

ABSTRAK

Nurani, Dewi. 2024. *Penerapan Program Pendampingan Literasi Guru Dan Partisipasi Orang Tua Terhadap Peningkatan Kebiasaan Membaca Siswa di SD Negeri Pager Kecamatan Bungkal Kabupaten Ponorogo.* Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

Kata kunci: *Pendampingan literasi guru, Partisipasi orang tua, Kebiasaan membaca, Sekolah dasar*

Penelitian ini bertujuan untuk mendeskripsikan penerapan program pendampingan literasi guru dan partisipasi orang tua dalam mendukung peningkatan kebiasaan membaca siswa di SD Negeri Pager, Kecamatan Bungkal. Latar belakang penelitian ini didasari oleh rendahnya minat baca siswa sekolah dasar di Indonesia serta pentingnya kolaborasi antara sekolah dan keluarga dalam membentuk budaya literasi sejak dini. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian terdiri dari guru, orang tua, dan siswa. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Uji keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, serta *member check*. Analisis data menggunakan model interaktif Miles, Huberman, & Saldaña (2018) yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa guru telah melaksanakan program pendampingan literasi secara rutin melalui kegiatan membaca 15 menit, pemanfaatan pojok baca, dan pemberian tugas literasi. Namun, keterbatasan bahan bacaan dan motivasi siswa masih menjadi kendala. Partisipasi orang tua dalam mendukung literasi anak beragam, mulai dari mendampingi membaca, menyediakan buku, hingga terlibat dalam program literasi sekolah, meskipun terdapat hambatan berupa kesibukan bekerja dan keterbatasan fasilitas bacaan. Kebiasaan membaca siswa terbentuk lebih kuat ketika mendapat dukungan dari guru di sekolah dan orang tua di rumah. Kesimpulan penelitian ini menegaskan bahwa sinergi antara guru dan orang tua merupakan faktor kunci dalam pembentukan kebiasaan membaca siswa sekolah dasar. Penelitian ini memberikan implikasi praktis bagi sekolah dan orang tua untuk memperkuat kolaborasi dalam program literasi, serta kontribusi teoretis dalam memperkaya kajian literasi anak usia sekolah dasar di Indonesia.

ABSTRACT

Nurani, D. (2024). *The implementation of teacher literacy mentoring programs and parental participation in improving students' reading habits at SD Negeri Pager, Bungkal Subdistrict* (Master's thesis). Graduate Program in Indonesian Language and Literature Education, Postgraduate School, Universitas PGRI Madiun. Advisor I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Muhammad Binur Huda, M.Pd.

Keywords: *teacher literacy mentoring, parental participation, reading habits, elementary school*

This study aims to describe the implementation of teacher literacy mentoring programs and parental participation in supporting the development of students' reading habits at SD Negeri Pager, Bungkal Subdistrict. The research background is based on the low reading interest among Indonesian elementary school students and the importance of collaboration between schools and families in cultivating a literacy culture from an early age. This research employed a descriptive qualitative approach with teachers, parents, and students as the subjects. Data were collected through in-depth interviews, observation, and documentation. The validity of the data was ensured using source triangulation, technique triangulation, and member checking. Data were analyzed using the interactive model of Miles, Huberman, & Saldaña (2018), which consists of data reduction, data display, and conclusion drawing/verification. The findings revealed that teachers regularly implemented literacy mentoring programs through a 15-minute reading activity, the use of classroom reading corners, and literacy assignments. However, limited reading materials and varying student motivation remained as challenges. Parental participation in literacy support was diverse, ranging from accompanying children to read, providing books, to engaging in school literacy programs. Nevertheless, barriers such as work demands and limited reading facilities were also evident. Students' reading habits were found to be stronger when supported by both teachers at school and parents at home. This study concludes that the synergy between teachers and parents is a key factor in shaping elementary school students' reading habits. The research provides practical implications for schools and parents to strengthen collaboration in literacy programs, as well as theoretical contributions to the study of children's literacy development in Indonesian elementary education.

