

ABSTRAK

Siti Romelah. 2026. *Implementasi Direct Reading Activity Berbantuan Pojok Baca Dalam Menumbuhkan Minat Baca Siswa Kelas III: Studi Kasus Tentang Strategi Guru Dan Respon Siswa SD Negeri 1 Botoputih Kabupaten Trenggalek*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Dwi Setiyadi, M.M, Pembimbing II: Dr. Kodrat Eko Putro Setiawan, M.Pd

Kata kunci: Direct Reading Activity, pojok baca, minat baca, studi kasus, sekolah dasar

Penelitian ini dilatarbelakangi oleh rendahnya minat baca siswa kelas III SD Negeri 1 Botoputih, Kabupaten Trenggalek, yang terlihat dari kurangnya kesadaran membaca, rendahnya frekuensi kunjungan ke perpustakaan, serta kurangnya variasi strategi guru dalam menumbuhkan kebiasaan membaca. Tujuan penelitian adalah mendeskripsikan implementasi Direct Reading Activity berbantuan pojok baca serta menganalisis strategi guru dan respons siswa dalam menumbuhkan minat baca. Penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Subjek penelitian adalah siswa kelas III dan guru. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara interaktif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru menerapkan strategi Direct Reading Activity melalui tahapan membaca terbimbing, diskusi singkat, dan refleksi, yang didukung oleh pojok baca kelas dengan koleksi buku bergambar dan cerita anak. Strategi ini berhasil menumbuhkan minat baca siswa, terlihat dari peningkatan frekuensi membaca, keaktifan bertanya, dan antusiasme siswa dalam kegiatan membaca. Respons siswa sangat positif karena kegiatan membaca terasa menyenangkan dan tidak membebani. Faktor pendukung meliputi dukungan sekolah dan ketersediaan bahan bacaan, sementara hambatan berupa keterbatasan waktu diatasi dengan penjadwalan yang teratur. Kesimpulannya, implementasi Direct Reading Activity berbantuan pojok baca efektif dalam menumbuhkan minat baca siswa.

ABSTRACT

Siti Romelah. 2026. *Implementation of Direct Reading Activity Assisted by Reading Corner in Fostering Reading Interest of Grade III Students: A Case Study on Teacher Strategies and Student Responses at SD Negeri 1 Botoputih, Kabupaten Trenggalek*. Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. Dwi Setiyadi, M.M, Supervisor II: Dr. Kodrat Eko Putro Setiawan, M.Pd

Keywords: *Direct Reading Activity, reading corner, reading interest, case study, elementary school.*

This research is motivated by the low reading interest of third-grade students at SD Negeri 1 Botoputih, Kabupaten Trenggalek, shown by a lack of reading awareness, low library visit frequency, and limited variation in teacher strategies to foster reading habits. The objective is to describe the implementation of Direct Reading Activity assisted by a reading corner and to analyze teacher strategies and student responses in fostering reading interest. This study employs a descriptive qualitative approach with a case study design. The subjects were third-grade students and teachers. Data were collected through participatory observation, in-depth interviews, and documentation, then analyzed interactively using the Miles and Huberman model. The findings reveal that teachers implemented Direct Reading Activity strategies through guided reading, brief discussions, and reflection, supported by a classroom reading corner with illustrated books and children's stories. This strategy successfully fostered students' reading interest, as seen in increased reading frequency, active questioning, and enthusiasm during reading activities. Student responses were very positive because reading activities felt enjoyable and unburdensome. Supporting factors included school support and reading material availability, while time constraints were addressed through regular scheduling. In conclusion, the implementation of Direct Reading Activity assisted by a reading corner is effective in fostering students' reading interest.