

ABSTRAK

Dyah Wuryani. 2025. *Transformasi Pembelajaran Bahasa Indonesia Melalui Pendekatan Tematik-Integratif (Studi Kasus Di Kelas V SD Negeri Winong Kecamatan Tugu Kabupaten Trenggalek.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Supri Wahyudi Utomo, M.Pd., Pembimbing II: Dr. Dwi Rohman Soleh, SS, M.Pd

Kata kunci: pembelajaran Bahasa Indonesia, tematik-integratif, transformasi pembelajaran, sekolah dasar.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan serta mengidentifikasi faktor pendukung dan penghambat dalam transformasi pembelajaran Bahasa Indonesia melalui pendekatan tematik-integratif di kelas V SD Negeri Winong, Kecamatan Tugu, Kabupaten Trenggalek. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian meliputi guru kelas V dan siswa kelas V, sedangkan objek penelitian adalah proses pembelajaran Bahasa Indonesia berbasis tematik-integratif. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi teknik dan sumber. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan simpulan.

Hasil penelitian menunjukkan bahwa pembelajaran Bahasa Indonesia melalui pendekatan tematik-integratif telah mengalami transformasi yang ditandai dengan perubahan perencanaan pembelajaran, pelaksanaan yang kontekstual, peran aktif siswa, serta penerapan asesmen autentik. Faktor pendukung utama meliputi kompetensi guru, karakteristik siswa, dukungan sekolah, dan lingkungan belajar yang kontekstual. Adapun faktor penghambat meliputi keterbatasan waktu, heterogenitas kemampuan siswa, dan keterbatasan sarana pembelajaran. Penelitian ini menyimpulkan bahwa pendekatan tematik-integratif efektif dalam meningkatkan kualitas pembelajaran Bahasa Indonesia di sekolah dasar.

ABSTRACT

Dyah Wuryani. 2025. *Transformation of Indonesian Language Learning Through the Thematic-Integrative Approach (Case Study in Grade V of Winong Public Elementary School, Tugu District, Trenggalek Regency)*. Thesis. Master of Indonesian Language and Literature Education Study Program. Graduate School of PGRI Madiun University (UNIPMA). Supervisor I: Dr. Supri Wahyudi Utomo, M.Pd., Supervisor II: Dr. Dwi Rohman Soleh, SS, M.Pd

Keywords: Indonesian language learning, thematic-integrative approach, learning transformation, elementary school.

This study aims to describe the implementation and identify the supporting and inhibiting factors of the transformation of Indonesian language learning through a thematic-integrative approach in Grade V of SD Negeri Winong, Tugu District, Trenggalek Regency. This research employed a qualitative approach with a case study design. The research subjects consisted of the Grade V teacher and students, while the research object was the thematic-integrative Indonesian language learning process. Data were collected through observation, in-depth interviews, and documentation. Data validity was ensured through technique and source triangulation. Data analysis techniques included data reduction, data display, and conclusion drawing.

The results indicate that Indonesian language learning through the thematic-integrative approach has undergone a significant transformation, reflected in changes in lesson planning, contextual learning implementation, active student participation, and the use of authentic assessment. The main supporting factors include teacher competence, student characteristics, school support, and a contextual learning environment. Meanwhile, the inhibiting factors include limited instructional time, diverse student abilities, and limited learning facilities. This study concludes that the thematic-integrative approach is effective in improving the quality of Indonesian language learning in elementary schools.