

ABSTRAK

Annis Maulida Muhandis. 2026. *EKSPLORASI RESPON EMOSIONAL SISWA KELAS I MADRASAH IBTIDAIYAH TAHFIDZUL QUR'AN MA'ARIF NU DALAM KEGIATAN MEMBACA BUKU CERITA BERGAMBAR BERJENJANG* Program Studi Magister Pendidikan Dasar, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Jeffry Handhika, M.Pd., M.Si, (II) Prof. Dr. Marheny Lukitasari, M.Pd

Kata Kunci : *respon emosional, buku cerita bergambar berjenjang, afektif, kognitif.*

Penelitian ini bertujuan mengeksplorasi respons emosional siswa kelas I Madrasah Ibtidaiyah dalam kegiatan membaca buku cerita bergambar berjenjang. Fokus penelitian meliputi bentuk respons emosional verbal dan nonverbal, jenis serta emosi yang dominan, dan keterkaitan respons emosional dengan keterlibatan kognitif dan afektif siswa dalam memahami isi cerita. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi eksploratif. Subjek penelitian berjumlah 18 siswa kelas I yang dipilih secara purposive. Data dikumpulkan melalui observasi selama kegiatan membaca mandiri, wawancara singkat setelah membaca, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi teknik, sedangkan analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa respons emosional tampak melalui ungkapan spontan, pertanyaan, komentar, kemampuan menceritakan kembali isi cerita, serta ekspresi wajah, gerakan tubuh, fokus perhatian, dan interaksi dengan ilustrasi. Emosi positif menjadi kategori yang paling dominan (92,28%), diikuti emosi netral (6,67%) dan emosi negatif ringan (1,05%). Respons emosional positif berkaitan dengan keterlibatan kognitif dan afektif yang lebih tinggi sehingga siswa lebih mampu memahami isi cerita, menghubungkannya dengan pengalaman pribadi, serta menceritakan kembali isi bacaan secara runtut. Temuan ini menunjukkan bahwa buku cerita bergambar berjenjang dapat mendukung perkembangan literasi, emosional, dan kognitif siswa kelas awal Madrasah Ibtidaiyah. Kata kunci: respons emosional, buku cerita bergambar berjenjang, membaca permulaan, keterlibatan kognitif, keterlibatan afektif, siswa kelas I Madrasah Ibtidaiyah.

ABSTRACT

Annis Maulida Muhandis. 2026. *Exploration of Emotional Responses of First-Grade Students at Tahfidzul Qur'an Ma'arif NU Islamic Elementary School during Leveled Picture Storybook Reading Activities.* Thesis. Madiun: Magister Study Program in Elementary Education, Graduate Program, Universitas PGRI Madiun. Supervisor (I) Dr. Jeffry Handhika, M.Pd., M.Si., (II) Prof. Dr. Marheny Lukitasari, M.Pd.

Keywords : *emotional responses; leveled picture storybooks; affective engagement; cognitive engagement*

This study aimed to explore the emotional responses of first-grade Madrasah Ibtidaiyah students during leveled picture storybook reading activities. Specifically, it described students' verbal and nonverbal emotional responses, identified the types and dominant emotions that emerged, and analyzed the relationship between emotional responses and students' cognitive and affective engagement in understanding the stories. This study employed a descriptive qualitative approach with an exploratory design involving 18 first-grade students selected through purposive sampling. Data were collected through classroom observations during independent reading activities, brief post-reading interviews, and documentation. Data validity was ensured through methodological triangulation, while data analysis followed the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing and verification. The findings revealed that students demonstrated emotional responses through spontaneous verbal expressions, comments, questions, and story retelling, as well as nonverbal behaviors such as facial expressions, smiles, body movements, focused attention, and interactions with illustrations. Positive emotions were the most dominant (92.28%), followed by neutral emotions (6.67%) and mild negative emotions (1.05%). Positive emotional responses were closely associated with higher cognitive and affective engagement, enabling students to better understand story content, relate it to personal experiences, and retell the stories coherently. These findings indicate that leveled picture storybooks provide meaningful reading experiences and support the development of literacy, emotional engagement, and cognitive skills among beginning readers in Madrasah Ibtidaiyah.