

ABSTRAK

Lina Pungkasati. 2025. *“Peningkatan Keterampilan Menulis Teks Deskriptif melalui Model Pembelajaran Berbasis Teknologi (Media Video YouTube) Pada Siswa Kelas 5, SD Negeri 2 Mlorah Kecamatan Rejoso Kabupaten Nganjuk Tahun 2024/2025”*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan sastra Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Sigit Ricahyono, S.S M.Pd.

Kata kunci: motivasi belajar, menulis deskriptif , video, media digital, penelitian tindakan kelas.

Model Pembelajaran ini (1) menjelaskan penerapan model pembelajaran berbasis teknologi (media video) dalam meningkatkan keterampilan menulis teks deskriptif pada siswa kelas 5 SD Negeri 2 Mlorah, Kecamatan Rejoso, Kabupaten Nganjuk Tahun 2024; (2) mendeskripsikan hasil belajar siswa setelah penerapan model pembelajaran berbasis teknologi (media video) dalam keterampilan menulis teks deskriptif pada siswa kelas 5 SD Negeri 2 Mlorah, Kecamatan Rejoso, Kabupaten Nganjuk Tahun 2024/2025. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan Teknik Analisis Data menggunakan "model interaktif" (Miles dan Huberman): (1) pengumpulan data, (2) reduksi data, (3) presentasi data, (4) verifikasi data - penyimpulan yang dilaksanakan dalam dua siklus, meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 20 siswa kelas 5 SD Negeri 2 Mlorah pada Tahun Ajaran 2025/2026.

Data dikumpulkan melalui observasi, wawancara, angket motivasi belajar, dan dokumentasi. Analisis data dilakukan secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa penggunaan media video mampu meningkatkan motivasi belajar siswa secara signifikan. Tindakan dianggap berhasil dan penelitian akan dihentikan jika: (1) Minimal 75–80% siswa mencapai atau melampaui KKM 75 pada keterampilan menulis teks deskriptif. (2) Terjadi peningkatan skor rata-rata kelas pada setiap siklus, terutama pada aspek-aspek berikut: Kesesuaian isi dengan objek deskripsi., Kelengkapan dan kerincian deskripsi (detail sensorik, ciri khas objek), Keterpaduan paragraf dan organisasi isi, Penggunaan kosakata tepat dan variative, Ketepatan ejaan, tanda baca, dan struktur kalimat. (3) Siswa mampu menghasilkan teks deskriptif lengkap minimal 8–10 kalimat yang menggambarkan objek secara runtut, jelas, dan mudah dipahami. (4) Siswa menunjukkan peningkatan kemampuan mengamati informasi dari media video dan mengubahnya

menjadi tulisan deskriptif. Siswa menunjukkan keterlibatan aktif, antusias, serta peningkatan kualitas tulisan dari segi isi, struktur, dan kreativitas. MediaVideo memiliki kelebihan dalam menciptakan suasana belajar interaktif, memfasilitasi kreativitas, dan meningkatkan kepercayaan diri siswa. Adapun kelemahannya adalah sebagian siswa membutuhkan pendampingan lebih dalam penggunaan perangkat dan memerlukan kesiapan sarana teknologi.

Secara keseluruhan, media video terbukti efektif sebagai sarana inovatif untuk meningkatkan motivasi dan keterampilan menulis deskriptif siswa sekolah dasar. Hasil penelitian ini dapat dijadikan rujukan dalam mengembangkan pembelajaran berbasis digital di sekolah dasar.

ABSTRACT

Lina Pungkasati. 2025. *Improving Descriptive Text Writing Skills through a Technology-Based Learning Model (YouTube Video Media) for Fifth Grade Students of SD Negeri 2 Mlorah, Rejoso District, Nganjuk Regency, Academic Year 2024/2025.* Thesis. Madiun: Master's Program of Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

Keywords: learning motivation, descriptive writing, video, digital media, classroom action research

The learning model to: (1) explain the implementation of a technology-based learning model (video media) in improving descriptive text writing skills of fifth grade students at SD Negeri 2 Mlorah, Rejoso District, Nganjuk Regency; and (2) describe student learning outcomes after the implementation of the technology-based learning model (video media) in descriptive text writing skills in the academic year 2024/2025. This research employed Classroom Action Research (CAR) using the interactive data analysis model by Miles and Huberman, which consists of: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing/verification. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research subjects were 20 fifth grade students of SD Negeri 2 Mlorah in the 2025/2026 academic year.

Data were collected through observation, interviews, learning motivation questionnaires, and documentation. Data analysis was carried out using descriptive qualitative methods. The results showed that the use of video media was able to significantly increase students' learning motivation. The action was considered successful and the research was terminated if: (1) at least 75–80% of students achieved or exceeded the Minimum Mastery Criteria (KKM) score of 75 in descriptive text writing skills; (2) there was an increase in the class average score in each cycle, especially in the following aspects: relevance of content to the described object, completeness and detail of description (sensory details and distinctive characteristics of the object), paragraph coherence and content organization, appropriate and varied vocabulary usage, and accuracy in spelling, punctuation, and sentence structure; (3) students were able to produce complete descriptive texts of at least 8–10 sentences that describe objects in a coherent, clear, and understandable manner; and (4) students showed improvement in observing information from video media and transforming it into descriptive writing. Students

also demonstrated active involvement, enthusiasm, and improvement in writing quality in terms of content, structure, and creativity.

Video media has advantages in creating an interactive learning atmosphere, facilitating creativity, and increasing students' self-confidence. However, its weaknesses include the fact that some students require more guidance in using devices and the need for adequate technological facilities.

Overall, video media has proven to be effective as an innovative medium for improving motivation and descriptive writing skills of elementary school students. The results of this study can be used as a reference in developing digital-based learning in elementary schools.