



IMPERATIVE SENTENCE ANALYSIS OF THE MINISTRY OF EDUCATION'S SHORT FILM SERIES IN TEACHING MATERIAL RECOMMENDATION IMPERATIVE SENTENCES BASED ON PANCASILA LEARNER PROFILE

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Diterima Redaksi: 13 Januari 2024 | Selesai Revisi: 20 Mei 2024 | Diterbitkan: 23 Juni 2024

Abstrak: Permasalahan dalam kegiatan belajar mengajar banyak terjadi karena ketidakefektifan media yang digunakan. Media pembelajaran merupakan segala hal yang dapat digunakan sebagai perantara dari pengirim (pendidik) kepada penerima (peserta didik) sehingga terjadi proses belajar. Kemendikbud mendukung program kurikulum merdeka profil pelajar Pancasila melalui seri film pendek saluran Youtubenya "Cerdas Berkarakter Kemdikbud RI". Video tersebut mengandung dimensi profil pelajar pancasila yang dapat digunakan sebagai alternatif bahan ajar khususnya pada materi kalimat imperative, seperti yang digunakan dalam penelitian ini. Banyaknya unsur dimensi profil pelajar pancasila dalam video-video tersebut mengandung banyak nilai moral yang relevan dengan kehidupan sehari-hari siswa. Pendekatan yang digunakan dalam penelitian ini merupakan pendekatan kualitatif. Metode yang digunakan adalah deskriptif. Penelitian ini menggunakan metode deskriptif, yang terbagi dalam dua tahap yakni metode pengumpulan data dan metode analisis data. Didapatkan hasil total kalimat imperatif dari semua seri film pendek adalah 67 kalimat imperatif yang terdiri dari 19 kalimat imperatif halus, 1 kalimat imperatif pembiaran, 17 kalimat imperatif permintaan, 12 kalimat imperatif ajakan, dan 18 kalimat imperatif larangan. Banyak pesan yang relevan dengan kehidupan sehari-hari di dalam setiap film pendek saluran youtube "Cerdas Berkarakter Kemdikbud RI". Khususnya pesan kepedulian terhadap orang lain yang hampir ada di seluruh film pendek profil pelajar Pancasila.

Kata-Kata Kunci: *Kalimat imperatif, kualitatif, siswa, Cerdas Berkarakter, dan Kemendikbud.*

Abstract: Many problems in teaching and learning activities occur due to the ineffectiveness of the media used. Learning media is anything that can be used as an intermediary from the sender (educator) to the recipient (students) so that the learning process occurs. Profil pelajar pancasila supports the independent curriculum program for Pancasila student profiles through its YouTube channel short film series "Cerdas berkarakter" contain profil pelajar pancasila of the Republic of Indonesia". Learning media that can contain dimensions of Pancasila student profiles that can be used for learning media, especially Indonesian, imperative sentence material used in this study. Because it includes the dimensions of the Pancasila student profile, many moral values can be drawn that are relevant to students' daily lives. The approach used in this research is a qualitative approach. The method used is descriptive. This study uses a descriptive method, which is divided into two stages, namely the data collection method and the data analysis method. The total results of imperative sentences from all short film series are 67 imperative sentences consisting of 19 subtle imperative sentences, 1 imperative imperative sentence of omission, 17 imperative sentences



of request, 12 imperative sentences of invitation, and 18 imperative sentences of prohibition. There are many messages that are relevant to everyday life in each of the short films on the YouTube channel "Cerdas berkaracteristics of profil pelajar pancasila of the Republic of Indonesia". In particular, the message of caring for others is found in almost all of the short films about Pancasila student profiles.

Key Words: Imperative sentences, qualitative, students, Cerdas berkarakter, and profil pelajar pancasila

A. INTRODUCTION

In education, the teaching and learning system is crucial. The knowledge of sentences, effectiveness, and targeting the information in a sentence is the basic teaching that every student should have. They should have it as a strong foundation to learn materials from various texts. This is so that they will no longer have confusion when developing their sentences. Given that they also have the basic provisions to continue one sentence with another sentence to form a text. It is well known that material about various texts containing various sentences is found in mandatory Indonesian language learning materials at all levels.

There are many problems in learning such as students feeling bored, sleepy and busy themselves because they are not interested in learning activities because maybe the media used is not interesting to students. This shows that for an Indonesian language teacher who teaches sentences using the right media is important. Learning media is anything that can be used as an intermediary from the sender (educator) to the receiver (learner) so that the learning process occurs. Learning is essentially a communication process, learning media is anything that can be used as an intermediary from the sender (educator) to the receiver (learner) so that the learning process occurs (Mulyaningtyas, 2020). Thus, it is necessary to change teaching through interactive media such as one of them using YouTube media used in this study.

The change from the 2013 curriculum to the independent curriculum is a transition period that may be difficult for most people. Changes that result in them having to adjust again to the regulations according to the new curriculum. The ratification of the independent curriculum is not due to the unsuccessfulness of the 2013 curriculum but the independent curriculum is a simplification of the 2013 curriculum that occurred during the covid-19 pandemic. For 2 years, the covid-19 pandemic has been going on with various impacts on aspects of life, one of which is the impact of the education crisis. Many students experience difficulties in the learning process so that they fall behind in learning or learning loss. In this case, the curriculum that became the reference during the pandemic was the 2013 curriculum, or the simplification of the



2013 curriculum and then the emergency curriculum. Then, the independent curriculum as a form of improvement was launched for the first time in 2021. The Ministry of Education inaugurated an independent learning programme entitled the Merdeka curriculum and the Merdeka Teaching Platform. The independent curriculum is the new name of the prototype curriculum which is an option as an emergency curriculum implemented in the covid-19 pandemic era since July 2021 with limited trials for 2,500 SMAs and 900 SMK Centres of Excellence. from the 2013 curriculum (Qomariyah et al., 2022).

