

ABSTRAK

Penelitian ini bertujuan untuk: (1) mendeskripsikan prosedur penerapan media permainan edukatif yang efektif dalam pembelajaran membaca puisi, (2) menganalisis peningkatan kemampuan membaca puisi, dan (3) mengidentifikasi perubahan sikap serta motivasi belajar siswa kelas V SD Negeri Ngunut, Kecamatan Kawedanan, Kabupaten Magetan. Penelitian tindakan kelas ini menggunakan model Kemmis dan McTaggart dalam dua siklus pada subjek 35 siswa. Data dikumpulkan melalui observasi, tes unjuk kerja, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa prosedur penerapan media permainan edukatif (Kartu Ekspresi, Estafet Bait Puisi, Tebak Ekspresi, dan Roda Puisi) dilaksanakan secara bertahap dengan umpan balik instan. Kemampuan membaca puisi siswa meningkat signifikan: nilai rata-rata kelas naik dari 70 (pra-siklus) menjadi 76 (Siklus I) dan 85 (Siklus II), dengan ketuntasan klasikal meningkat dari 26% menjadi 69% lalu mencapai 86% (melampaui indikator keberhasilan $\geq 85\%$). Peningkatan tertinggi terjadi pada aspek ekspresi dan penghayatan. Selain itu, motivasi, antusiasme, dan keberanian siswa tampil di depan kelas meningkat secara positif.

Kata Kunci: membaca puisi, media permainan edukatif, penelitian tindakan kelas, sekolah dasar

ABSTRACT

This study aims to: (1) describe the implementation procedure of effective educational game media in poetry reading instruction, (2) analyze the improvement in poetry reading skills, and (3) identify changes in the attitudes and learning motivation of fifth-grade students at SD Negeri Ngunut, Kawedanan District, Magetan Regency. This classroom action research employed the Kemmis and McTaggart model over two cycles with 35 student participants. Data were collected through observation, performance tests, interviews, and documentation, and subsequently analyzed using both qualitative and quantitative descriptive methods. The results indicate that the implementation procedure for the educational game media (Expression Cards, Poetry Stanza Relay, Guess the Expression, and Poetry Wheel) was carried out in stages with immediate feedback. Students' poetry reading skills improved significantly: the class average score rose from 70 (pre-cycle) to 76 (Cycle I) and 85 (Cycle II), while the classical mastery rate increased from 26% to 69% and finally reached 86% (surpassing the success indicator of $\geq 85\%$). The most significant improvements occurred in the aspects of expression and emotional interpretation. Furthermore, students' motivation, enthusiasm, and confidence in performing in front of the class showed positive improvement.

Keywords: poetry reading, educational game media, classroom action research, elementary school