furthermore, few studies have explicitly assessed the compatibility of these linguistic elements with the objectives of the Independent Curriculum or the stages of cognitive development of elementary school students.

This condition shows the need for a more comprehensive and integrated study in analyzing text fragments of Indonesian elementary school textbooks, so that the linguistic quality, readability, clarity of meaning, and the appropriateness of the context of use can be evaluated comprehensively. To answer this need, this study aims to analyze in depth the morphological, syntactic, semantic, and pragmatic elements that appear in text fragments of Indonesian elementary school textbooks Merdeka Curriculum. Given the diversity of morphological, syntactic, semantic, and pragmatic elements in Indonesian elementary school textbooks Merdeka Curriculum, in-depth analysis of text fragments is important to assess the linguistic quality, readability level, clarity of meaning, and the suitability of the material to the developmental stage of elementary school students.

2. Methods

This research uses the SLR (Systematic Literature Review) method, which is a research method that uses data collection, assessment, and analysis systematically,[11] This SLR study aims to ensure an objective, transparent, and replicable literature review process for other researchers. All data was collected on October 20, 2025, and was obtained through analysis of various sources, including relevant books and literature obtained through Google Scholar. Google Scholar was considered the primary source of information in this study.

The Systematic Literature Review (SLR) method is implemented through five main stages. The first stage is literature collection, which is the process of searching and collecting various relevant scientific sources as a theoretical basis and as a basis for identifying research gaps. At this stage, researchers conduct an in-depth review of the articles found to obtain a comprehensive overview of the development of previous studies. The second stage is selection and screening, which is the process of selecting literature based on predetermined

inclusion and exclusion criteria. Each reason for exclusion is systematically recorded to maintain transparency in the process and ensure that the studies used are truly relevant and worthy of analysis.[12]

The third stage is literature quality evaluation, in which researchers assess the methodological soundness of each source using specific quality indicators to ensure that the analyzed literature has academic validity. The fourth stage is data extraction, which is the process of thoroughly reading each selected source and extracting important data directly related to the research focus. The information obtained is then filtered to contain only data relevant to the study's objectives. The fifth stage is data analysis and synthesis, which is the process of organizing and combining data from various literature sources to find patterns, differences, similarities, and relationships between findings. Synthesis is carried out thematically to produce a scientific narrative that is complete, objective, and reflects a comprehensive understanding of the research topic.[13]

3. Results and Discussion

Table 1 Determining sentences with aspects of Morphology, Syntax, Semantics, Pragmatics

Book Link	Sentence	Morphology	Syntax	Semantics	Pragmatics
https://bit.ly/Bahasa-Indonesia-KLS-V	<i>Hai!</i> <i>Namaku</i> <i>Ola.</i>	<i>Hai</i> : free morpheme. <i>Namaku</i> : <i>nama</i> (free morpheme) + <i>-ku</i> (bound morpheme indicating first-person possession). <i>Ola</i> : free morpheme (proper noun).	<i>Hai</i> : interjection. <i>Namaku</i> <i>Ola</i> : noun phrase.	<i>Hai</i> : lexical meaning greeting to begin interaction. <i>Namaku</i> : indicates possession (“my name”). <i>Ola</i> : proper name referring to a person.	Provides self-identity information; a greeting used for self-introduction.
https://bit.ly/BukuBahasaIndonesiaKelas5	<i>Pada setiap akhir pekan, di sekolah selalu dilakukan kegiatan olahraga.</i>	<i>Pada</i> : preposition. <i>Akhir pekan</i> : compound noun. <i>Dilakukan</i> : <i>di-</i> (passive prefix) + <i>laku</i> + <i>-kan</i> (causative suffix) → passive verb. <i>Kegiatan</i> : circumfix <i>ke-...-an</i> forming abstract noun. <i>Olahraga</i> : compound base form (<i>olah</i> + <i>raga</i>).	<i>Pada setiap akhir pekan</i> : adverbial of time. <i>Di sekolah</i> : adverbial of place. <i>Selalu dilakukan kegiatan</i> : passive predicate. <i>Olahraga</i> : object.	Indicates a routine school activity held weekly. “Sports activities are carried out” refers to a structured school program.	Conveys information about weekly school routines; a declarative sentence informing that sports sessions are held every weekend.
https://bit.ly/44dvEgU	<i>Hana melangkahk an kakinya dengan gelisah.</i>	<i>Melangkahk an</i> : base <i>langkah</i> with affixes <i>me-</i> + <i>-kan</i> . <i>Kakinya</i> : base <i>kaki</i> + suffix <i>-nya</i> . <i>Gelisah</i> :	S (Hana) + P (melangkahk an) + O (kakinya) + Adv (dengan gelisah).	Describes Hana walking while feeling anxious or restless.	Expresses the character’s emotional state while performing an action.

