

ABSTRAK

Rizky Dwi Prafitri. 2026. *Penerapan Pembelajaran Berbasis Masalah (Problem Based Learning) Pada Pembelajaran Membaca Siswa Kelas VI SDN Kaliabu 01 Kecamatan Mejayan Kabupaten Madiun*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Ramadhan Prasetya Wibawa, M.Pd.

Kata Kunci : *Pembelajaran Berbasis Masalah, Membaca, Hasil Belajar*

Penelitian ini bertujuan untuk menganalisis penerapan Pembelajaran Berbasis Masalah (*Problem Based Learning*), hasil belajar membaca dari segi prestasi belajar, keaktifan belajar, dan minat membaca serta kelebihan dan kekurangan Pembelajaran Berbasis Masalah (*Problem Based Learning*) terhadap siswa kelas VI sekolah dasar pada mata pelajaran Bahasa Indonesia materi teks eksplanasi. Metode penelitian menggunakan pendekatan kualitatif. Sedangkan jenis pendekatan penelitian yang digunakan adalah deskriptif kualitatif. Sumber data penelitian ini meliputi 23 siswa kelas VI SDN Kaliabu 01 Tahun Pelajaran 2025/2026 dan mitra kolaborator yaitu seorang guru yang berkompeten. Teknik pengumpulan data dilakukan melalui observasi, catatan refleksi mandiri peneliti, wawancara mendalam bersama guru dan 4 perwakilan siswa, penyebaran angket minat baca, dan dokumentasi foto. Analisis data kualitatif menggunakan model interaktif yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model Pembelajaran Berbasis Masalah pada pembelajaran membaca terlaksana dengan baik melalui lima tahapan sintaks yang runtut dengan mengintegrasikan masalah kontekstual lokal. Penerapan model ini memberikan dampak positif terhadap hasil belajar siswa dari segi prestasi membaca pemahaman meningkat dari tingkat literal menuju berpikir tingkat tinggi, minat membaca siswa menguat karena adanya ketahanan baca terhadap teks masalah, dan keaktifan kelas bergeser menjadi berpusat pada siswa. Kelebihan utama model ini terletak pada meningkatnya kemampuan analisis siswa terhadap teks bacaan, pembelajaran menjadi lebih bermakna dan kontekstual, serta adanya peningkatan keterampilan sosial siswa. Sementara itu, kelemahannya berwujud keterbatasan alokasi waktu dan adanya hambatan adaptasi awal bagi sebagian siswa pembaca lambat. Simpulan penelitian ini menegaskan bahwa model Pembelajaran Berbasis Masalah efektif mentransformasi siswa kelas VI dari pembaca pasif menjadi pembaca kritis yang aktif dan solutif.

ABSTRACT

Rizky Dwi Prafitri. 2026. *The Implementation of Problem-Based Learning in Reading Instruction for Sixth-Grade Students at SDN Kaliabu 01, Mejayan District, Madiun Regency.* Thesis. Madiun: Master's Degree Study Program of Indonesian Language and Literature Education, Postgraduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Ramadhan Prasetya Wibawa, M.Pd.

Keywords: *Problem-Based Learning, Reading, Learning Outcomes*

This study aims to analyze the implementation of Problem-Based Learning (PBL), reading learning outcomes in terms of academic achievement, learning activeness, and reading interest, as well as the strengths and weaknesses of PBL for sixth-grade elementary school students in Indonesian Language subjects, specifically on explanatory text material. The research method utilized a qualitative approach, specifically employing a descriptive qualitative design. The data sources for this study included 23 sixth-grade students at SDN Kaliabu 01 for the 2025/2026 academic year and a collaborating partner who is a competent teacher. Data collection techniques were conducted through observation, researcher self-reflection notes, in-depth interviews with the teacher and four student representatives, distribution of reading interest questionnaires, and photographic documentation. Qualitative data analysis utilized an interactive model consisting of data collection, data reduction, data display, and conclusion drawing. The results showed that the implementation of the PBL model in reading instruction was successfully executed through five coherent syntax stages by integrating local contextual problems. The application of this model exerted a positive impact on student learning outcomes in terms of reading comprehension achievement, which advanced from a literal level to higher-order thinking. Furthermore, students' reading interest strengthened due to their reading stamina against problem-based texts, and classroom engagement shifted toward a student-centered approach. The main strength of this model lies in the enhancement of students' analytical skills toward reading texts, making learning more meaningful and contextual, alongside an increase in students' social skills. Meanwhile, its weaknesses manifested in limited time allocation and early adaptation barriers for some slow-reading students. The conclusion of this study confirms that the Problem-Based Learning model effectively transforms sixth-grade students from passive readers into active, critical, and solution-oriented readers.