

ABSTRAK

Rahmatia Eka Fitri. 2026. Penerapan Model *Problem Based Learning* Berbantuan *Media E-Flash Card* dalam Pembelajaran Membaca pada Siswa Kelas V SD. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. (I) Prof. Dr. Bambang Eko Hari Cahyono, M. Pd, (II) Dr. Endang Sri Maruti, S.Pd., M. Pd

Kemampuan membaca merupakan keterampilan literasi dasar yang fundamental pada jenjang sekolah dasar. Data PISA dan Asesmen Nasional menunjukkan kemampuan literasi membaca siswa Indonesia masih rendah. Permasalahan tersebut disebabkan oleh dominasi pembelajaran konvensional, kurangnya keterlibatan aktif siswa, serta minimnya penggunaan media inovatif. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan model *Problem Based Learning (PBL)* berbantuan media *E-Flash Card* dalam pembelajaran membaca siswa kelas V SD; (2) mendeskripsikan kemampuan membaca siswa kelas V SD setelah penerapan model tersebut; dan (3) mengidentifikasi kendala-kendala yang dihadapi guru dan siswa dalam implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian dilaksanakan di SDN Jatirejo, Kota Madiun tahun ajaran 2025/2026. Sumber data adalah guru kelas V dan siswa kelas V SDN Jatirejo. Teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Teknik analisis data menggunakan model analisis interaktif Miles dan Huberman. Validitas data melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa: (1) Penerapan model PBL berbantuan media *E-Flash Card* dilaksanakan melalui lima tahap: orientasi pada masalah, mengorganisasi siswa untuk belajar, membimbing penyelidikan, mengembangkan dan menyajikan hasil karya, serta menganalisis dan mengevaluasi proses pemecahan masalah; (2) Kemampuan membaca siswa meningkat pada empat aspek, yaitu pemahaman literal, pemahaman inferensial, identifikasi ide pokok dan informasi penting, serta kemampuan menarik kesimpulan; (3) Kendala yang dihadapi meliputi keterbatasan waktu, perbedaan kemampuan akademik siswa, dan manajemen kelas saat diskusi kelompok. Simpulan penelitian menunjukkan bahwa penerapan model PBL berbantuan media *E-Flash Card* terbukti efektif meningkatkan kemampuan membaca siswa kelas V SD.

Kata kunci: Kemampuan Membaca, *Problem Based Learning*, *Media E-Flash Card*, Sekolah Dasar.

ABSTRACT

Rahmatia Eka Fitri. 2026. The Application of a Problem-Based Learning Model Assisted by E-Flash Cards in Teaching Reading to Fifth-Grade Elementary School Students. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Endang Sri Maruti, S.Pd., M.Pd.

Reading ability is a fundamental literacy skill at the elementary school level. PISA and National Assessment data indicate that Indonesian students' reading literacy skills remain low. This problem is caused by the dominance of conventional teaching methods, a lack of active student engagement, and minimal use of innovative media. This study aims to: (1) describe the implementation of the Problem-Based Learning (PBL) model supported by E-Flash Card media in the reading instruction of fifth-grade elementary school students; (2) describe the reading skills of fifth-grade elementary school students after the implementation of this model; and (3) identify the challenges faced by teachers and students during its implementation. This study employed a qualitative approach using a case study design. The research was conducted at SDN Jatirejo, Madiun City, during the 2025/2026 school year. The data sources were fifth-grade teachers and students at SDN Jatirejo. Data collection techniques included observation, in-depth interviews, and documentation. Data analysis employed the interactive analysis model developed by Miles and Huberman. Data validity was ensured through triangulation of sources and techniques. The research findings indicate that: (1) The implementation of the PBL model aided by E-Flash Cards was carried out through five stages: problem orientation, organizing students for learning, guiding inquiry, developing and presenting work products, and analyzing and evaluating the problem-solving process; (2) Students' reading skills improved in four aspects: literal comprehension, inferential comprehension, identification of main ideas and key information, and the ability to draw conclusions; (3) Challenges encountered included time constraints, differences in students' academic abilities, and classroom management during group discussions. The study's conclusions indicate that the implementation of the PBL model aided by E-Flash Card media has proven effective in improving the reading skills of fifth-grade elementary school students. Keywords: Reading Skills, Problem-Based Learning, E-Flash Card Media, Elementary School.