		base adjective meaning anxious.			
			<i>Kiki</i> : subject. <i>Adalah</i> : predicate. <i>Kucing</i> : complement. <i>Yang</i> : relativizer.		
https://bit.ly/4pWTucJ	<i>Kiki adalah kucing yang takut pada tikus.</i>	<i>Kiki</i> : noun. <i>Adalah</i> : linking verb. <i>Kucing</i> : noun. <i>Yang</i> : clause connector. <i>Takut</i> : adjective. <i>Pada</i> : preposition. <i>Tikus</i> : noun.	<i>Takut</i> : predicate within relative clause. <i>Pada</i> : prepositional marker. <i>Tikus</i> : object of preposition.	“Kiki is a cat” provides basic identification. The relative clause adds meaning that the cat fears mice.	Conveys information that a cat named Kiki avoids or fears mice.

From the table above, we can see the morphology, syntax, semantics, and pragmatics of each sentence. The first sentence is “Hai! Namaku Ola”, From this sentence, we know that in this sentence there is a single free morpheme in the word "Hi." The syntax or position in this sentence is complete because it meets the requirements of a sentence, where the requirements are having a subject and a predicate. The semantics of this sentence, denotatively, is that there is someone who introduces her name, namely Ola. The pragmatics or implied meaning of this sentence is that someone wants their name to be known by others.

The second sentence is “Pada setiap akhir pekan, di sekolah selalu dilakukan kegiatan olahraga”, From the sentence, we can see its morphology, namely words that have affixes, prefixes, suffixes, compound base words, verbs, and so on. The syntax of the second sentence also meets the requirements for sentence formation, because in the second sentence there is a clear subject and predicate. Furthermore, regarding the semantics or meaning of the sentence from the second sentence, it shows that sports activities are carried out routinely every week, and these activities are formal activities. The implied or pragmatic meaning of the second sentence is to state information about weekend activities and is a statement sentence to inform that there are sports activities on the weekend.

Morphological, syntactic, semantic, and pragmatic analysis of the third sentence “Hana melangkah kakinya dengan gelisah”, from this third sentence there are several words followed by additional words at the beginning and at the end (affixation) which are called confixes. Then for the syntax or sentence structure of the third sentence is complete with the object (her feet), the semantics or meaning of the sentence from the sentence is to provide information that Hana is walking while feeling anxious. Then the next thing regarding Pragmatics or the implied meaning of the third sentence is to convey Hana's emotional state of anxiety while walking.

Analysis of the fourth sentence, from the fourth sentence in the table above “Kiki adalah kucing yang takut pada tikus”, the morphology of the fourth sentence includes nouns, conjunctions, adjectives, prepositions, and so on. Then for the syntax of the fourth sentence is complete and contains conjunctions and object markers. The semantics or meaning of the sentence is to show that there is a cat named Kiki and information that the cat named Kiki is afraid of a mouse. The pragmatics or implied meaning of the fourth sentence is to state information about a cat named Kiki and the cat does not want to be in contact with or meet a mouse.

Morfologi

Morphology, which is etymologically derived from morphē (‘form’) and logos (‘science’), studies the structure and formation of words and their relationship to meaning.[14] In this study, the basic unit of analysis is the morpheme, the smallest meaningful unit that cannot be broken down into smaller meaningful units.