The discussion of the independent curriculum cannot be separated from the Pancasila student profile project. The project of strengthening the Pancasila learner profile itself has the meaning of cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen the various competencies in the Pancasila Learner Profile (Kemdikbud, 2022). The Pancasila learner profile is a form of translation of national education goals. The Pancasila learner profile acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students. The Pancasila learner profile must be understood by all stakeholders because of its important role. This profile needs to be simple and easy to remember and implement by both educators and learners so that it can be brought to life in daily activities. Based on these considerations, the Pancasila learner profile consists of six dimensions, namely 1) faith, devotion to God Almighty and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creativity (Curriculum Standards and Education Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

The Ministry of Education and Culture supports the independent curriculum programme of the Pancasila student profile through the short film series of its YouTube channel "Cerdas Berkarakter Kemdikbud RI". In the nine series of short films of Pancasila students, it was found that there were many imperative sentences and also contained many dimensions of the Pancasila student profile dimensions which were also very important moral learning for all groups, especially especially a student. In terms of player characters, it is also favoured by most teenagers in Indonesia. JKT 48 is an Indonesian idol that has its own influence because it is loved by many teenagers. So, if learning through the media can provide interactive teaching, especially in this study, namely imperative sentences. In addition, this short film contains moral messages visualised by some students' favourite idols. This is evidenced by the many positive comments and support from viewers in all short film series to JKT 48 and kemendikbud short films. The titles of the short film series are Lonely Dusk, The Sky Isn't Always Grey, The Rain Won't Fall Forever, The Wind Blows Honestly, Don't Get Trapped by a Mirage, The Eagle Is Afraid to Fly Alone, The Colour



of the Sky Can Change, The Sun Rises and Sinks Without Distinguishing the Side of the World, and My Far Horizon.

This short film tells many problems that arise in high school life. As in the title of the Lonely Twilight series, it tells the importance of cooperation and communication in organisations. Then in the title Langit Tak Selalu Abu-Abubu discussing the attitude that should not be imitated, namely the bullying by students to Pak Herman, their stuttering teacher. The title Rain Won't Fall Forever is no less good than the previous film. This short film discusses important things about education, don't trust men easily. In this film, the photo of the woman named Shinta sent to her male friend is edited into a sensual photo. Then the title of the film Wind Blows Honestly tells the importance of honesty played by the character Zee. For the title Jangan Terjebak Fatamorgana tells of a drug that is said to make smart and turns out to be a hoax. Elang Tak takut Terbang Sendiri tells the story of Hendy's character who is doubted to be able to contribute to the group assignment by Mutiara's character. But it turns out that the end is even beyond expectations. Hendy was able to complete the video editing part of the group assignment quickly before the submission time. The Colour of the Sky Can Change tells the story of the learning process in many ways, one of which is with internet media games like in this film. In this series, there is also a story about a student named Fiony who was not chosen to represent the school in a speech competition because of her physique. This is told in the series title Mentari Terbit Dan Tenggelam Without Distinguishing the Side of the World. But at the end of the story, Fiony was finally chosen due to protests from Jinan who did not accept her being chosen because she was chosen even though Fiony was better at the content and delivery of her speech than her. My Far Horizon is also no less good than the previous short film. This short film tells the story of a student named Eve who already has desires and shadows of the future. A sense of enthusiasm to develop her potential and talent interests in the field of interior design abroad. Maybe this sense of enthusiasm can be emulated by viewers, especially students.

B. THEORETICAL REVIEW

56/M/2022 (Regarding Guidelines for Curriculum Implementation in the Context of Learning Recovery), Decree of the Head of BSKAP Number 009/KR/2022 (Regarding Dimensions, Elements, and Subelements of the Pancasila Learner Profile in the Independent Curriculum), Decree of the Head of BSKAP Number 008/KR/2022 (regarding Learning Outcomes in Early Childhood Education, Basic Education, and Education Levels), Decree of the Head of BSKAP No. 024/H/KR/2022 (on Expertise Concentration of SMK/MAK in the Independent Curriculum), Decree of the Head of BSKAP No. 033/H/KR/2022 on Amendments to Decree of the Head of BSKAP No. 008/KR/2022 (on Learning Outcomes in Education), Decree of the Minister of



Research and Technology No. 262/M/2022 on Amendments to Decree of the Head of BSKAP No. 008/KR/2022 (on Learning Outcomes in Education 262 / M / 2022 concerning Amendments to the Decree of the Minister of Research and Technology No. 56 / M / 2022 (concerning Guidelines for Curriculum Implementation in the context of Learning Recovery), Decree of the Head of BSKAP Number 044 / H / KR / 2022 (concerning Education Units Implementing the Implementation of the Merdeka Curriculum in the 2022/2023 Academic Year), Regulation of the Minister of Research and Technology No. 48 of 2022 (concerning Student Admission). 48 of 2022 (Regarding New Student Admissions for Diploma and Undergraduate Programmes at State Universities), Decree of the Head of BSKAP Number 052/H/KR/2022 concerning Amendments to Decree of the Head of BSKAP Number 044/H/KR/2022 (concerning Implementing Education Units), and Decree of the Minister of Research and Technology No. 345/M/2022 (Regarding Supporting Subjects in the National Study Programme Selection Based on Achievement).

