

ABSTRAK

Rahayu Wulan Rahmadhani. 2026. *Peningkatan Keterampilan Menulis Puisi Anak Melalui Metode Authentic Learning Berbantuan Media Lingkungan Siswa Kelas V SD Negeri Kartoharjo 2 Kecamatan Kartoharjo Kabupaten Magetan*. Tesis. Program Magister Pendidikan Bahasa Dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr.V. Teguh Suharto, M.Pd.; (II) Dr. Indriyana Dwi Mustikarini, M.H.

Kata kunci: menulis, puisi anak, metode authentic learning, dan media lingkungan

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode *Authentic Learning* berbantuan media lingkungan serta menganalisis peningkatan aktivitas dan keterampilan menulis puisi anak pada siswa kelas V SD Negeri Kartoharjo 2 Kecamatan Kartoharjo Kabupaten Magetan. Permasalahan utama yang melatarbelakangi penelitian ini adalah rendahnya keterampilan menulis puisi anak dan pasifnya proses pembelajaran akibat penggunaan media serta metode mengajar yang kurang bervariasi. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, di mana setiap siklus mencakup tahapan perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian terdiri dari guru dan siswa kelas V SD Negeri Kartoharjo 2. Data penelitian diperoleh melalui teknik tes (tugas menulis puisi anak) dan teknik nontes (observasi, wawancara, dan jurnal). Analisis data dilakukan secara kuantitatif deskriptif untuk data tes dan analisis kualitatif interaktif untuk data nontes. Hasil penelitian menunjukkan bahwa penerapan metode *Authentic Learning* berbantuan media lingkungan secara signifikan mampu meningkatkan keaktifan dan keterampilan menulis puisi anak. Pada tahap prapenelitian, nilai rata-rata klasikal siswa hanya mencapai 61,97 (kategori kurang). Setelah diberikan tindakan pada Siklus I, nilai rata-rata meningkat menjadi 74,08 (kategori cukup). Peningkatan berlanjut secara optimal pada Siklus II dengan pencapaian nilai rata-rata sebesar 81,80 (kategori baik) dan telah memenuhi indikator ketuntasan klasikal. Peningkatan ini mencakup aspek kesesuaian isi dengan tema, penggunaan diksi/pilihan kata, serta penggunaan kata konkret, disertai peningkatan keaktifan siswa dari 75% pada Siklus I menjadi 90% pada Siklus II. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan metode *Authentic Learning* berbantuan media lingkungan efektif dan berhasil meningkatkan aktivitas belajar serta keterampilan menulis puisi anak pada siswa kelas V SD Negeri Kartoharjo 2. Pembelajaran langsung melalui pengamatan objek konkret di lingkungan sekitar terbukti mampu merangsang imajinasi, memperkaya diksi, dan meningkatkan keterlibatan aktif siswa dalam proses menulis puisi.

ABSTRACT

Rahayu Wulan Rahmadhani. 2026. *Improving Children's Poetry Writing Skills Through the Authentic Learning Method Assisted by Environmental Media for Fifth Grade Students of Kartoharjo 2 Elementary School, Kartoharjo District, Magetan Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Dr.V. Teguh Suharto, M.Pd.; (II) Dr. Indriyana Dwi Mustikarini, M.H.

Keywords: *writing, children's poetry, authentic learning methods, and environmental media*

his study aims to describe the implementation of the Authentic Learning method assisted by environmental media and to analyze the improvement of learning activities and children's poetry writing skills among fifth-grade students of SD Negeri Kartoharjo 2, Kartoharjo District, Magetan Regency. The primary issue underlying this research was the low poetry writing skills and passive learning behavior caused by monotonous teaching methods and media. This study employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, acting, observing, and reflecting phases. The subjects were the teacher and fifth-grade students of SD Negeri Kartoharjo 2. Data were gathered through test techniques and non-test techniques. Data analysis involved descriptive quantitative analysis for test scores and interactive qualitative analysis for non-test data. The results demonstrated that the application of the Authentic Learning method assisted by environmental media significantly improved students' engagement and poetry writing skills. Prior to the action, the classical average score was only 61.97 (poor category). Following the Cycle I intervention, the average score rose to 74.08 (fair category). Further improvement was achieved in Cycle II, reaching a mean score of 81.80 (good category), fulfilling the classical mastery criteria. Improvements were evident across content appropriateness, diction selection, and concrete word usage, along with an increase in student activity from 75% in Cycle I to 90% in Cycle II. Based on these findings, it can be concluded that the implementation of the Authentic Learning method assisted by environmental media is effective and successful in enhancing student learning engagement and children's poetry writing skills in fifth-grade students of SD Negeri Kartoharjo 2. Direct learning through observing concrete objects in the surrounding environment is proven to stimulate imagination, enrich diction, and increase active student participation in poetry writing.