

ABSTRAK

Febriana, Serly Putri. NIM 2202101042. 2026. *Pengaruh Strategi DRTA (Directed Reading Thinking Activity) Berbasis Deep Learning terhadap Kemampuan Membaca Pemahaman Siswa Kelas IV Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing: (I) Dr. Dewi Tryanasari, S.Pd., M. Pd.; (II) Dr. Sri Budyartati, S.S., M.Pd.

Penelitian ini bertujuan untuk menguji pengaruh strategi *Directed Reading Thinking Activity* (DRTA) berbasis *deep learning* terhadap kemampuan membaca pemahaman siswa kelas IV Sekolah Dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimental tipe *Non-Equivalent Control Group Design*. Sampel penelitian berjumlah 44 siswa kelas IV A dan IV B SDN 1 Siwalan yang ditentukan melalui teknik sampling jenuh, dengan kelas IV A sebagai kelas eksperimen dan kelas IV B sebagai kelas kontrol. Data dikumpulkan menggunakan instrumen tes membaca pemahaman yang mencakup indikator literal, inferensial, dan evaluatif, serta dianalisis menggunakan uji *Independent Sample T-Test* dan *Paired Sample T-Test* dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa nilai rata-rata *post-test* kelas eksperimen (77,42) jauh lebih tinggi dibandingkan kelas kontrol (35,30). Hasil *Independent Sample T-Test* memperoleh nilai $t = 18,100$ dengan $df = 42$ dan signifikansi $0,000 (< 0,05)$, yang berarti H_0 ditolak dan H_1 diterima. Hasil *Paired Sample T-Test* pada kelas eksperimen juga menunjukkan peningkatan yang signifikan antara nilai *pre-test* dan *post-test* ($t = -24,324$; $df = 21$; $sig. = 0,000$), dengan rata-rata *gain score* sebesar 43,30, lebih tinggi dibandingkan kelas kontrol yang hanya sebesar 11,74. Peningkatan terbesar terjadi pada aspek inferensial dan evaluatif. Dengan demikian, dapat disimpulkan bahwa strategi DRTA berbasis *deep learning* berpengaruh signifikan dan efektif digunakan untuk meningkatkan kemampuan membaca pemahaman siswa kelas IV Sekolah Dasar.

Kata Kunci: strategi DRTA, *deep learning*, kemampuan membaca pemahaman, sekolah dasar

ABSTRACT

Febriana, Serly Putri. Student ID 2202101042. 2026. *The Effect of the Deep Learning-Based DRTA (Directed Reading Thinking Activity) Strategy on the Reading Comprehension Ability of Fourth-Grade Elementary School Students*. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Dewi Tryanasari, S.Pd., M. Pd.; (II) Dr. Sri Budiyartati, S.S., M.Pd.

This study aimed to examine the effect of the deep learning-based *Directed Reading Thinking Activity* (DRTA) strategy on the reading comprehension ability of fourth-grade elementary school students. The study employed a quantitative approach with a quasi-experimental *Non-Equivalent Control Group Design*. The sample consisted of 44 students from classes IV A and IV B of SDN 1 Siwalan, determined through saturated sampling, with class IV A as the experimental group and class IV B as the control group. Data were collected using a reading comprehension test covering literal, inferential, and evaluative indicators, and were analyzed using the *Independent Sample T-Test* and *Paired Sample T-Test* with the help of SPSS software. The results showed that the *post-test* mean score of the experimental class (77.42) was far higher than that of the control class (35.30). The *Independent Sample T-Test* yielded $t = 18.100$, $df = 42$, and a significance value of 0.000 (< 0.05), indicating that H_0 was rejected and H_1 was accepted. The *Paired Sample T-Test* for the experimental class also showed a significant increase between the *pre-test* and *post-test* ($t = -24.324$; $df = 21$; $sig. = 0.000$), with an average *gain score* of 43.30, higher than the control class's 11.74. The greatest improvement occurred in the inferential and evaluative aspects. It can therefore be concluded that the deep learning-based DRTA strategy has a significant and effective influence on improving the reading comprehension ability of fourth-grade elementary school students.

Keywords: DRTA strategy, deep learning, reading comprehension ability, elementary school