Understanding morphemes is important because they act as the “building blocks” of words; this understanding helps students recognize how changes in word form reflect changes in function and meaning.

In Indonesian, morphemes are generally classified into free morphemes and bound morphemes.[15] Free morphemes can stand alone as meaningful words, for example, book, sleep, and drink. These words have complete lexical meaning; book refers to a physical object as a container of information, sleep refers to a state of rest, and drink to the act of consuming liquids. In contrast, bound morphemes cannot stand alone and only have meaning when attached to a base form; common examples in Indonesian include affixes such as -kan, -an, and -nya. These affixes change the grammatical function or lexical meaning of the base word; for example, -kan often forms transitive verbs or provides a causal nuance, -an can form nouns or collective markers, and -nya functions as a definiteness marker or abstract noun form.

One of the most productive word formation mechanisms is affixation, which is the addition of bound morphemes to the base form. Affixation can occur in various positions and various forms. Prefixes (prefixes) such as me-, ber-, di-, per-, ter-, and se- are placed at the beginning of words to form verbal functions or certain grammatical aspects; for example: reading, buying, cutting (prefix me-), and working, playing, speaking (prefix ber-). Suffixes (endings) are placed at the end of the base form; examples of suffixes such as -i, -an, -kan, and -nya have different functions, for example -i can form transitive verbs (*garani dari garam, airi dari air*), while -nya functions as a marker of definiteness or forms abstract nouns (*rumahnya, tingginya, cantiknya*).

In addition to prefixes and suffixes, there are also infixes (insertions), which are affixes inserted into the middle of root words. Although not as prolific as prefixes or suffixes in modern Indonesian, infixes such as -el-, -em-, and -er- are seen in historical or dialectal forms; frequently cited examples include *telunjuk ← tunjuk* (infix -el-), *gemerlap ← gerlap* (infix -em-), and words like "gerigi" which is paralleled by the reconstructed form of a tooth (infix -er- in the etymological example presented in the morphological study).

here are also confixes, which are pairs of affixes that appear simultaneously at the beginning and end of a basic word to form a single unit of meaning; examples of confixes in Indonesian include *ke-...-an*, *pe-...-an*, and *per-...-an*. Words such as wealth, power, and comfort show the *ke-...-an* pattern that forms abstract nouns; while livestock, use, and addition show the *pe-...-an* pattern that forms nouns of results or places; and examples of multiplication, equality, and childbirth show the *per-...-an* pattern that also forms nouns with nuances of process or results.

Pedagogically, including these concrete examples in elementary school textbooks makes it easier for students to understand the relationship between form and meaning: students learn that small changes, such as the addition of -nya or me-, not only change the form, but also the function and meaning of the word in the context of discourse. Therefore, morphological analysis in textbooks needs to assess not only the presence of these morphological elements, but also their frequency, context of use, and the appropriateness of their presentation to the students' cognitive developmental stage.

Understanding morphological processes not only helps students expand their vocabulary but also provides a foundation for more critical analysis of meaning. When students are able to recognize word formation patterns, they can understand language more deeply, produce new forms more accurately, and develop overall linguistic competence. Thus, the study of morphology is not only concerned with word structure but also plays a role in building the foundation of literacy, reading comprehension, and effective communication skills.

Sintaksis

Syntax is a branch of linguistics that studies how words are arranged into larger units, particularly phrases, clauses, and sentences, to produce coherent and logical meaning. As explained, syntax focuses on the patterns and rules that enable words to connect to each other in meaningful structures. Understanding syntax is important because the relationships between elements in a sentence determine the clarity of information, grammatical function, and the effectiveness of message delivery in discourse.[16]

One of the important units in syntax is the phrase, which is a group of words that form a single unit of meaning without going beyond the limits of syntactic function in a sentence. Phrases can occupy functions such as subject, predicate, object, complement, or adverb. Their forms vary, depending on the category of the

headword.[17] For example, a big house is a nominal phrase because it has a noun core; is eating is a verbal phrase with a verb core; very beautiful is an adjectival phrase; while at school is a prepositional phrase that begins with a preposition. These four examples show that phrases have the ability to modify or expand the meaning of the base word without forming a predicative unit.