Researchers found five studies that can support this research, namely (Siti Jubaedah, Hendra Setiawan, and Ferina Meliasanti, 2021) entitled "Analysis of Imperative Sentences in Nadiem Makarim's Speech Recommendations as Teaching Materials for Junior High School Persuasive Speech Texts". (Anak Agung Sri Darmawanti, Made Sri Indriani, 2019) with the title "Analysis of Imperative Sentences in Clarin Hayes' Skincare tutorial videos on Youtube and their relevance to learning procedure texts in high school". (Novhia Dwi Payanti, Wienike Dinar Pratiwi, and Een Nurhasanah, 2021) entitled "Analysis of Dr Richard Lee's Video Imperative Sentences on Youtube in Personal Branding Formation and Utilised as Teaching Materials for Procedural Texts". (Audhita Dewanti Saputri, 2017) entitled "The Use of Imperative Sentences by Teachers in Indonesian Language Learning Activities at Smp Negeri 13 Kota Magelang".

(Nurul Fahmi, Saifuddin Mahmud, & Azwardi, 2018) entitled "Analysis of Imperative Sentences Used by Teachers in Indonesian Language Learning at Sma Inshafuddin Banda Aceh".

This research has similarities with previous research in its analysis, which clearly discusses imperative sentences for teachers' teaching materials for teaching and learning activities. The difference with the previous research is the object used to analyse imperative sentences. The objects in this study are nine series of short films of Pancasila student profiles on the Kemendikbud YouTube channel "Cerdas Berkarakter Karakter Kemdikbud RI".

In analysing imperative sentences, the researcher uses several theories of pragmatics and mainly the theory of Indonesian grammar. This research aims to provide insight and information on imperative sentences from the Kemendikbud YouTube channel and the life messages conveyed in the short film series. The results



of this analysis are recommended to be one of the teaching materials in schools in teaching sentence material, especially imperative sentences which are the main points in this study. Along with learning, it is hoped that students or all groups can also take benefits, messages, and imitate good things in the short film series on the Ministry of Education's YouTube channel.

C. METHOD

The approach used in this research is a qualitative approach. According to Syamsuddin, et al. (2006: 74), a qualitative approach is an important approach to understanding a social phenomenon and the perspective of the individuals studied. Qualitative research method as stated by Bogdan and Taylor (Moleong, 2014: 4) is research that produces descriptive data in the form of written or spoken words from people and behaviour that can be observed. Researchers conducted this approach research by describing and analysing Imperative sentences in all series of short films of Pancasila student profile owned by Kemendikbud. So that researchers find descriptive data then look for findings that will be explained in detail. The method used is qualitative. Qualitative research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalisation (Sugiyono, 2018). Population, sample / object of research, namely the characters in the short film of the Ministry of Education and Culture of the Republic of Indonesia, namely high school students of Smart and Character. The samples used are the characters in the Ministry of Education and Culture of the Republic of Indonesia's short films, namely in *Lonely Twilight*, *The Sky Is Not Always Grey*, *The Rain Will Not Fall Forever*, *The Wind Blows Honestly*, *Don't Get Trapped by Mirages*, *Eagles Are Afraid to Fly Alone*, *The Colour of the Sky Can Change*, *The Sun Rises and Sinks Without Distinguishing the Side of the World*, and *My Far Horizon*.

This research uses a descriptive method, which is divided into two stages, among others:

1. Data collection method

Researchers used the observation method in collecting data. Riyadi Santosa (2017) in Murdiana states that observation has several techniques to collect data, namely reading, recording and listening techniques. The data for this study are the imperative sentences of Kemendikbud RI's short film series *Senja Yang Kesian*, *Langit Tak Selalu Abu-Abubu*, *Hujan Tak akan Turun Forever*, *Angin Beriup Dengan Honestly*, *Jangan Terjebak Fatamorgana*, *Elang Tak takut terbang sendiri*, *Warna Langit Pun*



Bisa Berubah, Mentari Terbit Dan Tenggelam Tanpa Membedakan Sisi Dunia, dan Horizon Jauh Milikku.

The techniques used in this research to collect data are reading and writing and literature study. The technique of simak catat is a technique to conclude the facts that are in the research problem. The listening technique in this research is done by: viewing all the short film series on the link https://youtube.com/playlist?list=PL2MIOV0ffJ2g8wPG4HJ_gdNn_fGd0tWzG , writing down the dialogues and seconds that have imperative sentences. Literature study is to examine the theories underlying the research, both theories related to the field of science under study and methodology. In addition, it also takes books and articles that are relevant.

2. Data analysis technique

In analysing the data, researchers used the analytical method applied by Miles and Huberman (1992) in Hardani, et al (2020, pp. 163-171). The methods used are data reduction, data presentation, and conclusion drawing.

- a. Data collection. Researchers collected data from all imperative sentences in the Kemekdikbud RI short film series Lonely Dusk, The Sky Isn't Always Grey, The Rain Won't Fall Forever, The Wind Blows Honestly, Don't Get Trapped by Mirages, Eagles Are Afraid to Fly Alone, The Colour of the Sky Can Change, The Sun Rises and Sinks Without Distinguishing the Side of the World, and My Far Horizon.
- b. Data reduction. Researchers identified imperative sentences based on the functions applied.
- c. Data display. Data that has been identified, then grouped based on its function.
- d. Conclusion. In this method, the researcher discusses all the data that has been analysed into the article. Finally, researchers use conclusions and write the results of the data.

D. FINDINGS AND DISCUSSION

Command sentences are also called imperative sentences, which contain orders, orders, or requests. (Prihatini, 2015). Sentences with imperative mode are also defined as sentences that have the meaning of asking or commanding so that the communicator does something as desired by the communicator (Rahardi, 2000). According to Fairclough in Pramujiono, imperative-mode sentences generally do not have a subject or use the pronoun you as S. Imperative sentences are also sentences that ask the listener or reader to perform an action. These imperative sentences can be in the form of command sentences, appeal sentences, and prohibition sentences



(Chaer, 2015). Imperative sentences or command sentences according to the situation expect a response in the form of action from the person spoken to (Ramlan, 2005).

