

ABSTRAK

Stelatino, Brillyant. 2026. *Implementasi Media Storybook Digital dalam Pembelajaran Menulis Teks Deskripsi Siswa Kelas VI SDN Pendem*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Pascasarjana Universitas PGRI Madiun. Pembimbing: (I) Prof. Dr. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

Kata kunci : Storybook Digital, menulis teks deskripsi, media pembelajaran digital, sekolah dasar.

Pembelajaran menulis teks deskripsi di sekolah dasar bertujuan mengembangkan kemampuan siswa dalam mengungkapkan gagasan secara rinci dan sistematis. Namun, pelaksanaannya masih menghadapi berbagai kendala, seperti keterbatasan dalam mengembangkan ide, penggunaan kosakata yang kurang bervariasi, penyusunan kalimat yang belum runtut, serta rendahnya motivasi belajar akibat penggunaan media pembelajaran yang kurang inovatif. Penelitian ini bertujuan mendeskripsikan implementasi media Storybook Digital dalam pembelajaran menulis teks deskripsi, mendeskripsikan perubahan kemampuan menulis teks deskripsi siswa setelah menggunakan media tersebut, serta mengidentifikasi faktor pendukung dan penghambat implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian adalah guru dan siswa kelas VI SDN Pendem. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldana yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan.

Hasil penelitian menunjukkan bahwa implementasi media Storybook Digital dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penggunaan media ini menciptakan pembelajaran yang lebih interaktif dan berpusat pada siswa sehingga memberikan perubahan pada kemampuan menulis teks deskripsi, yang ditunjukkan melalui meningkatnya kemampuan mengembangkan ide, memperkaya kosakata, menyusun kalimat secara lebih runtut, dan menghasilkan deskripsi yang lebih rinci. Selain itu, siswa menunjukkan motivasi, partisipasi, dan kepercayaan diri yang lebih tinggi selama pembelajaran. Implementasi media didukung oleh ketersediaan sarana dan prasarana, kompetensi guru dalam memanfaatkan media digital, serta antusiasme siswa, sedangkan faktor penghambat meliputi keterbatasan perangkat dan perbedaan kemampuan siswa dalam memanfaatkan teknologi. Temuan penelitian menunjukkan bahwa Storybook Digital merupakan media pembelajaran yang efektif dalam mendukung pembelajaran menulis teks deskripsi di sekolah dasar.

ABSTRACT

Stelatino, Brillyant. 2026. *The Implementation of Digital Storybook Media in Teaching Descriptive Text Writing to Sixth-Grade Students of SDN Pendem*. Master's Thesis. Graduate Program in Indonesian Language and Literature Education, Postgraduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

Keywords : Digital Storybook, descriptive text writing, digital learning media, elementary school

Teaching descriptive text writing in elementary school aims to develop students' ability to express ideas in a detailed and systematic manner. However, its implementation still faces several challenges, including students' limited ability to develop ideas, inadequate vocabulary, poor sentence organization, and low learning motivation due to the limited use of innovative instructional media. This study aimed to describe the implementation of Digital Storybook media in teaching descriptive text writing, examine the changes in students' descriptive writing skills after using the media, and identify the supporting and inhibiting factors affecting its implementation. This study employed a qualitative approach with a descriptive research design. The research subjects consisted of the sixth-grade teacher and students of SDN Pendem. Data were collected through observation, interviews, and documentation, and were analyzed using the interactive model of Miles, Huberman, and Saldana, which includes data condensation, data display, and conclusion drawing and verification.

The findings revealed that the implementation of Digital Storybook media was carried out through three stages: planning, implementation, and evaluation. The use of this instructional media created a more interactive and student-centered learning environment, leading to improvements in students' descriptive writing skills. These improvements were reflected in students' enhanced ability to develop ideas, enrich their vocabulary, organize sentences more coherently, and produce more detailed descriptive texts. In addition, students demonstrated higher levels of motivation, participation, and self-confidence throughout the learning process. The implementation was supported by the availability of learning facilities and infrastructure, teachers' competence in utilizing digital media, and students' enthusiasm, while the inhibiting factors included limited technological devices and differences in students' ability to use digital technology. The findings indicate that Digital Storybook is an effective instructional medium for supporting the teaching of descriptive text writing in elementary schools.