

ABSTRAK

Nurul Badriyah. 2026. *Strategi Peningkatan Keterampilan Menulis Guru Melalui Refleksi dan Evaluasi Berkelanjutan di SD Negeri Pendem.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pasca Sarjana. Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

Kata kunci: *keterampilan menulis guru, refleksi pengalaman mengajar, evaluasi berkelanjutan, pengembangan profesional guru, studi kasus*

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan refleksi pengalaman mengajar dan evaluasi berkelanjutan, mengidentifikasi faktor pendukung dan penghambat, serta mendeskripsikan strategi peningkatan keterampilan menulis guru di SD Negeri Pendem. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri atas tiga guru yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, analisis dokumen, dan angket, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldaña. Keabsahan data dilakukan melalui triangulasi dan *member checking*. Hasil penelitian menunjukkan bahwa refleksi dan evaluasi berkelanjutan meningkatkan keterampilan menulis guru, ditunjukkan oleh skor rata-rata jurnal refleksi 38 dari 40 atau 95. Faktor pendukung meliputi komitmen guru, dukungan kepala sekolah, budaya kolaboratif, dan jurnal refleksi, sedangkan hambatannya berupa keterbatasan waktu, beban administrasi, dan perbedaan kemampuan awal. Strategi efektif dilakukan melalui refleksi, evaluasi, umpan balik, supervisi akademik, dan diskusi profesional secara berkesinambungan.

ABSTRACT

Nurul Badriyah. 2026. *Strategies for Improving Teachers' Writing Skills through Reflection and Continuous Evaluation at SD Negeri Pendem.* Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

Keywords: teachers' writing skills, teaching experience reflection, continuous evaluation, teacher professional development, case study

This study aimed to describe the implementation of teaching experience reflection and continuous evaluation, identify supporting and inhibiting factors, and describe strategies for improving teachers' writing skills at SD Negeri Pendem. This study employed a qualitative approach with a case study design. The participants were three teachers selected purposively. Data were collected through observation, interviews, document analysis, and questionnaires, and analyzed using the Miles, Huberman, and Saldaña model. Data validity was established through triangulation and member checking. The results showed that reflection and continuous evaluation improved teachers' writing skills, as indicated by an average reflection journal score of 38 out of 40, equivalent to 95. Supporting factors included teacher commitment, principal support, a collaborative culture, and the use of reflection journals, while inhibiting factors included limited time, administrative workload, and differences in initial writing abilities. Effective strategies involved reflection, continuous evaluation, feedback, academic supervision, and ongoing professional discussions.