

ABSTRAK

Dwi Utami. 2025. *Penerapan Discovery Learning Berbasis Eksplorasi Lingkungan Sekolah Dalam Pembelajaran Teks Eksplanasi Kearifan Lokal Di Kelas VI SD Negeri Kanor I Kecamatan Kanor Kabupaten Bojonegoro*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Elva Nuraina, M.Si., Pembimbing II: Dr. Sigit Ricahyono, SS, M.Pd.

Kata kunci: *Discovery Learning*, eksplorasi lingkungan sekolah, teks eksplanasi, kearifan lokal, pembelajaran Bahasa Indonesia.

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode *Discovery Learning* berbasis eksplorasi lingkungan sekolah dalam pembelajaran teks eksplanasi bermuatan kearifan lokal di kelas VI SD Negeri Kanor I Kecamatan Kanor Kabupaten Bojonegoro, menganalisis hasil belajar siswa setelah penerapan metode tersebut, serta mengidentifikasi kendala dan solusi dalam pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Subjek penelitian berjumlah 20 siswa kelas VI dan satu guru kelas. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi teknik dan sumber. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa penerapan metode *Discovery Learning* berbasis eksplorasi lingkungan sekolah dapat dilaksanakan dengan baik sesuai dengan tahapan pembelajaran, yaitu stimulasi, identifikasi masalah, pengumpulan data, pengolahan data, pembuktian, dan penarikan kesimpulan. Pembelajaran berbasis eksplorasi lingkungan sekolah dan kearifan lokal menjadikan proses pembelajaran lebih kontekstual, bermakna, dan berpusat pada siswa. Hasil belajar siswa mengalami peningkatan pada aspek kognitif, afektif, dan psikomotorik. Secara kognitif, siswa lebih memahami struktur dan karakteristik teks eksplanasi. Secara afektif, siswa menunjukkan sikap belajar yang lebih positif, seperti meningkatnya motivasi, kepercayaan diri, dan kepedulian terhadap lingkungan. Secara psikomotorik, siswa mampu menyusun teks eksplanasi secara lebih runtut dan logis berdasarkan hasil pengamatan langsung. Kendala yang ditemukan meliputi keterbatasan waktu, perbedaan kesiapan siswa, perubahan peran guru, dan keterbatasan sarana, namun dapat diatasi melalui perencanaan pembelajaran yang matang, pendampingan guru, dan fleksibilitas dalam pelaksanaan pembelajaran. Dengan demikian, metode *Discovery Learning* berbasis eksplorasi lingkungan sekolah efektif diterapkan dalam pembelajaran teks eksplanasi bermuatan kearifan lokal di Sekolah Dasar.

ABSTRACT

Dwi Utami. 2025. *Implementation of Discovery Learning Based on Exploration of School Environment in Learning Local Wisdom Explanatory Text in Grade VI of Kanor I Public Elementary School, Kanor District, Bojonegoro Regency.* Thesis. Master of Indonesian Language and Literature Education Study Program. PGRI Postgraduate School, Madiun University (UNIPMA). Supervisor I: Dr. Elva Nuraina, M.Si., Supervisor II: Dr. Sigit Ricahyono, SS, M.Pd.

Keywords: *Discovery Learning*, school environment exploration, explanatory text, local wisdom, Indonesian language learning.

This study aims to describe the implementation of the *Discovery Learning* method based on school environment exploration in teaching explanatory texts containing local wisdom to sixth-grade students at SD Negeri Kanor I, Kanor District, Bojonegoro Regency; to analyze students' learning outcomes after the implementation of the method; and to identify the obstacles and solutions in its implementation. This research employed a descriptive qualitative approach with a case study design. The research subjects consisted of 20 sixth-grade students and one classroom teacher. Data were collected through observation, interviews, and documentation. Data validity was ensured through technique and source triangulation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing.

The results show that the *Discovery Learning* method based on school environment exploration was implemented effectively according to its learning stages, namely stimulation, problem identification, data collection, data processing, verification, and conclusion drawing. Learning activities that utilized the school environment and local wisdom made the learning process more contextual, meaningful, and student-centered. Students' learning outcomes improved in cognitive, affective, and psychomotor aspects. Cognitively, students demonstrated better understanding of the structure and characteristics of explanatory texts. Affectively, students showed more positive learning attitudes, including increased motivation, self-confidence, and environmental awareness. Psychomotorically, students were able to write explanatory texts more systematically and logically based on direct observation. Although several obstacles were encountered, such as limited instructional time, differences in students' readiness, changes in the teacher's role, and limited facilities, these challenges could be addressed through careful planning, continuous teacher guidance, and flexible learning implementation. Therefore, the *Discovery Learning* method based on school environment exploration is effective for teaching explanatory texts containing local wisdom in elementary school