

ABSTRAK

Beni Dwi H. 2026. *Strategi Adaptasi Guru dalam Menerapkan Metode Deep Learning pada Siswa dengan Tingkat Kemampuan Membaca Heterogen di Kelas 2 SD Negeri 1 Sengon 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: Strategi Adaptasi Guru, Deep Learning, Kemampuan Membaca Heterogen, Sekolah Dasar, Pembelajaran Diferensiasi

Penelitian ini dilatarbelakangi oleh adanya tantangan implementasi metode *deep learning* yang menuntut pemahaman konseptual dan berpikir kritis, sementara siswa kelas 2 SD memiliki tingkat kemampuan membaca yang sangat beragam. Siswa dengan kemampuan membaca rendah cenderung kesulitan mengakses teks bacaan sebagai sumber belajar, sehingga berisiko tertinggal dalam proses membangun pemahaman mendalam. Guru dituntut untuk mampu beradaptasi agar metode *deep learning* tetap dapat diimplementasikan secara efektif bagi seluruh siswa. Tujuan penelitian ini adalah untuk mendeskripsikan strategi adaptasi yang diterapkan guru dalam menerapkan metode *deep learning* pada siswa dengan kemampuan membaca heterogen serta menganalisis efektivitas strategi tersebut terhadap keterlibatan dan pemahaman siswa. Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi kasus. Subjek penelitian adalah guru dan siswa kelas 2 SD Negeri 1 Sengon. Teknik pengumpulan data meliputi observasi partisipatif, wawancara mendalam, tes kemampuan membaca, dan dokumentasi. Analisis data dilakukan secara deskriptif kualitatif dengan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa guru menerapkan berbagai strategi adaptasi, antara lain: (1) diferensiasi konten dengan menyediakan bahan bacaan berjenjang (teks bergambar, teks pendek, dan teks panjang); (2) diferensiasi proses melalui pembentukan kelompok belajar homogen berdasarkan tingkat membaca, pendampingan individu, serta pemanfaatan media audio-visual dan benda konkret untuk membantu siswa memahami konsep tanpa bergantung sepenuhnya pada teks; (3) diferensiasi produk dengan memberikan pilihan tugas yang bervariasi (lisan, gambar, tulisan). Strategi tersebut terbukti mampu meningkatkan keterlibatan aktif siswa, mengurangi kecemasan belajar, serta mendorong pemahaman mendalam yang setara antar kelompok kemampuan, karena siswa tetap dapat mengeksplorasi ide melalui diskusi lisan dan pengalaman langsung. Kesimpulannya, strategi adaptasi guru yang terencana dan fleksibel sangat efektif dalam mengatasi hambatan heterogenitas kemampuan membaca pada penerapan metode *deep learning* di kelas rendah.

ABSTRACT

Beni Dwi H. 2026. *Teacher Adaptation Strategies in Implementing Deep Learning Methods for Students with Heterogeneous Reading Proficiency Levels in Grade 2 of SD Negeri 1 Sengon, 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: *Teacher Adaptation Strategies, Deep Learning, Heterogeneous Reading Ability, Elementary School, Differentiated Instruction.*

This research is motivated by the challenges of implementing deep learning methods that require conceptual understanding and critical thinking, while second-grade elementary students have highly diverse reading proficiency levels. Students with low reading ability tend to struggle in accessing written texts as learning resources, putting them at risk of falling behind in building deep understanding. Teachers are required to adapt so that deep learning methods can still be implemented effectively for all students. The objectives of this study are to describe the adaptation strategies applied by teachers in implementing deep learning methods for students with heterogeneous reading abilities and to analyze the effectiveness of these strategies on student engagement and understanding. This study employs a qualitative approach with a case study design. The subjects were teachers and second-grade students of SD Negeri 1 Sengon. Data were collected through participant observation, in-depth interviews, reading proficiency tests, and documentation. Data were analyzed using descriptive qualitative techniques with the Miles and Huberman interactive model. The findings reveal that teachers apply various adaptation strategies, including: (1) content differentiation by providing tiered reading materials (picture-based texts, short texts, and longer texts); (2) process differentiation through the formation of homogeneous learning groups based on reading levels, individual tutoring, and the use of audio-visual media and concrete objects to help students understand concepts without fully relying on text; and (3) product differentiation by offering varied task options (oral, pictorial, written). These strategies proved effective in increasing active student engagement, reducing learning anxiety, and promoting comparable deep understanding across ability groups, as students were still able to explore ideas through oral discussions and hands-on experiences. In conclusion, planned and flexible teacher adaptation strategies are highly effective in overcoming the barriers of heterogeneous reading proficiency in implementing deep learning methods in lower-grade classrooms.