

ABSTRAK

Ika Damayanti Setyaningrum. 2026. *Pengaruh Penggunaan Model Pembelajaran Experiential Learning dan Kemampuan Berpikir Analogi terhadap Keterampilan Menulis Puisi Siswa Kelas IV SD Negeri di Gugus 5 Kecamatan Parang Kabupaten Magetan.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. V. Teguh Suharto, M.Pd., Pembimbing II: Dr. Dwi Rohman Soleh, M.Pd.

Kata kunci: experiential learning, berpikir analogi, menulis puisi, ANOVA dua jalur, sekolah dasar

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis puisi siswa kelas IV SD Negeri di Gugus 5 Kecamatan Parang, Kabupaten Magetan, yang disebabkan oleh model pembelajaran yang kurang melibatkan pengalaman langsung dan belum optimalnya pengembangan kemampuan berpikir analogi. Tujuan penelitian adalah menguji pengaruh model experiential learning, kemampuan berpikir analogi (tinggi vs rendah), serta interaksi keduanya terhadap keterampilan menulis puisi. Penelitian menggunakan pendekatan kuantitatif desain faktorial 2x2. Subjek penelitian adalah siswa kelas IV. Pengumpulan data menggunakan tes menulis puisi dan tes berpikir analogi, dianalisis dengan ANOVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan signifikan keterampilan menulis puisi antara siswa yang mengikuti model experiential learning dan model konvensional, dengan model experiential learning lebih unggul; (2) terdapat perbedaan signifikan antara siswa dengan kemampuan berpikir analogi tinggi dan rendah, kelompok berpikir analogi tinggi menunjukkan capaian lebih baik; dan (3) terdapat interaksi signifikan antara model pembelajaran dan kemampuan berpikir analogi, yang berarti efektivitas experiential learning lebih terasa pada siswa dengan kemampuan berpikir analogi tinggi. Kesimpulannya, model experiential learning dan kemampuan berpikir analogi berpengaruh signifikan terhadap keterampilan menulis puisi, sehingga guru disarankan mengintegrasikan pengalaman konkret dan latihan analogi dalam pembelajaran menulis puisi..

ABSTRACT

Ika Damayanti Setyaningrum. 2026. *The Effect of Experiential Learning Model and Analogical Thinking Ability on Poetry Writing Skills of Fourth-Grade Students at Public Elementary Schools in Gugus 5, Kecamatan Parang, Kabupaten Magetan.* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. V. Teguh Suharto, M.Pd., Supervisor II: Dr. Dwi Rohman Soleh, M.Pd.

Keywords: *experiential learning, analogical thinking, poetry writing, two-way ANOVA, elementary school.*

This research is motivated by the low poetry writing skills of fourth-grade students at public elementary schools in Gugus 5, Kecamatan Parang, Kabupaten Magetan, caused by learning models that lack direct experience involvement and suboptimal development of analogical thinking ability. The objective is to examine the effect of the experiential learning model, analogical thinking ability (high vs low), and their interaction on poetry writing skills. This study employs a quantitative approach with a 2x2 factorial design. The subjects were fourth-grade students. Data were collected through poetry writing tests and analogical thinking tests, then analyzed using two-way ANOVA. The findings reveal that: (1) there is a significant difference in poetry writing skills between students taught with the experiential learning model and those taught with conventional models, with experiential learning being superior; (2) there is a significant difference between students with high and low analogical thinking ability, with the high-ability group achieving better outcomes; and (3) there is a significant interaction between the learning model and analogical thinking ability, indicating that experiential learning's effectiveness is more pronounced among students with high analogical thinking ability. In conclusion, the experiential learning model and analogical thinking ability significantly affect poetry writing skills, so teachers are advised to integrate concrete experiences and analogy exercises in poetry writing instruction.