In Indonesian, imperative-modulated sentences have four characteristics:

1. Intonation is characterised by a low tone at the end of the utterance;
2. The use of affirming, smoothing particles, and task words of invitation, hope, request, and prohibition;
3. Inverted structure; and fourth, the perpetrator of the action is not always revealed.

Based on the content, there are 6 imperative sentences, namely, the first is the subtle imperative sentence. The words commonly used in subtle imperative sentences are please, try, please, please, and presumably are often used for that purpose. In verbs, the particle-lah or suffix-kan is also used to express a subtle imperative. Second, the imperative sentence of request. This imperative sentence is characterised by the word ask or beg. The subject of the imperative sentence is the speaker, who often does not appear. Third, imperative sentences of invitation or expectation are usually preceded by the words let's, come on, let's, or let's usually to indicate imperative sentences of invitation. If it is a hope imperative, it is usually preceded by the word hope or should. Fourth, the imperative sentence of prohibition. This sentence is characterised by the words don't, shouldn't or forbidden. Fifth, the imperative sentence of warning. This sentence is characterised by the word watch or be careful. Sixth, the imperative sentence of omission expressed by the word let it be or let it be (Alwi, et al., 2017).

Imperative Sentences in the Ministry of Education's short film series

1. Pancasila Student Profile Short Film: The Lonely Dusk

The short film Profil Pelajar Pancasila entitled "Senja Yang Kesian" tells the story of student council teamwork in doing assignments from school. The characters in this film are Shani, Gracia, Mutiara, Zee, and Pak Herman. In this short film, which lasts 7 minutes and 27 seconds, it starts with the many student council tasks that must be done. The student council president, Shani, helps her students in doing their student council assignments. Mr Herman gave an assignment to the student council through Shani to make a virtual school mading. Because there are already many tasks, Shani does not feel good talking about the virtual mading task during the student council meeting. Then one of the student council members, Gracia, found out from Mr Herman that there was a virtual mading task. Meanwhile, this task has not been discussed by Shani. Finally, she came to Shani and reminded her that she must be together and not alone. At the end of the story, the student council members finally finish the virtual mading together and get a positive response from the students.



In this short film, 3 types of imperative sentences were found. The imperative sentences are subtle imperative sentences, prohibition imperative sentences, and invitation imperative sentences.

- Subtle imperative sentences

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: The dialogue at 0:38 spoken by Shani to Zee in the student council room. Zee gets survey data that many new students are afraid of not being able to adjust to school life. Then Shani responded to note down the important points from the survey.

Shani: "Here are the important points, please write them down, Zi".

The sentence is classified as a subtle imperative sentence because it uses the word please which marks a subtle imperative sentence.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that prohibit something or sentences that contain not to do something. The prohibition here can be soft characterised by the words don't or shouldn't, while the hard prohibition which is usually accompanied by sanctions uses the word prohibited.

Indexical: The dialogue at 0:47 spoken by Shani to one of the student council members in the student council room. The member asked where to put the green screen used yesterday's shooting. Then Shani answered not to throw it away and asked to put it in front because it would still be used for the next event.

Shani: "This is what Mr Herman said yesterday, don't throw it away"

The sentence is classified as a prohibitive imperative sentence because it uses the word don't which marks a prohibitive imperative sentence.

- Imperative sentence of invitation

An imperative sentence of invitation is a sentence that contains an invitation to do something. These sentences are usually preceded by the words yuk, ayo, ayolah, mari, or marilah.

Indexial: The dialogue at the 6:06 second spoken by Gracia to Shani in the student council room. She invites Shani to work on the virtual making together.

Gracia: "Let's start the discussion right away!"



The sentence is classified as an imperative invitation sentence because it uses the word *yuk* which is a marker of imperative invitation sentences.

2. Pancasila Student Profile Short Film: The Sky is Not Forever Grey

In the short film *Profil Pelajar Pancasila* entitled "Langit Tak Selamanya Abu-Abu" tells the story of some of Pak Herman's students Fajar, Eli, and Aldo who bully Pak Herman. The names in this short film are Shani, Gracia, Fajar, Eli, Aldo, Pak Herman, and Mrs Mira. The duration of this short film is 8 minutes and 31 seconds. This short film contains the bullying of their teacher who stutters, named Mr Herman. This bullying is in the form of Mr Herman's motorbike being scribbled by Fajar, Eli, and Aldo. Finally, the three students who did this bullying were called by Mrs Mira. At the end of the story they realised that they did the wrong thing. The three of them apologised to Mr Herman and promised not to repeat it again.

In this short film, there are 4 types of imperative sentences. The imperative sentences are invitation imperative sentence, request imperative sentence, prohibition imperative sentence, subtle imperative sentence, and omission imperative sentence.

- Invitation imperative sentence

An imperative invitation sentence is a sentence that contains an invitation to do something. These sentences are usually preceded by the words *yuk*, *let's go*, *come on*, *let's*, or *let's go*.

Indexial: Mr Herman utters this dialogue at the 0:31 mark while climbing the stairs to the class he will be teaching. Mr Herman said this dialogue because he was nervous about teaching for the first time and stuttered.

Mr Herman: "But... Let's keep our spirits up! Make the class fun".

The sentence is classified as an imperative sentence of invitation because it uses the word *yuk* which marks an imperative sentence of invitation.

- Imperative sentence of request

A request imperative sentence is a sentence used to express a request. This sentence is characterised by the word *ask* or *beg*.

Indices: Fajar utters this dialogue at minute 7:12. Fajar apologises with his two friends who bullied Pak Herman. They said their apologies in class when Mr Herman started the lesson.

Fajar: "We apologise, sir, and we won't do it again".



The sentence is classified as an imperative sentence - request because it uses the word request which marks the imperative sentence of request.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that are prohibitions against something or sentences that contain not to do something. The prohibition here can be soft characterised by the words don't or shouldn't, while the hard prohibition which is usually accompanied by sanctions uses the word forbidden.

