

ABSTRAK

Husna, Asma'ul. 2026. Implementation of Deep Learning Using the Project-Based Learning (PjBL) Model Assisted by Children's Songs in Writing Narrative Texts for Fifth-Grade Students in Indonesian Language Learning. Thesis. Madiun: Master of Elementary Education Study Program, Graduate School, Universitas PGRI Madiun. Supervisors: (I) Dr. Endang Sri Martuti, M.Pd. (II) Dr. Cerianing Putrei Pratiwi, M.Pd.

Keywords: Deep Learning, Project-Based Learning (PjBL), Song Media, Writing Narrative Texts

The ability to construct narrative texts is one of the fundamental pillars of productive literacy competency in elementary schools. However, field research shows that mastery of this competency is often hampered by a lack of creative stimulation and the dominance of passive instructional paradigms. This study aims to: (1) reconstruct the implementation of the Deep Learning approach integrated into the syntax of the Project-Based Learning (PjBL) model assisted by children's song audio media; and (2) to evaluate the significance of escalation in narrative writing skills in fifth-grade students of SDN Kanten I following the intervention model.

Methodologically, this study was designed as Classroom Action Research (CAR), implemented collaboratively through a spiral cycle mechanism encompassing comprehensive planning, action, observation, and reflection stages. The research subjects involved fifth-grade students of SDN Kanten I. Data collection instruments included observation sheets for pedagogical activities, writing performance tests, and documentation of learning artifacts. The collected data were analyzed using data triangulation techniques through qualitative and quantitative descriptive approaches to validate process achievement indicators and action outcomes.

The research findings confirm that internalizing the principles of meaningful, mindful, and joyful learning within the Deep Learning framework can transform students' agency to become more participatory and critical. The use of the song "Nenek Moyangku Seorang Pelaut" effectively functioned as cognitive scaffolding and imaginative stimulus, facilitating students in mapping the plot chronology and enriching lexical variation. Significant improvements in writing quality were seen in aspects of narrative structure (orientation, complication, and resolution) and students' linguistic maturity from Cycle I to Cycle II. Theoretically, this study concludes that the synergy between the PjBL model and auditory media in the Deep Learning paradigm is a strategic innovation that is able to optimize students' productive literacy skills holistically.

ABSTRAK

Husna, Asma'ul. 2026. *Penerapan Deep Learning Dengan Model PjBL Berbantuan Media Lagu Anak pada Materi Menulis Teks Narasi Siswa Kelas V Pada Pembelajaran Bahasa Indonesia*. Tesis. Madiun: Program Studi Magister Pendidikan Dasar, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Martuti, M.Pd. (II) Dr. Cerianing Putrei Pratiwi, M.Pd

Kata Kunci: Deep Learning, PjBL, Media Lagu, Menulis Teks Narasi

Kemampuan mengonstruksi teks naratif merupakan salah satu pilar kompetensi literasi produktif yang fundamental di jenjang sekolah dasar. Namun, fakta di lapangan menunjukkan bahwa penguasaan kompetensi ini sering kali terhambat oleh minimnya stimulasi kreatif serta dominasi paradigma instruksional yang bersifat pasif. Penelitian ini bertujuan untuk: (1) merekonstruksi implementasi pendekatan *Deep Learning* yang diintegrasikan dalam sintaks model *Project-Based Learning* (PjBL) berbantuan media audio lagu anak; serta (2) mengevaluasi signifikansi eskalasi keterampilan menulis narasi pada siswa kelas V SDN Kanten I pasca-intervensi model tersebut.

Secara metodologis, penelitian ini didesain sebagai Penelitian Tindakan Kelas (PTK) yang dilaksanakan secara kolaboratif melalui mekanisme siklus spiral yang mencakup tahapan perencanaan, tindakan, observasi, dan refleksi secara komprehensif. Subjek penelitian melibatkan peserta didik kelas V SDN Kanten I. Instrumen pengumpulan data mencakup lembar observasi aktivitas pedagogis, tes performansi menulis, serta dokumentasi artefak pembelajaran. Data yang terhimpun dianalisis menggunakan teknik triangulasi data melalui pendekatan deskriptif kualitatif dan kuantitatif guna memvalidasi indikator capaian proses serta hasil tindakan.

Temuan penelitian menegaskan bahwa internalisasi prinsip *meaningful*, *mindful*, dan *joyful learning* dalam kerangka *Deep Learning* mampu mentransformasi agensi siswa menjadi lebih partisipatif dan kritis. Pemanfaatan lagu "Nenek Moyangku Seorang Pelaut" berfungsi secara efektif sebagai *scaffolding* kognitif dan stimulus imajinatif yang memfasilitasi siswa dalam memetakan kronologi plot serta memperkaya variasi leksikal. Perbaikan kualitas penulisan terlihat signifikan pada aspek struktur naratif (orientasi, komplikasi, dan resolusi) serta kematangan linguistik siswa dari Siklus I ke Siklus II. Secara teoretis, penelitian ini menyimpulkan bahwa sinergi antara model PjBL dan media auditif dalam paradigma *Deep Learning* merupakan inovasi strategis yang mampu mengoptimalkan kecakapan literasi produktif siswa secara holistik