

## ABSTRAK

**Diah Ike Sulistiyorini.** 2025. *Penerapan Model Pembelajaran Berbasis Proyek Dengan Media Monopoli Dalam Pembelajaran Menulis Pantun Pada Siswa Kelas V SD Negeri Jumok III Kecamatan Ngraho Kabupaten Bojonegoro*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Endang Sri Maruti, M.Pd.

**Kata Kunci:** *pembelajaran berbasis proyek, media monopoli, menulis pantun, aktivitas belajar siswa, hasil belajar*

Penelitian ini bertujuan untuk mendeskripsikan penerapan model Pembelajaran Berbasis Proyek (Project-Based Learning/PjBL) dengan media monopoli dalam pembelajaran menulis pantun, serta mengidentifikasi kelebihan dan kekurangannya pada siswa kelas V SD Negeri Jumok III Kecamatan Ngraho Kabupaten Bojonegoro. Latar belakang penelitian berfokus pada rendahnya minat dan kemampuan siswa dalam menulis pantun akibat metode pembelajaran yang masih konvensional dan kurangnya media yang menarik. Melalui pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dokumentasi, serta tes pretest dan posttest.

Hasil penelitian menunjukkan bahwa penerapan model PjBL dengan bantuan media monopoli terlaksana sesuai sintaks pembelajaran berbasis proyek, mulai dari penentuan pertanyaan mendasar, perencanaan proyek, penjadwalan, monitoring, hingga presentasi dan evaluasi hasil. Aktivitas siswa mencapai kategori sangat baik dengan skor rata-rata 86, demikian pula aktivitas guru mencapai skor 90. Selain itu, terjadi peningkatan hasil belajar siswa yang signifikan, terlihat dari kenaikan nilai rata-rata dari 62 pada pretest menjadi 85 pada posttest. Media monopoli mendorong siswa lebih aktif, kreatif, bekerja sama, serta memahami struktur pantun dengan lebih mudah.

Meskipun memberikan pengaruh positif, model ini memiliki beberapa kekurangan, antara lain membutuhkan waktu yang lebih lama, memerlukan kesiapan guru dalam pengelolaan kelas dan media, serta masih ditemukan siswa yang kurang percaya diri dalam mempresentasikan karya. Namun secara keseluruhan, model PjBL dengan media monopoli terbukti efektif dalam meningkatkan keterampilan menulis pantun dan dapat direkomendasikan sebagai alternatif pembelajaran Bahasa Indonesia di sekolah dasar.

## ABSTRACT

**Diah Ike Sulistiyorini.** 2025. *The Implementation of Project-Based Learning Model with Monopoly Media in Teaching Pantun Writing for Fifth-Grade Students of SD Negeri Jumok III, Ngraho Subdistrict, Bojonegoro Regency.* Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Endang Sri Maruti, M.Pd.

**Keywords:** project-based learning, monopoly media, pantun writing, student learning activities, learning outcomes

This study aims to describe the implementation of the Project-Based Learning (PjBL) model using monopoly media in teaching pantun writing, as well as to identify its strengths and weaknesses among fifth-grade students of SD Negeri Jumok III, Ngraho Subdistrict, Bojonegoro Regency. The background of the research is based on students' low interest and ability in writing pantun, caused by conventional learning methods and the lack of engaging instructional media. Using a descriptive qualitative approach, data were collected through observation, interviews, documentation, and pretest–posttest assessments.

The findings show that the implementation of PjBL assisted by monopoly media was carried out in accordance with the stages of the project-based learning syntax, starting from determining essential questions, project planning, scheduling, monitoring, to presentation and evaluation. Students' learning activities reached a very good category with an average score of 86, while teacher activity scored 90. Furthermore, there was a significant increase in students' learning outcomes, indicated by the rise in the average score from 62 on the pretest to 85 on the posttest. The use of monopoly media encouraged students to be more active, creative, collaborative, and better able to understand the structure of pantun.

Although it provides positive effects, this model also has some limitations, including requiring a longer duration, demanding teacher readiness in classroom and media management, and the presence of students who were still less confident in presenting their work. Overall, the PjBL model with monopoly media proved effective in improving pantun writing skills and is recommended as an alternative learning strategy for Indonesian language instruction in elementary schools.