Indexial: Aldo says this at 2:49. Aldo is asking his friends not to do Mr. Herman's work in class.

Aldo: "Tell the others not to do the assignment!".

The sentence is classified as an imperative sentence - prohibition because it uses a word that contains a prohibition to do something. Namely the word don't.

- Subtle imperative sentence

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to do something. This sentence is characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: This dialogue spoken by Pak Herman is at minute 3:46 when the classroom is noisy. Mr Herman, who is writing the material on the blackboard, warns his students to be quiet and not be rowdy.

Mr Herman: "Quiet, please! We are still in class".

The sentence is classified as a -fine imperative sentence because it uses the word please which is a marker of a fine imperative sentence.

- Imperative sentence of omission

An imperative sentence of omission is a sentence in which the interlocutor lets something happen or take place. This sentence is characterised by the words let(lah) or let(lah). In its later development, omission means asking permission for something not to be obstructed.

Indecency: The disrespectful dialogue uttered by Aldo at 3:35 is after Pak Herman has warned his students not to make noise in class.

Aldo: "Sir, never mind... you just write... it's hard, isn't it, to talk?".

The sentence is classified as an imperative sentence - omission because it uses the word udahlah which means to let something happen.



3. Pancasila Student Profile Short Film: Rain Won't Fall Forever.

The 8-minute and 5-second short film entitled *Hujan Tak Akan Turun Selamanya* tells the story of harassment in the digital era. The characters in this film are Shinta, Mutiara, Zee, Mr Herman, and Mrs Mira. This short film about harassment is a digitally edited photo experienced by Shinta. Zee and Mutiara were shocked and told Shinta. Shinta was in shock because the sensual photo of her that was spread around the school was sent to her friend Dharma. Dharma used Shinta's photo and edited it with sensual photos. Shinta was taken to the counselling room. In the end, Shinta got justice and Dharma was prosecuted. Shinta's mental reinforcers during the time when she was mentally down were Mutiara and Zee.

In this short film, there are 3 types of imperative sentences. The imperative sentences are prohibition imperative sentences, invitation imperative sentences, and subtle imperative sentences.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that prohibit something or sentences that contain not to do something. The prohibition here can be soft, characterised by the words *don't* or *shouldn't*, while the hard prohibition, which is usually accompanied by sanctions, uses the word *forbidden*.

Indicative: This dialogue is spoken by Mutiara to Zee at 1:47. Shinta, who has just entered the class, is surprised to find her friends looking at her with bad looks. Then Mutiara and Zee approached Shinta who was sitting down. Mutiara said this dialogue because she felt bad if she immediately showed Shinta's sensual photos that were spread around the school.

Mutiara: "Zee! Don't... it's not nice to see the person directly".

The sentence is classified as a prohibitive imperative sentence because it uses the word *don't* which is a marker of a prohibitive imperative sentence.

- Imperative sentence of invitation

An imperative sentence of invitation is a sentence that contains an invitation to do something. These sentences are usually preceded by the words *yuk*, *ayo*, *ayolah*, *mari*, or *marilah*.

Indices: Pak Herman entered the classroom and looked for Shinta. This dialogue was spoken by Pak Herman at the 2:49 minute mark. Pak Herman invites Shinta to the counselling room accompanied by Zee and Mutiara.

Pak Herman: "We'd better talk in the counselling room ... Let's go."



The sentence is classified as an imperative invitation sentence because it uses the word let's which is a marker of imperative invitation sentences.

- Subtle imperative sentences

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: In the counselling room, Mrs Mirna tries to help Shinta with her problem. She offers for Shinta to tell her mother slowly. This dialogue was spoken by Bu Mirna at the 4:44 minute mark.

Mrs Mirna: "Can I try to help you explain to your parents".

The sentence is classified as a subtle imperative sentence because it uses the word try which is a marker of a subtle imperative sentence.

4. Pancasila Student Profile Short Film: The Wind Blows Honestly.

This short film tells the story of Zee who tries to be an honest person. The story begins with Zee helping Pak Mus to dispose of a bottle littered by a student. Then, Zee had a money crisis because he lent his money to his friend so he could buy snacks. Zee also felt sorry for Mr Mus who had just lost his wallet, so she gave him the little money she had left so he could go home. The characters in this film are Zee, Mutiara, Ari, and Pak Mus. The duration of this short film is approximately 7 minutes and 55 seconds.

In this short film, there are 3 types of imperative sentences. The imperative sentences are request imperative sentences, prohibition imperative sentences, and invitation imperative sentences.

- Imperative sentence of request

A request imperative sentence is a sentence used to express a request. This sentence is characterised by the word ask or beg.

Indices: Pak Mus speaks this dialogue at 0:43. He is talking to Zee while sweeping the schoolyard. Zee offered Pak Mus to take out the rubbish that a student had littered.

Mr Mus: "Just put it in that pile." (contains a request)

The sentence is classified as a request imperative sentence because it uses a sentence that contains a request for the bottle to be put away.

- Prohibitory imperative sentence



Prohibitory imperative sentences are sentences that prohibit something or tell you not to do something. The prohibition here can be soft, characterised by the words don't or shouldn't, while a hard prohibition, which is usually accompanied by sanctions, uses the word forbidden.

Indicative: Zee uttered this dialogue at 1:02 when Pak Mus refused her help to dispose of the bottle.

Zee: "Oh no, sir. You're raking leaves".

The sentence is classified as a prohibitive imperative sentence because it uses the word don't which is a marker of a prohibitive imperative sentence.

- Imperative sentence of invitation

An imperative invitation sentence is a sentence that contains an invitation to do something. These sentences are usually preceded by the words yuk, ayo, ayolah, mari, or marilah.

