

ABSTRAK

Istisaroh. 2026. *Hubungan Antara Intensitas Penggunaan Teknologi Digital Dan Sikap Belajar Dengan Kemampuan Menulis Prosa Siswa Kelas VI SD Negeri 1 Plosoharjo Kecamatan Pace Kabupaten Nganjuk*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Rohman Soleh, S.S., M.Pd., (II) Dr. Restu Lusiana., M.Pd.

Kata Kunci: *Intensitas Penggunaan Teknologi Digital, Sikap Belajar, Kemampuan Menulis Prosa, Sekolah Dasar, Siswa SD*.

Perkembangan teknologi digital yang pesat memberi siswa sekolah dasar akses yang luas terhadap sumber bacaan dan sarana berlatih menulis, sementara sikap belajar turut menentukan kesungguhan siswa dalam mengasah keterampilan tersebut; namun demikian, kemampuan menulis prosa siswa kelas VI SD Negeri 1 Plosoharjo Kecamatan Pace Kabupaten Nganjuk masih bervariasi dan belum sepenuhnya optimal, sehingga hubungan antara kedua faktor tersebut dengan kemampuan menulis prosa penting untuk dikaji.

Penelitian ini bertujuan untuk mengetahui: (1) hubungan antara intensitas penggunaan teknologi digital (X_1) dengan kemampuan menulis prosa (Y); (2) hubungan antara sikap belajar (X_2) dengan kemampuan menulis prosa (Y); dan (3) hubungan secara simultan antara intensitas penggunaan teknologi digital (X_1) dan sikap belajar (X_2) dengan kemampuan menulis prosa (Y) siswa kelas VI SD Negeri 1 Plosoharjo Kecamatan Pace Kabupaten Nganjuk Tahun Pelajaran 2025/2026.

Metode penelitian yang digunakan adalah kuantitatif dengan desain korelasional. Populasi sekaligus sampel dalam penelitian ini adalah seluruh siswa kelas VI SD Negeri 1 Plosoharjo yang berjumlah 26 siswa (total sampling). Instrumen pengumpulan data menggunakan angket/kuesioner tertutup untuk variabel intensitas penggunaan teknologi digital (X_1) dan sikap belajar (X_2), serta instrumen tes unjuk kerja untuk mengukur kemampuan menulis prosa (Y). Teknik analisis data menggunakan analisis statistik inferensial berupa uji korelasi Product Moment Pearson dan Analisis Regresi Linear Berganda.

Hasil penelitian menunjukkan bahwa: (1) Terdapat hubungan positif dan signifikan antara intensitas penggunaan teknologi digital dengan kemampuan menulis prosa siswa yang ditunjukkan oleh nilai r_{hitung} sebesar $0,839 > r_{tabel}$ ($0,388$) pada taraf signifikansi 5%; (2) Terdapat hubungan positif dan signifikan antara sikap belajar dengan kemampuan menulis prosa siswa yang ditunjukkan oleh nilai r_{hitung} sebesar $0,902 > r_{tabel}$ ($0,388$); (3) Secara simultan, terdapat hubungan positif dan signifikan antara intensitas penggunaan teknologi digital dan sikap belajar dengan kemampuan menulis prosa siswa dengan koefisien korelasi ganda (R) sebesar $0,919$ dan nilai F_{hitung} sebesar $62,13$ (Sig. $0,000 < 0,05$). Nilai koefisien determinasi (R^2) sebesar $0,844$ mengindikasikan bahwa kontribusi bersama variabel X_1 dan X_2

terhadap kemampuan menulis prosa siswa adalah sebesar 84,4%, sedangkan 15,6% sisanya dipengaruhi oleh faktor lain di luar model penelitian. Hubungan struktural ketiga variabel tersebut dinyatakan melalui persamaan regresi ganda $Y = 5,412 + 0,324 X_1 + 0,758 X_2$. Nilai korelasi yang tergolong sangat tinggi tersebut perlu dimaknai secara hati-hati mengingat kemungkinan tumpang tindih (*overlap*) konstruk antarvariabel maupun bias instrumen nonkognitif yang bersifat *self-report*, sehingga interpretasi kekuatan hubungan tetap mempertimbangkan keterbatasan metodologis penelitian. Temuan ini mengimplikasikan pentingnya pemanfaatan teknologi digital secara terarah dan penguatan sikap belajar positif sebagai bagian dari strategi pembelajaran menulis prosa dalam mata pelajaran Bahasa Indonesia di sekolah dasar.

ABSTRACT

Istisaroh. 2026. The Relationship Between the Intensity of Digital Technology Use and Learning Attitudes with the Ability to Write Prose of Grade VI Students at SD Negeri 1 Plosoharjo, Pace District, Nganjuk Regency. Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisor (I) Dr. Dwi Rohman Soleh, S.S., M.Pd., (II) Dr. Restu Lusiana, M.Pd.

Keywords: Intensity of Digital Technology Use, Learning Attitudes, Prose Writing Ability, Elementary School, Elementary School Students.

The rapid development of digital technology provides elementary school students with broad access to reading resources and writing practice facilities, while learning attitudes also determine students' seriousness in developing these skills. However, the prose writing ability of Grade VI students at SD Negeri 1 Plosoharjo, Pace District, Nganjuk Regency, remains varied and not yet fully optimal; therefore, the relationship between these two factors and prose writing ability is important to investigate.

This study aimed to determine: (1) the relationship between the intensity of digital technology use (X_1) and prose writing ability (Y); (2) the relationship between learning attitudes (X_2) and prose writing ability (Y); and (3) the simultaneous relationship between the intensity of digital technology use (X_1) and learning attitudes (X_2) with the prose writing ability (Y) of Grade VI students at SD Negeri 1 Plosoharjo, Pace District, Nganjuk Regency, in the 2025/2026 academic year.

The research method used was quantitative with a correlational design. The population and sample in this study comprised all 26 Grade VI students of SD Negeri 1 Plosoharjo (total sampling). Data were collected using questionnaires for the variables of the intensity of digital technology use (X_1) and learning attitudes (X_2), as well as a performance test to measure prose writing ability (Y). Data analysis techniques used inferential statistics in the form of the Pearson Product Moment correlation test and Multiple Linear Regression Analysis.

The results showed that: (1) there was a positive and significant relationship between the intensity of digital technology use and students' prose writing ability, as indicated by an r -count value of $0.839 > r\text{-table}$ (0.388) at a 5% significance level; (2) there was a positive and significant relationship between learning attitudes and students' prose writing ability, as indicated by an r -count value of $0.902 > r\text{-table}$ (0.388); (3) simultaneously, there was a positive and significant relationship between the intensity of digital technology use and learning attitudes with students' prose writing ability, with a multiple correlation coefficient (R) of 0.919 and an F -count value of 62.13 ($\text{Sig. } 0.000 < 0.05$). The coefficient of determination (R^2) of 0.844 indicates that the combined contribution of variables X_1 and X_2 to students' prose writing ability was 84.4%, while the remaining 15.6% was influenced by other factors outside the research model.

The structural relationship among the three variables was expressed through the multiple regression equation $Y = 5.412 + 0.324 X_1 + 0.758 X_2$. The very high observed correlation needs to be interpreted cautiously, considering the possibility of construct overlap between variables and noncognitive instrument bias related to self-report; therefore, interpretation of the strength of the relationship should still take the methodological limitations of the study into account. These findings imply the importance of utilizing digital technology in a purposeful manner and strengthening positive learning attitudes as part of a strategic approach to teaching prose writing in Indonesian language lessons at the elementary school level.