

ABSTRAK

Abel Yusserma Kurniawan. 2026. *Pemanfaatan Teks Digital melalui Model Problem Based Learning (PBL) dalam Mengembangkan Kemampuan Membaca Kritis Siswa Kelas X SMAN 1 Barat Magetan*. Skripsi. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dhika Puspitasari, S.Hum., M.A. Pembimbing (II) Dr. Kodrat Eko Putro Setiawan, S.Pd., M.Pd.

Perkembangan teknologi digital mendorong pemanfaatan berbagai sumber belajar yang lebih inovatif dalam pembelajaran Bahasa Indonesia, salah satunya melalui penggunaan teks digital. Pemanfaatan teks digital yang dipadukan dengan model *Problem Based Learning* (PBL) diharapkan mampu meningkatkan keterlibatan siswa dalam proses pembelajaran sekaligus mengembangkan kemampuan membaca kritis. Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan teks digital melalui model *Problem Based Learning* (PBL) dalam mengembangkan kemampuan membaca kritis siswa kelas X SMAN 1 Barat Magetan.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilaksanakan di SMAN 1 Barat Magetan dengan subjek penelitian terdiri atas 1 guru Bahasa Indonesia dan siswa kelas X-7 serta X-9 yang berjumlah 70 siswa. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diuji menggunakan triangulasi sumber, triangulasi teknik, dan triangulasi waktu, sedangkan analisis data menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan atau verifikasi.

Hasil penelitian menunjukkan bahwa pemanfaatan teks digital berupa artikel daring mampu menciptakan pembelajaran yang lebih kontekstual, menarik, dan meningkatkan keaktifan siswa selama proses pembelajaran. Penerapan model *Problem Based Learning* (PBL) memberikan kesempatan kepada siswa untuk mengidentifikasi masalah, berdiskusi, menganalisis informasi, mengevaluasi isi bacaan, serta menyampaikan hasil pemecahan masalah berdasarkan teks digital yang dipelajari. Proses tersebut berkontribusi terhadap berkembangnya kemampuan membaca kritis siswa, yang ditunjukkan melalui kemampuan memahami isi bacaan, mengidentifikasi informasi penting, membedakan fakta dan opini, menganalisis serta mengevaluasi informasi, dan menarik kesimpulan secara logis. Oleh karena itu, pemanfaatan teks digital melalui model *Problem Based Learning* (PBL) dapat menjadi alternatif pembelajaran yang efektif untuk mengembangkan kemampuan membaca kritis siswa pada mata pelajaran Bahasa Indonesia.

Kata Kunci: Teks Digital, *Problem Based Learning* (PBL), Membaca Kritis, Pembelajaran Bahasa Indonesia.

ABSTRACT

Abel Yusserma Kurniawan. 2026. *The Utilization of Digital Texts through the Problem Based Learning (PBL) Model in Developing Critical Reading Skills of Grade X Students at SMAN 1 Barat Magetan*. Undergraduate Thesis. Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor (I) Dhika Puspitasari, S.Hum., M.A. Advisor (II) Dr. Kodrat Eko Putro Setiawan, S.Pd., M.Pd.

The development of digital technology has encouraged the utilization of various innovative learning resources in Indonesian language learning, one of which is the use of digital texts. The utilization of digital texts integrated with the *Problem Based Learning* (PBL) model is expected to increase student engagement in the learning process while developing critical reading skills. This study aims to describe the utilization of digital texts through the *Problem Based Learning* (PBL) model in developing the critical reading skills of Grade X students at SMAN 1 Barat Magetan.

This study employed a qualitative approach with a descriptive research design. The research was conducted at SMAN 1 Barat Magetan, with the research subjects consisting of one Indonesian language teacher and 70 students from Grades X-7 and X-9. Data were collected through observation, interviews, and documentation. Data validity was established through source triangulation, technique triangulation, and time triangulation, while data analysis employed an interactive analysis model consisting of data reduction, data display, and conclusion drawing or verification.

The results showed that the utilization of digital texts in the form of online articles was able to create a more contextual and engaging learning environment and increase student participation during the learning process. The implementation of the *Problem Based Learning* (PBL) model provided students with opportunities to identify problems, engage in discussions, analyze information, evaluate reading materials, and present problem-solving outcomes based on the digital texts being studied. This process contributed to the development of students' critical reading skills, as demonstrated by their ability to comprehend reading materials, identify important information, distinguish between facts and opinions, analyze and evaluate information, and draw logical conclusions. Therefore, the utilization of digital texts through the *Problem Based Learning* (PBL) model can serve as an effective alternative for developing students' critical reading skills in Indonesian language learning.

Keywords: Digital Texts, *Problem Based Learning* (PBL), Critical Reading, Indonesian Language Learning.