

ABSTRAK

Khoiriyah, Rifatul. 2024. *Penerapan Strategi Critical Incident Pada Pembelajaran Menulis Cerpen Sebagai Implementasi Kurikulum Merdeka Siswa Kelas XI SMK NU 1 Karanggeneng*. Skripsi, Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Darul Ulum Lamongan. Dosen Pembimbing: (1) Anisa Ulfah, M.Pd. (2) Laila Tri Lestari, M.Pd.

Kata Kunci: *Penerapan, Stratgi Critical Incident, Menulis Cerpen, Kurikulum Merdeka.*

Pembelajaran menulis di sekolah masih sangat rendah, diketahui dari ketidak efektifan siswa setra banyak siswa yang kurang tertarik pada kegiatan menulis cerpen. Penerapan strategi *critical incident* pada pembelajaran keterampilan menulis cerpen ini diharapkan dapat mempermudah serta menambah minat siswa dalam menulis cerpen. Berdasarkan latar belakang tersebut tujuan penelitian ini adalah untuk mendeskripsikan perencanaan, pelaksanaan serta untuk mengetahui hasil belajar siswa dalam penerapan strategi *critical incident* (pengalaman penting) pada pembelajaran menulis cerpen sisw kelas XI SMK NU 1 Karanggeneng.

Jenis penelitian ini adalah deskriptif kualitatif yang digunakan untuk mendeskripsikan bagaimana perencanaan, pelaksanaan dan hasil belajar siswa pada kegiatan menulis cerpen. Sumber data dalam penelitian ini adalah data primer dan data sekunder. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, tes serta dokumentasi. Instrumen dalam penelitian ini adalah lembar wawancara, lembar observasi guru dan siswa serta lembar tes. Teknik analisis data perencanaan dengan cara mereduksi data, data pelaksanaan dengan mendeskripsikan indikator dengan presentase, serta data hasil belajar dengan menghitung rata-rata yang diperoleh siswa.

Berdasarkan hasil dari penelitian diperoleh data sebagai berikut. Perencanaan penerapan strategi *critical incident* pada pembelajaran menulis cerpen yang ditinjau dari tercapainya tujuan pembelajaran yang sudah disusun dalam modul ajar, pelaksanaan penerapan strategi *critical incident* pada pembelajaran keterampilan menulis cerpen yang ditinjau dari aktivitas guru dengan persentase sebesar 99,11% dan aktivitas siswa dengan persentase sebesar 96,47% yang dinyatakan efektif, hasil belajar siswa melalui penerapan strategi *critical incident* pada pembelajaran keterampilan menulis cerpen dinyatakan efektif dan tuntas dengan nilai rata-rata 82% dengan kategori baik.berdasarkan data yang telah dikumpulkan, dapat disimpulkan bahwa penerapan strategi *critical incident* (pengalaman penting) pada pembelajaran keterampilan menulis cerpen berhasil deengan sangat baik dan efektif untuk diterapkan pada pembelajaran keterampilan menulis cerpen.

ABSTRACT

Khoiriyah, Rifatul. 2024. Application of the Critical Incident Strategy in Learning Short Story Writing Skills as an Implementation of the Independent Curriculum for Class XI Students at SMK NU 1 Karanggeneng. Thesis, Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Darul Ulum Lamongan Islamic University. Supervisor: (1) Anisa Ulfah, M.Pd. (2) Laila Tri Lestari, M.Pd.

Keywords: Application, Critical Incident Strategy, Short Story Writing skills, Independent Curriculum.

Writing skills learning in schools is still very low, it is known from the ineffectiveness of students and many students are less interested in short story writing activities. It is hoped that the application of the critical incident strategy in learning short story writing skills will make it easier and increase students' interest in writing short stories. Based on this background, the aim of this research is to describe planning, implementation and to determine student learning outcomes in applying the critical incident strategy (important experience) in learning short story writing skills for class XI students at SMK NU 1 Karanggeneng.

This type of research is descriptive qualitative which is used to describe the planning, implementation and learning outcomes of students in short story writing activities. The data sources in this research are primary data and secondary data. The data collection techniques used are interviews, observation, tests and documentation. The instruments in this research were interview sheets, teacher and student observation sheets and test sheets. Planning data analysis techniques by reducing data, implementation data by describing indicators with percentages, and learning outcomes data by calculating the average obtained by students.

Based on the results of the research, the following data was obtained. Planning for implementing the critical incident strategy in learning short story writing skills in terms of achieving the learning objectives that have been prepared in the teaching module, implementing the critical incident strategy in learning short story writing skills in terms of teacher activity with a percentage of 99.11% and student activity with a percentage amounting to 96.47% which was declared effective, student learning outcomes through the application of the critical incident strategy in learning short story writing skills were declared effective and complete with an average score of 82% in the good category. Based on the data that has been collected, it can be concluded that the application of the critical incident strategy (important experience) in learning short story writing skills was successful very well and effectively to be applied to learning short story writing skills.