Above a phrase is a clause, a syntactic unit that contains at least a subject and a predicate. Clauses can stand alone as sentences or function as parts of larger sentences. The relationship between clauses can describe logical relationships such as cause and effect, conditional, or time. For example, in the sentence "*Jika hujan turun, kita akan tinggal di rumah,*" the clause "*Jika hujan turun, kita akan tinggal di rumah*" depends on the main clause "we will stay home" to form a complete meaning. This example emphasizes the important role clauses play in organizing the logical flow of a discourse, especially in compound sentences.

The highest syntactic unit is the sentence, a series of words that can stand alone in terms of intonation, structure, and meaning. Sentences generally consist of a subject and a predicate, but can be supplemented with objects, complements, and adverbs as needed. In everyday use, sentences can appear in various communicative functions. Declarative sentences convey information or statements and are not marked by question words or commands. Interrogative sentences are used to ask something, usually marked by question words such as *apa*, *siapa*, atau *mengapa*. Imperative sentences express orders, invitations, or prohibitions, often marked by words like *ayo*, *mari*, atau *mohon*. Meanwhile, exhortatory or exclamatory sentences convey strong emotions. This variety of functions shows that syntax not only regulates form but also leads to pragmatic meaning in communication.

In analyzing sentence structure, understanding word classes is very important. Nouns function as markers of objects or entities and often occupy the position of subject or object, as seen in the words *cat*, *human*, *grass*, and *tree*. The verb is at the heart of the predicate because it expresses an action or process; Verb forms in Indonesian can change through morphological processes, for example, *write* becomes *writes* or *writing*, showing the role of affixes in forming new syntactic meanings and functions. Adjectives describe the nature or state of a noun; words such as *beautiful* or *good* can be expanded with affirmative words such as *very* or *too*, and even undergo derivation into nouns such as *goodness* or *beauty*. Meanwhile, adverbs function to modify verbs, adjectives, or entire sentences, as in the sentence "*Ia bekerja dengan sungguh-sungguh setiap hari,*" where the phrase *earnestly* describes the method, and *every day* expresses the frequency.

Thus, syntax explains not only how words are combined but also how these structural relationships affect meaning, coherence, and the quality of communication. Syntactic analysis in textbooks should consider structural accuracy, sentence variety, and the appropriateness of complexity to the cognitive development of elementary school students. Good presentation will help students understand basic sentence patterns and strengthen their reading and writing skills.

Semantik

Semantics is a branch of linguistics that studies meaning, both the meaning contained in words, phrases, and larger structures. Etymologically, the term semantics comes from the Greek *sema*, meaning "sign" or "symbol," and the verb *semaino*, meaning "to mark" or "to symbolize"; both refer to the process of giving meaning to linguistic symbols.[18] Thus, semantics not only studies meaning as a form of linguistic interpretation, but also the relationship between symbols and concepts outside the language they represent, including how these meanings influence communicative behavior and social life.

In developing language literacy, semantics provides a fundamental understanding of how meaning is formed, changed, and used in the context of communication. Semantics encompasses lexical meaning, denotative meaning, and grammatical meaning, each of which serves to establish the accuracy of meaning in language. Lexical meaning is oriented towards the basic meaning of a word as recorded in a dictionary and as perceived by the five senses. For example, the word "*air*" lexically refers to "*cairan bening yang tidak berwarna, tidak berbau, dan dibutuhkan makhluk hidup.*" This meaning demonstrates a basic, objective nature that is not bound by context.

