

ABSTRAK

Hera Mutiana, 2025. *Implementasi Pembelajaran Bahasa Indonesia Pada Materi Menulis Laporan Hasil Pengamatan Di Kelas VI SD Negeri Sragen Kecamatan Jenangan Kabupaten Ponorogo*. Tesis, Program Studi Magister Pendidikan Bahasa Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Dr. Dwi Setiyadi, MM, Pembimbing (2) Dr. Sigit Ricahyono, M.Pd.

Kata kunci: menulis laporan hasil pengamatan

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran Bahasa Indonesia pada materi menulis laporan hasil pengamatan di kelas VI SD Negeri Sragen, Kecamatan Jenangan, Kabupaten Ponorogo, serta mengidentifikasi kendala yang dihadapi guru dan upaya yang dilakukan dalam mengatasi kendala tersebut. Latar belakang penelitian ini adalah pentingnya keterampilan menulis sebagai bagian dari kemampuan literasi siswa, khususnya dalam menyampaikan hasil pengamatan secara sistematis dan logis.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek utama penelitian adalah guru kelas VI dan siswa kelas VI SD Negeri Sragen. Penelitian dilaksanakan selama bulan Februari hingga Juni 2025.

Hasil penelitian menunjukkan bahwa implementasi pembelajaran dilakukan secara sistematis melalui tiga tahap, yaitu persiapan, pelaksanaan, dan evaluasi. Guru telah menerapkan pendekatan saintifik sesuai Kurikulum 2013, serta menggunakan media pembelajaran seperti lembar observasi dan contoh teks laporan. Kendala yang dihadapi meliputi keterbatasan waktu, rendahnya motivasi siswa, kurangnya referensi lokal, dan kesulitan menyusun kalimat baku. Guru mengatasi kendala tersebut dengan pendekatan personal, penggunaan media konkret dan kontekstual, pemberian apresiasi, diskusi kelompok kecil, serta penyediaan lembar kerja observasi terstruktur. Penelitian ini dapat memberikan gambaran yang komprehensif mengenai efektifitas strategi pembelajaran dan solusi yang tepat untuk meningkatkan kemampuan menulis laporan hasil pengamatan siswa, meskipun masih ditemukan kesalahan dalam aspek kebahasaan.

Dapat disimpulkan bahwa pembelajaran menulis laporan hasil pengamatan telah diimplementasikan dengan baik dan memberikan dampak positif terhadap kemampuan menulis siswa. Upaya guru dalam menghadapi tantangan menunjukkan pentingnya kreativitas dan inovasi dalam proses pembelajaran.

ABSTRACT

Hera Mutiana, 2025. *Implementation of Indonesian Language Learning on Material Writing Report Observation Results in Grade VI SD Negeri Sragen District Jenangan Ponorogo Regency*. Thesis, Master's Program in Indonesian Language Education, Graduate School, PGRI Madiun University. Supervisor (1) Dr. Dwi Setiyadi, MM., Supervisor (2) Dr. Sigit Ricahyono, SS.,M.Pd.

Keywords: writing a report of observation results

This study aims to describe the implementation of Indonesian language learning on the material of writing observation results report in class VI of SD Negeri Sragen, Jenangan District, Ponorogo Regency, as well as identify the obstacles faced by teachers and the efforts made in overcoming these obstacles. The background of this study is the importance of writing skills as part of students' literacy skills, particularly in communicating the results of observations in a systematic and logical manner.

This study used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The main subjects of the study were the sixth grade teachers and sixth grade students of Sragen State Primary School. The study was conducted during February to June 2025.

The results of the study showed that learning implementation was carried out systematically through three stages, namely preparation, implementation, and evaluation. Teachers have applied the scientific approach as per the 2013 Curriculum, as well as using learning media such as observation sheets and sample report texts. Constraints encountered included time constraints, low student motivation, lack of local references, and difficulties in composing raw sentences. The teacher addressed such obstacles with a personalized approach, the use of concrete and contextual media, the provision of appreciation, small group discussions, as well as the provision of structured observation worksheets. The research findings can provide a comprehensive overview of the effectiveness of learning strategies and appropriate solutions to improve students' ability to write observation reports, although language-related errors are still found in the linguistic aspects.

It can be concluded that learning to write reports of observation results has been well implemented and has a positive impact on students' writing skills. Teachers' efforts in facing challenges show the importance of creativity and innovation in the learning process