

ABSTRAK

Siswanto. 2025. Implementasi Kurikulum Nasional dengan Penerapan Pembelajaran Mendalam pada Keterampilan Menulis Kelas IV di SD Negeri 1 Sawahan Kec. Lengkong Kab. Nganjuk. Tesis, Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Fakultas Sekolah Pasca Sarjana, Universitas PGRI Madiun. Pembimbing: (1) Dr. Dwi Rohman Soleh, S.S., M.Pd., (2) Dr. Kodrat Eko Putro Setiawan, M.Pd.

Kata kunci: kurikulum nasional, pembelajaran mendalam, keterampilan menulis, sekolah dasar.

Keterampilan menulis siswa sekolah dasar di Indonesia masih tergolong rendah karena pendekatan pembelajaran yang belum memberdayakan siswa secara aktif dan mendalam. Kurikulum Nasional yang diterapkan sejak 2022 menekankan pembelajaran mendalam (*deep learning*) yang mendorong siswa memahami, mengeksplorasi, dan mengaplikasikan pengetahuan dalam konteks nyata. Penelitian ini bertujuan mendeskripsikan perencanaan, implementasi, serta faktor pendukung dan penghambat penerapan pembelajaran mendalam pada keterampilan menulis kelas IV di SD Negeri 1 Sawahan Kecamatan Lengkong Kabupaten Nganjuk.

Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus intrinsik. Sumber data primer meliputi guru kelas IV, siswa kelas IV (12 siswa), dan kepala sekolah, sedangkan data sekunder berupa dokumen RPP, ATP, hasil tulisan siswa, dan catatan observasi. Teknik pengumpulan data menggunakan observasi partisipatif, wawancara mendalam, dan studi dokumentasi. Keabsahan data dijamin melalui triangulasi sumber, teknik, dan waktu, serta *member check*. Analisis data menggunakan model Miles dan Huberman meliputi reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan: (1) perencanaan pembelajaran berkualitas baik (82%) dengan integrasi sistematis komponen pembelajaran mendalam; (2) implementasi pembelajaran mencapai 85% dengan strategi berbasis proses, pembelajaran kontekstual, *scaffolding* adaptif, *peer review*, refleksi diri, dan integrasi dimensi olah pikir, hati, rasa, dan raga; (3) kualitas tulisan siswa rata-rata 84,58% dengan aspek ejaan tertinggi (95,75%) namun koherensi perlu penguatan (73%); (4) faktor pendukung meliputi kompetensi guru, dukungan manajemen sekolah, dan ketersediaan sarana prasarana, sedangkan faktor penghambat adalah keterbatasan waktu pembelajaran dan variasi kemampuan siswa yang signifikan (47,5%-97,5%).

ABSTRACT

Siswanto. 2025. Implementation of the National Curriculum with the Application of Deep Learning in Writing Skills for Grade IV at SD Negeri 1 Sawahan, Lengkong District, Nganjuk Regency. Thesis, Master's Program in Indonesian Language and Literature Education, Graduate School Faculty, PGRI University of Madiun. Advisors: (1) Dr. Dwi Rohman Soleh, S.S., M.Pd., (2) Dr. Kodrat Eko Putro Setiawan, M.Pd.

Keywords: national curriculum, deep learning, writing skills, elementary school.

Writing skills among elementary school students in Indonesia are still relatively low due to learning approaches that have not actively and deeply empowered students. The National Curriculum implemented since 2022 emphasizes deep learning that encourages students to understand, explore, and apply knowledge in real contexts. This study aims to describe the planning, implementation, and supporting and inhibiting factors of applying deep learning in writing skills for grade IV at SD Negeri 1 Sawahan, Lengkong District, Nganjuk Regency.

The study employed a qualitative approach with an intrinsic case study design. Primary data sources included grade IV teachers, grade IV students (12 students), and the school principal, while secondary data consisted of lesson plan documents, annual teaching programs, student writing samples, and observation notes. Data collection techniques utilized participatory observation, in-depth interviews, and document analysis. Data validity was ensured through source, technique, and time triangulation, as well as member checks. Data analysis used the Miles and Huberman model, including data reduction, data presentation, and conclusion drawing.

The research findings indicate: (1) learning planning achieved good quality (82%) with systematic integration of deep learning components; (2) learning implementation reached 85% through process-based strategies, contextual learning, adaptive scaffolding, peer review, self-reflection, and integration of cognitive, affective, aesthetic, and physical dimensions; (3) student writing quality averaged 84.58%, with spelling as the highest aspect (95.75%) though coherence requires strengthening (73%); (4) supporting factors include teacher competence, school management support, and infrastructure availability, while inhibiting factors are limited learning time and significant variation in student abilities (47.5%-97.5%).