Denotative meaning also reflects a straightforward meaning free from emotional value or judgment. In this type of meaning, words are understood based on empirical facts that can be observed through the senses. Denotative

meaning is closely related to lexical meaning, but its operational meaning emphasizes the accuracy of meaning in the context of formal, objective, and non-evaluative communication.[19]

Unlike these two types of meaning, grammatical meaning is formed through linguistic processes related to structure, such as affixation, reduplication, composition, changes in word form, or shifts in position within a sentence. For example, changing the root word "jalan" to "berjalan, jalan, atau perjalanan" produces a new meaning not found in the base form. Grammatical meaning demonstrates that morphological and syntactic structures play an important role in the formation of meaning, so that meaning can change with changes in word form or sentence construction.[20] Overall, the study of semantics provides a foundation for students to understand how language conveys messages, ideas, and social relations through meaning. Mastery of semantics enables more precise, contextual, and effective language use, making it a crucial component of language acquisition at the elementary level.

Pragmantik

Pragmatics is a branch of linguistics that studies how language is used in social contexts to convey meaning, achieve communication goals, and adapt speech to specific situations.[21] Unlike semantics, which focuses on the internal meaning of a word or language structure, pragmatics views meaning as the result of interactions between speech, speakers, listeners, and the surrounding context. In other words, pragmatics studies how meaning is produced and interpreted in real language use..

Conceptually, pragmatics focuses on the relationship between language form and the context in which it occurs. This context encompasses the speaker's identity, the social relationships between the participants, the communicative purpose, the situational setting, and the cultural norms that influence the interpretation of meaning. These contextual elements have been grammaticalized and codified in the form of word choice, intonation, sentence structure, and speaking strategies, making them inseparable from the linguistic structure. Therefore, understanding pragmatics requires attention to how utterances are placed within specific communication situations.

Leech asserts that one cannot fully understand the nature of language without understanding pragmatics, because language is essentially a tool for use in communication, not just a system of symbols.[22] This view is in line with Alfin, who states that pragmatics positions language as a social action that is full of goals, strategies, and interactional values. Thus, pragmatics not only studies what is said, but also what is meant, implied, or expected by the speaker through the choice of words and certain forms of speech.[23]

Practically, pragmatics equips students with the ability to use language appropriately and effectively for communicative purposes. Through the study of pragmatics, students understand that meaning lies not only in the words themselves, but also in how, when, to whom, and for what purpose those words are used. This knowledge is crucial in everyday interactions, as the interpretation of meaning often depends on social and cultural context, not just linguistic structure. Thus, pragmatics becomes an integral part of language acquisition, aiming to develop comprehensive communicative competence.

4. Conclusion

A study of the four main components of linguistics morphology, syntax, semantics, and pragmatics shows that each aspect has a fundamental and complementary contribution in shaping the linguistic competence of elementary school students. Morphology provides an understanding of word formation through the processes of affixation, reduplication, and composition, which determine the internal structure of words and their variations in meaning. Syntax expands students' ability to understand and construct appropriate sentence structures through mastery of phrases, clauses, and sentence types that form speech organization. Semantics strengthens mastery of meaning through an understanding of lexical, denotative, and grammatical meanings, which are essential for building accurate interpretation. Meanwhile, pragmatics complements the other three aspects by providing a framework for using language effectively and appropriately in social contexts. These four areas do not stand alone but rather work together in language practice. Morphological understanding helps students recognize word forms, which are then arranged using syntactic rules into meaningful sentences. Semantic understanding ensures that words and sentences are understood correctly, while pragmatic knowledge allows students to adapt language forms to different communication situations. This integration is crucial for building students' communicative

competence, which includes not only the ability to produce correct language forms but also to use them contextually, effectively, and appropriately for communication purposes. In the context of language learning in elementary schools, these findings emphasize that textbooks and learning materials must present all four aspects proportionally and interrelatedly. Learning that emphasizes only one aspect will result in partial language comprehension. Therefore, a comprehensive approach that integrates word structure, sentence structure, meaning, and context of use is needed to ensure optimal and holistic language acquisition for students. Therefore, mastery of these four linguistic aspects is an important foundation for developing strong language literacy at the elementary level.

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