

ABSTRAK

Sulis Setyawati. 2025. *Implementasi Pendekatan Experiential Learning dalam Pembelajaran Cerita Pendek untuk Pengembangan Kreativitas Siswa Kelas IV SD Negeri 1 Mangkujayan Ponorogo*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Rohman Soleh, S.S., M.Pd., (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Kata Kunci: *Experiential Learning*, Pengembangan Kreativitas, Cerita Pendek

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis penerapan pendekatan *Experiential Learning* dalam pembelajaran cerita pendek serta pengembangan kreativitas siswa kelas IV SD Negeri 1 Mangkujayan Ponorogo. Penelitian ini juga menelusuri kendala yang dihadapi guru dan siswa dalam mengimplementasikan pendekatan tersebut untuk meningkatkan kreativitas siswa dalam memahami dan mengolah cerita pendek.

Metode penelitian yang digunakan adalah deskriptif kualitatif. Sumber data penelitian meliputi peristiwa pembelajaran, dokumen, guru, dan siswa kelas IV SDN 1 Mangkujayan. Teknik pengumpulan data menggunakan observasi, wawancara, dan studi dokumentasi. Validitas data dijaga melalui perpanjangan keikutsertaan peneliti, pengamatan seksama, dan triangulasi sumber data. Analisis data dilakukan dengan model analisis interaktif, berlangsung selama pengumpulan data dan setelah data terkumpul.

Hasil penelitian menunjukkan bahwa pembelajaran cerita pendek sebelum penerapan pendekatan *Experiential Learning* masih bersifat guru-sentris dan teoretis, sehingga pengembangan kreativitas siswa belum optimal. Penerapan pendekatan *Experiential Learning* mampu menciptakan suasana pembelajaran yang menyenangkan dan interaktif, meningkatkan motivasi dan partisipasi siswa, menumbuhkan keberanian dalam mengemukakan pendapat, serta mengembangkan kreativitas melalui kegiatan berpikir kritis dan penciptaan karya sastra. Adapun kendala yang ditemui meliputi rendahnya keaktifan sebagian siswa dalam diskusi, keterbatasan guru dalam menjalankan peran sebagai fasilitator, serta masih perlunya peningkatan pengetahuan tentang cerita pendek, kemampuan berbahasa, dan keterampilan menulis kreatif siswa.

ABSTRACT

Sulis Setyawati. 2025. *The Implementation of the Experiential Learning Approach in Short Story Learning to Develop the Creativity of Fourth-Grade Students at SD Negeri 1 Mangkujayan, Ponorogo.* Thesis. Master's Program in Indonesian Language and Literature Education, Graduate Program, Universitas PGRI Madiun. Advisors: (I) Dr. Dwi Rohman Soleh, S.S., M.Pd., (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Keywords: *Experiential Learning, Creativity Development, Short Stories*

This study aims to describe and analyze the implementation of the Experiential Learning approach in short story learning and its role in developing the creativity of fourth-grade students at SD Negeri 1 Mangkujayan, Ponorogo. In addition, this research explores the obstacles faced by teachers and students in implementing the Experiential Learning approach to enhance students' creativity in understanding and producing short stories. The research employed a qualitative descriptive method. The data sources included learning activities, documents, teachers, and fourth-grade students of SD Negeri 1 Mangkujayan. Data were collected through observation, interviews, and documentation studies. Data validity was ensured through prolonged engagement, careful observation, and source triangulation. Data analysis was conducted using an interactive analysis model, carried out during the data collection process and after the data were gathered.

The results of the study indicate that short story learning prior to the implementation of the Experiential Learning approach was still teacher-centered and theoretical, resulting in suboptimal development of students' creativity. The implementation of the Experiential Learning approach was able to create an enjoyable and interactive learning environment, increase students' motivation and participation, foster their confidence in expressing ideas, and develop creativity through critical thinking activities and the creation of literary works. However, several challenges were identified, including the low level of participation of some students in discussions, teachers' limitations in fully performing their role as effective facilitators, and the need to further improve students' knowledge of short stories, language proficiency, and creative writing skills.