

## ABSTRAK

**Hurnadi.** 2026. *Penerapan Metode Project-Based Learning dengan Media Komik Digital dalam Pembelajaran Teks Deskripsi di Kelas V SD Negeri Pragelan I Gondang Kecamatan Gondang Kabupaten Bojonegoro*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Prof. Dr. Muhammad Hanif, MM., M.Pd., Pembimbing II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

**Kata kunci:** *Project-Based Learning*, Komik Digital, Teks Deskripsi

Penelitian ini bertujuan untuk: (1) Mendeskripsikan perencanaan penerapan metode *Project-Based Learning* dengan media komik digital dalam pembelajaran teks deskripsi di kelas V SD Negeri Pragelan I; (2) Mendeskripsikan penerapan metode *Project-Based Learning* dengan media komik digital dalam pembelajaran teks deskripsi di kelas V SD Negeri Pragelan I; (3) Mendeskripsikan kendala yang dihadapi dalam proses penerapan metode *Project-Based Learning* dengan media komik digital dalam pembelajaran teks deskripsi di kelas V SD Negeri Pragelan I. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah siswa kelas V yang dipilih dengan pertimbangan tertentu. Analisis data yang digunakan dalam penelitian ini adalah analisis interaktif. Hasil penelitian menunjukkan bahwa: (1) Perencanaan penerapan *Project-Based Learning* dengan media komik digital dalam pembelajaran teks deskripsi di kelas V SD Negeri Pragelan I menunjukkan kesiapan guru dalam merancang pembelajaran yang sistematis dan berorientasi pada keterlibatan aktif siswa; (2) Penerapan *Project-Based Learning* dengan media komik digital dalam pembelajaran teks deskripsi berlangsung secara bertahap sesuai dengan sintaks pembelajaran berbasis proyek dan mampu meningkatkan keterlibatan siswa secara kognitif, kreatif, dan sosial; (3) Kendala yang dihadapi selama penerapan *Project-Based Learning* dengan media komik digital meliputi perbedaan kemampuan awal siswa, keterampilan teknis dalam penggunaan media digital, manajemen waktu, serta variasi kemampuan bekerja sama dalam kelompok.

## **ABSTRACT**

**Hurnadi. 2026.** *The Implementation of Project-Based Learning Method Using Digital Comic Media in Teaching Descriptive Texts in Grade V at SD Negeri Pragelan I Gondang, Gondang District, Bojonegoro Regency.* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Prof. Dr. Muhammad Hanif, MM., M.Pd., Supervisor II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

**Keywords:** *Project-Based Learning, Digital Comics, Descriptive Text.*

*This study aims to: (1) describe the planning of implementing the Project-Based Learning method using digital comic media in teaching descriptive texts in Grade V at SD Negeri Pragelan I; (2) describe the implementation of the Project-Based Learning method using digital comic media in teaching descriptive texts in Grade V at SD Negeri Pragelan I; (3) describe the obstacles encountered during the implementation of the Project-Based Learning method using digital comic media in teaching descriptive texts in Grade V at SD Negeri Pragelan I. The research method used in this study is qualitative descriptive. The research subjects were Grade V students selected based on certain considerations. The data analysis employed in this study was interactive analysis. The results of the study indicate that: (1) the planning of Project-Based Learning implementation using digital comic media in teaching descriptive texts in Grade V at SD Negeri Pragelan I demonstrated the teacher's readiness to design systematic learning that emphasizes active student engagement; (2) the implementation of Project-Based Learning using digital comic media in teaching descriptive texts was conducted gradually according to the syntax of project-based learning and was able to enhance students' cognitive, creative, and social involvement; (3) the obstacles encountered during the implementation of Project-Based Learning with digital comic media included differences in students' initial abilities, technical skills in using digital media, time management, and variations in collaborative skills within groups.*