

ABSTRAK

Hanifatur Rosyidah. 2026. Upaya Peningkatan Kemampuan Menulis Kreatif (Puisi Bebas) dengan Menggunakan Pendekatan *Contextual Teaching and Learning* (CTL) Berbasis Lingkungan Sekolah Pada Siswa Kelas IV Sdn 04 Klegen. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Vivi Rulviana, S.Pd., M.Pd. (II) Hartini, S.Sn., M.Pd .

Penelitian tindakan kelas (PTK) dua siklus ini bertujuan untuk meningkatkan kemampuan menulis kreatif puisi bebas siswa kelas IV sekolah dasar melalui penerapan pendekatan *Contextual Teaching and Learning* (CTL) berbasis lingkungan sekolah. Penelitian ini dilaksanakan melalui alur empat tahapan pada setiap siklusnya, yaitu perencanaan, pelaksanaan, observasi, dan refleksi, dengan teknik pengumpulan data meliputi tes menulis puisi bebas, observasi proses pembelajaran, dokumentasi, serta wawancara. Hasil penelitian menunjukkan bahwa pendekatan CTL berbasis lingkungan sekolah secara efektif mampu mengatasi kesulitan siswa dalam menggali ide dan pilihan kata. Pada kondisi pra-siklus, tingkat ketuntasan belajar siswa sangat rendah, yaitu hanya mencapai 27% (3 dari 11 siswa tuntas). Setelah diterapkan pengamatan objek nyata di lingkungan sekolah pada Siklus I, persentase ketuntasan belajar meningkat menjadi 55% (6 siswa tuntas). Selanjutnya, melalui bimbingan pilihan kata (diksi) yang lebih terarah dan intensif pada Siklus II, kemampuan menulis puisi siswa mengalami peningkatan signifikan hingga mencapai ketuntasan belajar sempurna sebesar 100% (seluruh 11 siswa tuntas) dengan nilai rata-rata kelas mencapai 87,3. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan pendekatan CTL berbasis lingkungan sekolah merupakan strategi pembelajaran yang konkret, efektif, dan menyenangkan dalam meningkatkan kemampuan menulis kreatif puisi bebas siswa sekolah dasar.

Kata Kunci: Menulis Kreatif, Puisi Bebas, *Contextual Teaching and Learning*

ABSTRACT

Hanifatur Rosyidah. 2026. *Improving Students' Creative Writing Ability (Free Verse Poetry) Using School Environment-Based Contextual Teaching and Learning (CTL) Approach in Grade IV Students of SDN Maospati 03 Magetan*. Undergraduate Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Vivi Rulviana, S.Pd., M.Pd. (II) Hartini, S.Sn., M.Pd.

This two-cycle classroom action research (CAR) aims to improve the creative free verse poetry writing skills of fourth-grade elementary school students through the implementation of a school environment-based Contextual Teaching and Learning (CTL) approach. The research was conducted following four stages in each cycle: planning, acting, observing, and reflecting, with data collection techniques comprising free verse poetry writing tests, classroom observation, documentation, and interviews. The results showed that the school environment-based CTL approach effectively solved students' difficulties in generating ideas and selecting appropriate diction. In the pre-cycle condition, student learning mastery was very low, reaching only 27% (3 out of 11 students mastered the material). After observing real objects in the school environment during Cycle I, the percentage of learning mastery increased to 55% (6 students mastered the material). Furthermore, through more focused and intensive guidance on word choice (diction) in Cycle II, students' poetry writing skills showed a significant improvement, reaching perfect learning mastery of 100% (all 11 students passed) with a class average score of 87.3. Based on these findings, it can be concluded that the school environment-based CTL approach is a concrete, effective, and engaging learning strategy for improving elementary students' creative writing skills in free verse poetry.

Keywords: *Creative Writing, Free Verse Poetry, Contextual Teaching and Learning (CTL), School Environment, Classroom Action Research.*