Indices: Zee, Mutiara and Ari walked together to the canteen. Zee said this at 1:59, to ask her friend what she wanted to buy.

Zee: "Let's go buy something..."

The sentence is classified as an imperative invitation sentence because it uses the word yuk, which is a marker of imperative invitation sentences.

5. Pancasila Student Profile Short Film: Don't Fall for the Mirage.

This short film tells the story of a multivitamin pill that is said to make you smart instantly. The student council made a plan to conduct research on the content of multivitamin drugs that spread in schools. Because so many people want the drug, the price is soaring and makes no sense. After being searched for facts by the student council, namely Mutiara, Zee, and Aldo, it turned out that it was just an ordinary multivitamin. The student council, represented by Shani, reported online about the content of multivitamin drugs that had no effect on becoming smarter. The characters in this film are Shani, Gracia, Zee, Mutiara, Eli, Fajar, and Aldo. The duration of this short film is 7 minutes and 14 seconds.

In this short film, there is only one type of imperative sentence. The imperative sentence in question is a subtle imperative sentence.

- Subtle imperative sentences

A subtle imperative sentence is a sentence that is expressed in a subtle way to order or invite something to the interlocutor to be willing to do something. These



sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: This sentence appears near the end of the short film, and is an appeal not to be hasty and believe in something. The facts must be explored first. This sentence appears at minute 7:04

(Text in the film) Filter all the information we receive by always thinking critically.

The sentence is classified as a subtle imperative sentence because it uses the word try which is a marker of a subtle imperative sentence.

6. Pancasila Student Profile Short Film: The Eagle is Not Afraid to Fly Alone.

This short film tells the story of a group task to make a film. The characters are named Mutiara, Jinan, Freya, Dion, and Hendy. They make a video about being chased by zombies. In the group, the one in charge of making the thesis is Freya, who edits the video is Hendy. Hendy is described as somewhat ostracised because he is thought to be unreliable because he is busy with his business. Unexpectedly, Hendy was very quick to complete the video editing and collected 3 days before the detline. The characters in this film are Mutiara, Jinan, Freya, Dion, and Hendy. The duration of this short film is 7 minutes and 14 seconds.

In this short film, there are only 3 types of imperative sentences. The imperative sentences are subtle imperative sentences, imperative invitations and imperative prohibitions.

- Subtle imperative sentences

Subtle imperative sentences are sentences that are expressed subtly to order or invite something to the interlocutor to be willing to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: The dialogue spoken by Jinan at the 0:56 second occurs when Hendy is seen busy writing submissions for his business. This is despite the fact that they are having a discussion in class.

Jinan: "But for now, please focus on our group assignment."

The sentence is classified as a subtle imperative sentence because it uses the word please, which is a marker of a subtle imperative sentence.

- Invitational imperative sentence



An imperative sentence of invitation is a sentence that contains an invitation to do something. These sentences are usually preceded by the words yuk, ayo, ayolah, mari, or marilah.

Indexial: Dion says this sentence at 6:49 in class. He says this because he is very happy that the group project to make a video has been completed.

Dion: "Let's go to the canteen".

The sentence is classified as an imperative invitation sentence because it uses the word let's which marks an imperative invitation sentence.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that prohibit something or sentences that tell you not to do something. The prohibition here can be soft characterised by the words don't or shouldn't, while the hard prohibition which is usually accompanied by sanctions uses the word prohibited.

Indexial: This sentence is a snippet of a song that Mutiara sings in class. This snippet of the song is at the 7:05 minute mark.

Mutiara: "Don't excuse yourself".

The sentence is classified as a prohibitive imperative sentence because it uses the word don't which is a marker of a prohibitive imperative sentence.

7. Pancasila Student Profile Short Film: The Colour of the Sky Can Change.

This short film tells the story of Christy who is sick with dengue and cannot attend class for a while. Gracia had an idea for a learning medium that could be used by all students despite the distance. She expressed her idea to Pak Gunawan. Gracia's idea was accepted by Pak Gunawan for Biology learning media. Initially Gracia helped Christy with VC in class during the lesson but, unfortunately, there were technical problems. The characters in this film are Gracia, Shani, Christy, Dion, and Pak Gunawan. The duration of this short film is 7 minutes and 51 seconds.

In this short film, there are only 2 types of imperative sentences. The imperative sentences are request imperative sentences and subtle imperative sentences.

- Demand imperative sentence

A request imperative sentence is a sentence used to express a request. This sentence is characterised by the word ask or beg.

Indexical: The dialogue spoken by Gracia at 0:59 is spoken when they are both VC together. Cristy complained that she was having trouble with Biology because she



had been out of school for a long time. She missed school because she was sick with dengue.

Gracia: "Cristy, just calm down..." (contains a request)

The sentence is a request imperative sentence because it uses a sentence that contains a request to calm down.

- Subtle imperative sentence

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to be willing to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: This is spoken by Gracia to Pak Gunawan at 2:11. Gracia is in class asking Pak Gunawan for permission to VC with Cristy during class. Then she tries to place her mobile phone on the desk.

Gracia: "I'll try it first, sir..."

The sentence is classified as a subtle imperative sentence because it uses the word try which marks a subtle imperative sentence.

8. Pancasila Student Profile Short Film: The Sun Rises and Drowns Without Distinguishing Sides.

This short film tells the story of the speech competition selection between Jinan and Fiony. In the selection, Fiony's script was very good. But Mrs Mira chose Jinan to represent the school. This is because Fiony's appearance and face are feared to get a negative bias. Jinan who heard this did not accept it and protested to Bu Mira through Mr Herman. After talking, Mrs Mira finally realised and apologised to Fiony for distinguishing her. Finally, Fiony was appointed as a school representative to take part in a national speech competition. The characters in this film are Shani, Jinan, Fiony, Freya, and Pak Herman. The duration of this short film is 8 minutes and 19 seconds.

