

ABSTRAK

Ani Yuliasuti. 2026. *Problematika Pembelajaran Bahasa Indonesia Pada Siswa Kelas IV SD Negeri Panggung Kecamatan Barat Kabupaten Magetan*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., Pembimbing (II) Dr. Dwi Rohman Soleh, S.S., M.Pd.

Kata Kunci: *Problematika; Pembelajaran; Bahasa Indonesia Siswa Kelas IV; SD Negeri Panggung.*

Penelitian ini bertujuan mendeskripsikan dan menjelaskan permasalahan pembelajaran Bahasa Indonesia pada siswa kelas IV SD Negeri Panggung Kecamatan Barat Kabupaten Magetan. Sumber data didapat dari observasi, wawancara, dokumentasi. Data yang didapat dimaksudkan untuk memberikan gambaran tentang permasalahan pada pembelajaran Bahasa Indonesia pada siswa kelas IV SD Negeri Panggung Kecamatan Barat Kabupaten Magetan. Subjek penelitiannya, siswa kelas IV SD Negeri Panggung Kecamatan Barat Kabupaten Magetan berjumlah 15 siswa. Data yang terkumpul dianalisis dengan menggunakan teknik analisis interaktif yang meliputi tiga tahapan utama: 1) reduksi data, yaitu menyeleksi, menyederhanakan, dan memfokuskan data dari hasil wawancara, observasi, dan dokumentasi sesuai kebutuhan penelitian; 2) penyajian data, yaitu menyajikan data dalam bentuk narasi deskriptif, kutipan langsung, dan tabel ringkasan agar memudahkan interpretasi; 3) penarikan kesimpulan, yaitu menyimpulkan pola-pola, makna, serta dampak permasalahan pembelajaran Bahasa Indonesia berdasarkan data yang telah dianalisis. Hasil penelitian menunjukkan bahwa siswa menghadapi berbagai problematika, antara lain: keterbatasan kosakata, kesulitan memahami ide pokok dan detail bacaan, rendahnya motivasi belajar, serta lemahnya keterampilan menulis yang ditandai dengan kalimat tidak runtut dan penggunaan ejaan yang kurang tepat. Faktor eksternal juga berpengaruh, seperti metode pembelajaran guru yang cenderung monoton (ceramah dan penugasan) serta keterbatasan sarana literasi di sekolah. Lingkungan keluarga kurang mendukung kebiasaan membaca sehingga kemampuan literasi siswa tidak berkembang optimal.

ABSTRACT

Ani Yuliastuti. 2026. *Issues in Indonesian Language Learning Among Fourth-Grade Students at Panggung Public Elementary School, Barat Subdistrict, Magetan Regency.* Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, PGRI University of Madiun. Advisor (I) Dr. Dwi Setiyadi, M.M., Advisor (II) Dr. Dwi Rohman Soleh, S.S., M.Pd.

Keywords: *Issues; Learning; Indonesian Language for Fourth-Grade Students; Panggung Public Elementary School*

This study aims to describe and explain the challenges faced by fourth-grade students at Panggung Public Elementary School in Barat Subdistrict, Magetan Regency, in learning Indonesian. Data sources were obtained through observation, interviews, and documentation. The data collected is intended to provide an overview of the challenges in Indonesian language learning among fourth-grade students at Panggung State Elementary School in Barat Subdistrict, Magetan Regency. The research subjects, fourth-grade students at Panggung State Elementary School in Barat Subdistrict, Magetan Regency, numbered 15 students. The collected data were analyzed using an interactive analysis technique comprising three main stages: 1) data reduction, which involves selecting, simplifying, and focusing the data from interviews, observations, and documentation according to the research needs; 2) data presentation, which involves presenting the data in the form of descriptive narratives, direct quotes, and summary tables to facilitate interpretation; 3) drawing conclusions, which involves identifying patterns, meanings, and the impact of issues in Indonesian language learning based on the analyzed data. The research findings indicate that students face various challenges, including: limited vocabulary, difficulty understanding the main ideas and details of texts, low motivation to learn, and weak writing skills characterized by incoherent sentences and incorrect spelling. External factors also play a role, such as teachers' teaching methods, which tend to be monotonous (lectures and assignments), as well as limited literacy resources at school. The family environment does not sufficiently support reading habits, so students' literacy skills do not develop optimally.