

ABSTRAK

TRISNA AGUS IRAWAN. 2026. *Analisis Kesulitan Membaca Kritis Pada Teks Editorial Dalam Implementasi Pembelajaran Berdiferensiasi (Studi Kasus Pada Siswa Kelas XI SMK Negeri 1 Suruh Kabupaten Trenggalek)*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Dwi Setyadi, M.M, Pembimbing II: Dr. Dwi Rohman Soleh, S.S., M.Pd

Kata kunci: membaca kritis, teks editorial, pembelajaran berdiferensiasi, studi kasus, SMK

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan membaca kritis sebagai keterampilan abad ke-21, namun siswa kelas XI SMK Negeri 1 Suruh, Kabupaten Trenggalek, masih mengalami kesulitan dalam memahami dan menganalisis teks editorial secara mendalam. Tujuan penelitian adalah menganalisis kesulitan membaca kritis pada teks editorial serta mendeskripsikan implementasi pembelajaran berdiferensiasi dalam mengatasi kesulitan tersebut. Penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Subjek penelitian adalah siswa kelas XI dan guru. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen hasil kerja siswa, kemudian dianalisis secara interaktif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa kesulitan membaca kritis siswa meliputi: (1) kesulitan membedakan fakta dan opini, (2) kesulitan mengidentifikasi argumen dan sudut pandang penulis, serta (3) kesulitan mengevaluasi validitas informasi. Pembelajaran berdiferensiasi yang diterapkan guru melalui pengelompokan siswa berdasarkan tingkat kemampuan, variasi bahan ajar, dan pendampingan individual terbukti membantu siswa mengatasi kesulitan tersebut secara bertahap. Faktor penyebab kesulitan meliputi rendahnya kebiasaan membaca, keterbatasan kosakata, dan kurangnya latihan analisis teks. Kesimpulannya, pembelajaran berdiferensiasi efektif dalam mengakomodasi kebutuhan beragam siswa untuk meningkatkan kemampuan membaca kritis, sehingga direkomendasikan sebagai strategi pembelajaran teks editorial yang kontekstual di SMK.

ABSTRACT

TRISNA AGUS IRAWAN. 2026. *Analysis of Critical Reading Difficulties in Editorial Texts in the Implementation of Differentiated Learning (A Case Study on Grade XI Students of SMK Negeri 1 Suruh, Kabupaten Trenggalek)*. Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. Dwi Setyadi, M.M, Supervisor II: Dr. Dwi Rohman Soleh, S.S., M.Pd

Keywords: *critical reading, editorial texts, differentiated learning, case study, vocational high school.*

This research is motivated by the importance of critical reading skills as a 21st-century competency; however, grade XI students at SMK Negeri 1 Suruh, Kabupaten Trenggalek, still experience difficulties in deeply understanding and analyzing editorial texts. The objective is to analyze critical reading difficulties in editorial texts and to describe the implementation of differentiated learning in addressing these difficulties. This study employs a descriptive qualitative approach with a case study design. The subjects were grade XI students and teachers. Data were collected through participatory observation, in-depth interviews, and document analysis of students' work, then analyzed interactively using the Miles and Huberman model. The findings reveal that students' critical reading difficulties include: (1) difficulty distinguishing facts from opinions, (2) difficulty identifying arguments and the author's perspective, and (3) difficulty evaluating information validity. Differentiated learning implemented by teachers through grouping students based on ability levels, varied teaching materials, and individual scaffolding proved helpful in gradually addressing these difficulties. Contributing factors included low reading habits, limited vocabulary, and lack of text analysis practice. In conclusion, differentiated learning is effective in accommodating diverse student needs to improve critical reading skills, and is therefore recommended as a contextual learning strategy for editorial texts in vocational high schools.