In this short film, there are only 3 types of imperative sentences. The imperative sentences are prohibition imperative sentences, invitation imperative sentences and subtle imperative sentences.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that prohibit something or sentences that contain not to do something. The prohibition here can be soft,



characterised by the words don't or shouldn't, while a hard prohibition, which is usually accompanied by sanctions, uses the word forbidden.

Indices: Freya and Fiony are sitting on a bench in the library. They are preparing a speech script that will be performed during the selection of their school's speech competition. This dialogue is spoken by Freya to Fiony at 2:32 to not be tense.

Freya: "Don't be tense!"

The sentence is classified as a prohibitive imperative sentence because it uses the word don't which is a marker of a prohibitive imperative sentence.

- Imperative sentence of invitation

An imperative sentence of invitation is a sentence that contains an invitation to do something. These sentences are usually preceded by the words yuk, let's go, come on, let's, or let's go.

Index: This dialogue is spoken by Bu Mira to Pak Herman, Jinan, and Shani at the 6:10 minute mark. Mr Herman, Jinan and Shani came to Mrs Mira's office to discuss Fiony's rejection as a school representative.

Mrs Mira: "Let's sit down first"

The sentence is classified as an imperative sentence of invitation because it uses the word yuk which marks an imperative sentence of invitation.

- Subtle imperative sentence

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to be willing to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: This dialogue was spoken by Bu Mira to Pak Herman at minute 5:57 Pak Herman, Jinan and Shani came to Bu Mira's office to discuss Fiony's rejection as a school representative.

Mrs Mira: "Mr Herman, please come in, sir..."

The sentence is classified as a subtle imperative sentence because it uses the word please which is a marker of a subtle imperative sentence.

9. Pancasila Student Profile Short Film: My Far Horizon.

This short film tells the story of Eve who has an interest in interior design. She has an ambition to study abroad in order to have a new perspective. She has the ambition to create designs that combine Indonesian and foreign perspectives. The



characters in this film are Shani, Gracia, Eve, Ben, and Fendy. The duration of this short film is 6 minutes and 51 seconds.

In this short film, there are only 2 types of imperative sentences. The imperative sentences are prohibition imperative sentences and subtle imperative sentences.

- Prohibitory imperative sentence

Prohibitory imperative sentences are sentences that prohibit something or sentences that contain not to do something. The prohibition here can be soft characterised by the words don't or shouldn't, while the hard prohibition which is usually accompanied by sanctions uses the word forbidden.

Index: Ben accidentally nudged Eve's desk while she was drawing an interior design and crossed out Eve's drawing. Ben apologised but Eve didn't respond well. This made Ben angry. Ben utters this dialogue at 1:42pm

Ben: "Don't use emotions, just nudge".

The sentence is classified as a prohibitive imperative sentence because it uses the word don't which is a marker of a prohibitive imperative sentence.

- Subtle imperative sentence

Subtle imperative sentences are sentences that are expressed in a subtle way to order or invite something to the interlocutor to be willing to do something. These sentences are characterised by the words please, try, please, please, and please. It is also characterised by the particle -lah and/or the suffix -kan on the verb.

Indexial: Shani and Gracia, who were having a conversation, stopped for a moment because they heard Eve and Ben making noise. Shani's dialogue is at 2:14.

Shani: "Try to listen first".

The sentence is classified as a subtle imperative sentence because it uses the word try which is a marker of a subtle imperative sentence.

In the short film series of Kemekdikbud RI Senja Yang Kesian, there are 2 subtle imperative sentences, 1 prohibition imperative sentence, 1 request imperative sentence, and 3 invitation imperative sentences. The Sky is Not Always Grey has 4 imperative sentences of invitation, 4 imperative sentences of request, 4 imperative sentences of prohibition, 3 subtle imperative sentences, and 1 imperative sentence of omission. It Won't Rain Forever has 4 imperative sentences of prohibition, 6 imperative sentences of request, 2 subtle imperative sentences, and 1 imperative sentence of invitation. The Wind Blows Honestly has 1 imperative sentence of request, 5 imperative sentences of prohibition, and 1 imperative of invitation. Don't Be Trapped



by Mirages found 4 subtle imperative sentences. The Eagle is Afraid to Fly Alone 1 imperative sentence of invitation, 1 imperative sentence of prohibition, 2 subtle imperative sentences. Even the colour of the sky can change, 2 imperative request sentences and 1 subtle imperative sentence were found. The sun rises and sinks without discriminating between the sides of the world, 2 imperative sentences of prohibition, 2 imperative sentences of invitation, 4 subtle imperative sentences and 1 imperative request are obtained. Then in My Far Horizon, there is 1 imperative prohibition sentence, and 2 subtle imperative sentences. The total number of imperative sentences from all series of short films is 66 imperative sentences consisting of 19 subtle imperative sentences, 1 imperative sentence of omission, 16 imperative sentences of request, 12 imperative sentences of invitation, and 18 imperative sentences of prohibition.

Recommendations for teaching materials for imperative sentences based on the pancasila learner profile

The imperative sentences of Kemekdikbud RI's short film series Senja Yang Kesianja, Langit Tak Selalu Abu-Abubu, Hujan Tak akan Turun Forever, Angin Beriup Honestly, Jangan Terjebak Fatamorgana, Elang Tak takut terbang sendiri, Warna Langit Pun Bisa Berubah, Mentari Terbit Dan Tenggelam Tanpa Membedakan Sisi Dunia, dan Horizon Jauh Milikku are found to be teaching moral values and can be a teaching material recommendation for Indonesian language learning. The sentences that can be recommended for Indonesian language learning are imperative subtle sentences, imperative omission sentences, imperative request sentences, imperative invitation sentences, and imperative prohibition sentences. All of these short film series aim to develop character, especially attitudes that have the dimensions of the Pancasila student profile. So there are a lot of moral education values that are actual in today's life about school children.

