

ABSTRAK

AGUNG PRIYANTO. 2026. *Penerapan Board Game Edukatif dalam Pembelajaran Struktur Kalimat Bahasa Indonesia pada Siswa Kelas V SD Negeri 2 Sumurup Kecamatan Bendungan Kabupaten Trenggalek*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Dwi Setyadi, M.M, Pembimbing II: Dr. Kodrat Eko Putro Setiawan, M.Pd

Kata kunci: Board Game Edukatif, Struktur Kalimat, Bahasa Indonesia, Sekolah Dasar, Pembelajaran Interaktif

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman siswa kelas V SD terhadap struktur kalimat bahasa Indonesia, khususnya dalam menyusun kalimat efektif yang terdiri atas unsur subjek, predikat, objek, dan keterangan. Pembelajaran yang cenderung menggunakan metode ceramah dan latihan tertulis membuat siswa merasa bosan serta kesulitan mengaplikasikan kaidah tata bahasa secara kontekstual. Penerapan board game edukatif diharapkan dapat menghadirkan suasana belajar yang menyenangkan sekaligus menantang secara kognitif. Tujuan penelitian ini adalah untuk mendeskripsikan proses penerapan board game edukatif dalam pembelajaran struktur kalimat serta menganalisis peningkatan pemahaman dan keterampilan menyusun kalimat siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian adalah siswa kelas V SD Negeri 2 Sumurup. Teknik pengumpulan data dilakukan melalui observasi, wawancara, tes tertulis, dan dokumentasi. Analisis data menggunakan teknik deskriptif kualitatif model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan board game edukatif mampu meningkatkan pemahaman siswa terhadap unsur-unsur kalimat secara signifikan. Siswa menunjukkan peningkatan dalam mengidentifikasi subjek, predikat, objek, dan keterangan, serta mampu menyusun kalimat dengan lebih runtut dan logis. Board game juga mendorong interaksi positif antarsiswa, kerja sama tim, serta meningkatkan motivasi dan kepercayaan diri dalam berbahasa. Selain itu, guru merasakan kemudahan dalam menyampaikan materi karena siswa lebih aktif terlibat. Kesimpulannya, board game edukatif efektif diterapkan sebagai media pembelajaran inovatif untuk meningkatkan pemahaman struktur kalimat bahasa Indonesia pada siswa kelas V SD Negeri 2 Sumurup.

ABSTRACT

AGUNG PRIYANTO. 2026. *Application of Educational Board Games in Learning Indonesian Sentence Structure for Fifth-Grade Students of SD Negeri 2 Sumurup, Bendungan District, Trenggalek Regency.* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. Dwi Setyadi, M.M, Supervisor II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

Keywords: *Educational Board Games, Sentence Structure, Indonesian Language, Elementary School, Interactive Learning.*

This research is motivated by the low understanding of fifth-grade elementary school students regarding Indonesian sentence structure, particularly in constructing effective sentences consisting of subjects, predicates, objects, and modifiers. The traditional lecture-based and written-drill approaches tend to make students feel bored and struggle to apply grammatical rules contextually. The application of educational board games is expected to create a fun yet cognitively challenging learning atmosphere. The objectives of this study are to describe the process of applying educational board games in learning sentence structure and to analyze the improvement in students' understanding and skills in constructing sentences. This study employs a qualitative approach with a classroom action research (CAR) design conducted in two cycles. The subjects were fifth-grade students of SD Negeri 2 Sumurup. Data were collected through observation, interviews, written tests, and documentation. Data were analyzed using descriptive qualitative techniques with the Miles and Huberman interactive model. The findings indicate that the application of educational board games significantly improves students' understanding of sentence elements. Students show improvement in identifying subjects, predicates, objects, and modifiers, as well as in constructing more coherent and logical sentences. The board games also encourage positive peer interaction, teamwork, and enhance students' motivation and self-confidence in using language. Furthermore, teachers find it easier to deliver the material because students are more actively engaged. In conclusion, educational board games are effectively implemented as an innovative learning medium to improve the understanding of Indonesian sentence structure among fifth-grade students at SD Negeri 2 Sumurup.