

ABSTRAK

Anik Wulandari. 2026. *Peningkatan Kemampuan Membaca Pemahaman melalui Model Pembelajaran Inkuiri Terbimbing Berbantuan Media Kartu Pertanyaan pada Siswa Kelas V SD Negeri Napis II.* Tesis. Madiun: Program Studi Magister Pendidikan Dasar, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Cerianing Putri Pratiwi, M.Pd. Pembimbing (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Kata kunci: kemampuan membaca pemahaman, model pembelajaran inkuiri terbimbing, media kartu pertanyaan, sekolah dasar.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca pemahaman siswa kelas V SD Negeri Napis II, khususnya dalam memahami informasi tersirat, menarik kesimpulan, serta menjawab pertanyaan yang menuntut kemampuan berpikir kritis. Kondisi tersebut disebabkan oleh proses pembelajaran yang masih berpusat pada guru sehingga keterlibatan siswa dalam membangun pemahaman terhadap teks bacaan belum optimal. Penelitian ini bertujuan untuk meningkatkan kemampuan membaca pemahaman melalui penerapan Model Pembelajaran Inkuiri Terbimbing berbantuan Media Kartu Pertanyaan pada siswa kelas V SD Negeri Napis II.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 24 siswa kelas V SD Negeri Napis II. Teknik pengumpulan data meliputi tes, observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan teknik deskriptif kuantitatif dan deskriptif kualitatif. Indikator keberhasilan penelitian ditetapkan apabila ketuntasan belajar klasikal mencapai minimal 80% dengan Kriteria Ketuntasan Minimal (KKM) sebesar 75.

Hasil penelitian menunjukkan bahwa penerapan Model Pembelajaran Inkuiri Terbimbing berbantuan Media Kartu Pertanyaan mampu meningkatkan kemampuan membaca pemahaman siswa. Persentase ketuntasan belajar meningkat dari 37,5% (9 siswa) pada pra-siklus menjadi 54,2% (13 siswa) pada Siklus I dan meningkat menjadi 87,5% (21 siswa) pada Siklus II sehingga telah melampaui indikator keberhasilan penelitian. Selain itu, aktivitas belajar siswa juga mengalami peningkatan yang ditunjukkan oleh meningkatnya persentase aktivitas siswa dari 77,6% pada Siklus I menjadi 85,8% pada Siklus II, serta meningkatnya keaktifan siswa bertanya, berdiskusi, menganalisis isi bacaan, menggunakan kartu pertanyaan sebagai panduan berpikir, dan menarik kesimpulan berdasarkan teks bacaan.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan Model Pembelajaran Inkuiri Terbimbing berbantuan Media Kartu Pertanyaan efektif dalam meningkatkan kemampuan membaca pemahaman siswa kelas V SD Negeri Napis II. Model pembelajaran ini dapat dijadikan sebagai salah satu alternatif pembelajaran Bahasa Indonesia untuk meningkatkan kualitas pembelajaran membaca pemahaman di sekolah dasar.

ABSTRACT

Anik Wulandari. 2026. Improving Reading Comprehension Skills through the Guided Inquiry Learning Model Assisted by Question Card Media for Fifth-Grade Students of SD Negeri Napis II. Thesis. Madiun: Master's Program in Elementary Education, Graduate School, Universitas PGRI Madiun. Supervisor (I): Dr. Cerianing Putri Pratiwi, M.Pd. Supervisor (II): Dr. Heny Kusuma Widyaningrum, M.Pd.

Keywords: reading comprehension skills, guided inquiry learning model, question card media, elementary school.

This study was motivated by the low reading comprehension skills of the fifth-grade students of SD Negeri Napis II, particularly in understanding implicit information, drawing conclusions, and answering questions requiring critical thinking skills. This condition was caused by teacher-centered learning practices, resulting in limited student engagement in constructing meaning from reading texts. Therefore, this study aimed to improve students' reading comprehension skills through the implementation of the Guided Inquiry Learning Model assisted by Question Card Media.

This study employed Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The research subjects were 24 fifth-grade students of SD Negeri Napis II. Data were collected through tests, observations, interviews, and documentation. The data were analyzed using descriptive quantitative and descriptive qualitative techniques. The success indicator of the study was achieved when the classical learning mastery reached at least 80% with a Minimum Mastery Criterion (MMC) of 75.

The results showed that the implementation of the Guided Inquiry Learning Model assisted by Question Card Media effectively improved students' reading comprehension skills. The percentage of students achieving learning mastery increased from 37.5% (9 students) in the pre-cycle to 54.2% (13 students) in Cycle I and further increased to 87.5% (21 students) in Cycle II, exceeding the predetermined success indicator. In addition, students' learning activities also improved, as indicated by the increase in student activity from 77.6% in Cycle I to 85.8% in Cycle II, along with greater participation in asking questions, engaging in discussions, analyzing reading texts, using question cards as a thinking guide, and drawing conclusions based on the reading texts.

Based on the findings, it can be concluded that the implementation of the Guided Inquiry Learning Model assisted by Question Card Media is effective in improving the reading comprehension skills of fifth-grade students at SD Negeri Napis II. This learning model can serve as an alternative approach in Indonesian language instruction to enhance the quality of reading comprehension learning in elementary schools.