

ABSTRAK

Fahmi, M. Adlan. 2026. *Peningkatan Keterampilan Menulis Pantun Melalui Pendekatan Contextual Teaching and Learning (CTL) pada Siswa Kelas V SD Negeri Wonosalam 5*. Tesis, Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dwi Rosita Sari, M.Pd.Ph.D.

Kata Kunci: *Keterampilan Menulis Pantun, Contextual Teaching and Learning (CTL), Media Kartu Warna.*

Keterampilan menulis merupakan fondasi utama pengembangan kompetensi literasi siswa di sekolah dasar. Namun, siswa kelas V SD Negeri Wonosalam 5 mengalami kendala dalam menulis pantun, seperti kebuntuan ide, keterbatasan kosakata, rendahnya motivasi, dan ketidakpahaman terhadap struktur sampiran dan isi. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan dan menganalisis peningkatan hasil belajar menulis pantun melalui pendekatan *Contextual Teaching and Learning (CTL)*.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dengan pendekatan kualitatif yang mengacu pada model spiral Kemmis & McTaggart. Subjek penelitian terdiri dari 12 siswa kelas V SD Negeri Wonosalam 5. Penelitian dilaksanakan dalam dua siklus, di mana setiap siklus meliputi tahap perencanaan, pelaksanaan, pengamatan, dan refleksi. Data dikumpulkan menggunakan kombinasi teknik tes (penugasan menulis pantun) dan non-tes (observasi, wawancara, angket, dan catatan lapangan), lalu dianalisis menggunakan teknik statistik deskriptif dan analisis deskriptif kualitatif. Indikator keberhasilan klasikal ditetapkan sebesar $\geq 85\%$ siswa mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) dengan nilai minimal 75.

Hasil penelitian menunjukkan bahwa penerapan pendekatan CTL terbukti efektif meningkatkan kualitas proses dan hasil belajar menulis pantun siswa. Dari segi proses, persentase aktivitas guru meningkat dari 75% pada Siklus I menjadi 90% pada Siklus II. Begitu pula dengan aktivitas siswa yang meningkat dari 70% pada Siklus I menjadi 87,5% pada Siklus II. Dari segi hasil belajar, persentase ketercapaian tujuan pembelajaran secara klasikal meningkat secara signifikan, dari data pra-siklus sebesar 25% (rata-rata 67,08) menjadi 50% pada Siklus I (rata-rata 71,67), dan mencapai 92% pada Siklus II (rata-rata 80,42). Integrasi kearifan lokal Wonosalam (seperti potensi kopi, durian, dan wisata lokal) melalui media kartu warna berhasil menstimulasi kreativitas siswa dalam mengonstruksi pantun secara bermakna. Kesimpulannya, pendekatan CTL efektif digunakan sebagai solusi inovatif dalam meningkatkan keterampilan menulis sastra di sekolah dasar.

ABSTRACT

Fahmi, M. Adlan. 2026. *Improving Pantun Writing Skills through Contextual Teaching and Learning (CTL) Approach for Fifth-Grade Students of SD Negeri Wonosalam 5.* Master's Thesis, Master Program in Indonesian Language and Literature Education, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dwi Rosita Sari, M.Pd., Ph.D.

Keywords: *Pantun Writing Skills, Contextual Teaching and Learning (CTL), Colored Card Media.*

Writing skills serve as a fundamental cornerstone for developing students' literacy competence in elementary schools. However, fifth-grade students at SD Negeri Wonosalam 5 faced obstacles in writing pantun (traditional Indonesian quatrains), such as creative blocks, limited vocabulary, low motivation, and a lack of understanding regarding the structure of sampiran (foreshadowing/hint) and isi (content). This study aimed to describe the implementation process and analyze the improvement of learning outcomes in pantun writing through the Contextual Teaching and Learning (CTL) approach.

This study was a Classroom Action Research (CAR) utilizing a qualitative approach that refers to the Kemmis & McTaggart spiral model. The subjects of the research consisted of 12 fifth-grade students at SD Negeri Wonosalam 5. The study was conducted in two cycles, with each cycle encompassing the stages of planning, acting, observing, and reflecting. Data were collected using a combination of testing techniques (pantun writing assignments) and non-testing techniques (observations, interviews, questionnaires, and field notes), and were subsequently analyzed using descriptive statistical and qualitative descriptive analysis techniques. The classical success indicator was set at $\geq 85\%$ of students achieving the Learning Objective Achievement Criteria (KKTP) with a minimum score of 75.

The results demonstrated that the application of the CTL approach was proven effective in improving both the process quality and the learning outcomes of students' pantun writing. In terms of the process, the percentage of teacher activities increased from 75% in Cycle I to 90% in Cycle II. Similarly, student activities increased from 70% in Cycle I to 87.5% in Cycle II. In terms of learning outcomes, the percentage of classical learning objective achievement increased significantly, from 25% in the pre-cycle data (mean score of 67.08) to 50% in Cycle I (mean score of 71.67), and reached 92% in Cycle II (mean score of 80.42). The integration of Wonosalam's local wisdom (such as local coffee, durian, and tourism potential) through color card media successfully stimulated students' creativity in meaningfully constructing pantun. In conclusion, the CTL approach is effectively utilized as an innovative solution to enhance literary writing skills in elementary schools.