

ABSTRAK

Kusmanto Bambang. 2026. *Strategi Guru Dalam Penerapan Pendekatan Mindfull Learning Untuk Peningkatan Literasi Membaca Siswa Kelas IV SDN Nguntoronadi I. Tesis*. Program Studi Pendidikan Bahasa Indonesia. Program Pasca Sarjana Universitas PGRI Madiun. Pembimbing (1) Prof. Dr. Parji, M.Pd., (2) Dr. Muh. Waskito Ardhi, M.Pd.

Penelitian ini bertujuan untuk menganalisis implementasi pendekatan *Mindfull Learning* dalam pembelajaran literasi membaca pada guru kelas IV SD. Fokus penelitian mencakup pemahaman konseptual guru, kesulitan yang dihadapi, dan strategi yang diterapkan. Menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui observasi, wawancara (guru, kepala sekolah, siswa), dan studi dokumentasi. Triangulasi sumber dan teknik digunakan untuk menjamin keabsahan data.

Hasil penelitian menunjukkan bahwa guru kelas IV SD memiliki pemahaman konseptual yang baik dan relevan mengenai *Mindfull Learning*, yang selaras dengan teori Ellen Langer. Pemahaman ini terwujud dalam perencanaan RPM yang sistematis dan pelaksanaan pembelajaran yang mengintegrasikan teknik *mindfulness* seperti *ice braking*, *Mindfull reading*, dan jeda refleksi. Meskipun demikian, guru menghadapi kesulitan utama terkait konsentrasi siswa yang bervariasi dan kecenderungan siswa untuk berbicara. Selain itu, siswa juga mengalami kesulitan dasar dalam membaca kata panjang dan terburu-buru. Untuk mengatasi kesulitan ini, guru menerapkan strategi pendampingan individual, pengaturan posisi duduk, serta secara konsisten mengintegrasikan praktik *mindfulness* dan teknik *guided reading*. Strategi ini terbukti efektif dalam meningkatkan kelancaran, pemahaman membaca, serta antusiasme dan kepercayaan diri siswa. Penelitian ini mengimplikasikan pentingnya *Mindfull Learning* dalam meningkatkan literasi dan menyarankan pengembangan profesional guru serta studi longitudinal lebih lanjut.

Kata Kunci: *Mindfull Learning*, literasi pendekatan, strategi

ABSTRACT

Kusmanto, Bambang. 2026. *Teacher Strategies in Implementing the Mindful Learning Approach to Improve Reading Literacy of Fourth-Grade Students at SDN Nguntoronadi 1*. Thesis. Indonesian Language Education Study Program. Graduate Program, Universitas PGRI Madiun. Advisors: (1) Prof. Dr. Parji, M.Pd., (2) Dr. Muh. Waskito Ardhi, M.Pd.

This study aims to analyze the implementation of the *Mindfull Learning* approach in reading literacy instruction by fourth-grade elementary school teachers. The research focuses on teachers' conceptual understanding, the challenges encountered, and the strategies employed. Utilizing a qualitative approach with a case study design, data were collected through observation, interviews (teachers, school principals, students), and document analysis. Source and technical triangulation were used to ensure data validity.

The findings indicate that fourth-grade elementary school teachers possess a good and relevant conceptual understanding of *Mindfull Learning*, consistent with Ellen Langer's theory. This understanding is manifested in systematic lesson plan development and instructional delivery that integrates *mindfulness* techniques such as breathing exercises, *Mindfull reading*, and reflective pauses. Nevertheless, teachers faced primary challenges related to varying student concentration levels and students' tendency to talk. Furthermore, students also experienced basic difficulties in reading long words and reading too quickly. To address these challenges, teachers implemented strategies such as individual mentoring, seating arrangement adjustments, and consistently integrated *mindfulness* practices and *guided reading* techniques. These strategies proved effective in improving students' reading fluency, comprehension, enthusiasm, and self-confidence. This research implies the importance of *Mindfull Learning* in enhancing literacy and suggests further teacher professional development and longitudinal studies.

Keywords: *Mindfull Learning*, literacy, approach, strategy