For the short film entitled Senja Yang Kesian has the dimensions of the Pancasila student profile of mutual cooperation, the collaboration element which is reflected in the cooperation of student council members in solving tasks and problems. Then the element of caring is reflected in the attitude of kak Shani who helps her friends in need in organisational tasks. If the short film Langit Tak Selalu Abu-Abu discusses attitudes that should not be emulated, namely the bullying committed by 3 students to Pak Herman, the teacher who stutters. The dimension contained in it is noble morals, namely morals towards fellow humans. What is contained in the message of the short film is not to bully others. Also an appeal to report any form of bullying. Because, perudungaan has no tolerance for bullying that can damage a person's mentality. The short film entitled Rain Won't Fall Forever is no



less interesting in its moral value than the previous film. This short film discusses important things about education not to trust easily with men. The value of the Pancasila student dimension contained is the mutual cooperation dimension of the caring element. This can be seen from Shinta's friends who help calm and not judge Shinta who is in trouble. The film Angin Berhembus Dengan Jujur tells the importance of honesty played by the character Zee. The dimension of the Pancasila student profile contained in this short film is the noble character element of personal morals. The character Zee who still wants to be honest does not want to take food in the canteen because he does not have money. He is committed to his stance to be honest. This is a form of integrity, which is the scope of the element of personal morals.

Don't Get Trapped by a Mirage tells the story of a multivitamin drug that according to rumours can make you smart and turns out to be a hoax. The dimension of Pancasila students that can be taken is the critical reasoning element of obtaining and processing information and ideas. This can be seen from the student council members who did not immediately believe the multivitamin hoax news. They investigate the facts in it. For the title of the short film Elang Tak Takut Terbang Sendiri tells the character Hendy who is doubtful that he can contribute to the group assignment by the character Mutiara. But it turns out that the end is even beyond expectations. Hendy can complete the group assignment in the video editing section quickly before the collection time. The Dimensional Value that emerges from this short film is working together with elements of collaboration. Their collaboration during the division and process of the task. Then another dimension is noble morals with elements of morals to humans. The common thread that can be drawn from this short film is not to think badly of others to the point of underestimating them because, not necessarily we are better than them.

The short film The Colour of the Sky Can Change tells the learning process in many ways, one of which is with internet media games like in this film. The dimension that appears in this film series is the creative dimension with the element of having flexibility in thinking in finding alternative solutions to problems. This is illustrated by Gracia's action which suggests the teacher to use the application to make the class atmosphere more exciting. Another intention of Gracia is also so that her friend Christy can continue learning even at home with applications from the internet. Gracia's concern for her friend is also included in the scope of the dimension of mutual cooperation of the caring element.

No less good than before there is also a series of life lessons about not being unfair is also in this short film series. The short film is entitled Mentari Terbit Dan Tenggelam Without Distinguishing the Side of the World. The dimension of the Pancasila student profile contained in this short film is the dimension of global diversity with elements of social justice. This dimension and element can be seen



from the attitude that should not be imitated from Mrs Mira. She differentiates Fiony because of her face for fear of negative bias. In the end, she realised that it was wrong and apologised to Fiony. Concern with the dimension of mutual cooperation also appears in this short film. Namely when Jinan protested to Mrs Mira with the help of Mr Herman. This was done by him because he felt it was unfair if he represented the school for the speech competition. Even though everyone knows Fiony's speech is much better than his.

Cakrawala Jauh Milikku tells the story of a student named Eve who already has a desire and a shadow of the future. A sense of enthusiasm to develop her potential and talent interests in the field of interior design abroad. The dimension of the Pancasila student profile in this short film is the independent dimension with elements of self-regulation. This is reflected in Eve's passion to develop her potential and has planned her future firmly. The attitude that can be emulated from this short film is not to be afraid to develop your potential and think and plan what you want to do in the future like Eve.

E. CONCLUSION

Based on the results of the research and discussion of the analysis of imperative sentences in the short film series of Kemendikbud YouTube channel "Cerdas Berkarakter Kemdikbud RI", the following conclusions can be drawn. The overall total of imperative sentences from all the short film series is 66 imperative sentences in the form of subtle imperative sentences, omission imperative sentences, request imperative sentences, invitation imperative sentences, and prohibition imperative sentences. The imperative sentences in the series containing 9 short films have subtle imperative sentences and some are harsh.

The short film series of Kemendikbud's youtube channel "Cerdas Berkarakter Kemdikbud RI" can be one of the media recommendations for learning imperative sentences at school because in this short film series the sentences used are familiar to school children. Interesting learning from the story of high school students that can be taken moral values and the value of the student profile dimension of Pancasila. There are many messages that are relevant to everyday life in each short film on the "Smart Character of Kemdikbud RI" YouTube channel. Especially the message of caring for others that is almost present in all short films of the Pancasila student profile.

Based on the conclusions that have been presented, the author proposes the following suggestions.

- 1) The sentences in the short film series of Kemendikbud YouTube channel "Cerdas Berkarakterter Kemdikbud RI" are imperative sentence learning materials, therefore it is suggested that students or teachers can make the



- best use of technology as learning materials such as videos uploaded on Youtube.
- 2) Imperative sentences in the short film kemendikbud youtube channel "Smart Character Kemdikbud RI" are dominated by slang and not in accordance with the guidelines in Indonesian. Therefore, it is recommended that Indonesian language teachers use correct language according to the KBBI so that when students are accustomed to using standard words in learning imperative sentence material.
 - 3) Researchers hope that those who see the short film series of the Pancasila kemendikbud student profile on the youtube channel "Smart Character Kemdikbud RI" can take lessons and moral messages from each dimension well in their daily lives.

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