

ABSTRAK

Mukhammad Faisol Amin. 2026. *Penerapan Game Based Learning pada Literasi Membaca Siswa SD Islam Sabilillah Jombang*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Lulus Irawati, S.S.M.Pd..

Kata Kunci: *Game Based Learning, Literasi Membaca, Tanggung Jawab Belajar.*

Penelitian ini bertujuan untuk mendeskripsikan penerapan Game Based Learning (GBL) pada literasi membaca siswa, menganalisis permasalahan yang muncul, serta mengidentifikasi solusi dalam penerapan tersebut di SD Islam Sabilillah Jombang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa: Penerapan GBL pada literasi membaca siswa Kelas V dilaksanakan melalui pemanfaatan Chromebook dan media game edukatif berbasis Microsoft PowerPoint dengan tahap perencanaan, pelaksanaan, dan evaluasi yang sistematis. Model ini efektif meningkatkan fokus membaca dalam hati (silent reading) dan mengubah motivasi siswa dari pasif menjadi dinamis. Permasalahan yang muncul meliputi hambatan teknis perangkat, kerumitan pengembangan media mandiri, perilaku spekulatif siswa (trial and error), gangguan konsentrasi akibat kebisingan audio, serta kesenjangan kecepatan membaca. Solusi yang diberikan meliputi penerapan Locking Time System (tombol berjeda), bimbingan berjenjang (scaffolding), penggunaan headset untuk menjaga kondusivitas, serta penguatan akuntabilitas melalui presentasi lisan dan portofolio.

ABSTRACT

Mukhammad Faisol Amin. 2026. *The Implementation of Game Based Learning on Reading Literacy of Students at SD Islam Sabilillah Jombang*. Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun. Advisor (I) Dr. Supri Wahyudi Utomo, M.Pd.; (II) Dr. Lulus Irawati, S.S.M.Pd.

Keywords: *Game Based Learning, Reading Literacy, Learning Responsibility.*

This study aims to describe the implementation of Game Based Learning (GBL) on student reading literacy, analyze the problems that arise, and identify solutions for its implementation at SD Islam Sabilillah Jombang. This study employs a descriptive qualitative approach, with data collected through observation, interviews, and documentation. Data analysis was carried out using the Miles and Huberman interactive model. The results of the study indicate that: The implementation of GBL on reading literacy for fifth-grade students was carried out using Chromebooks and interactive educational game media based on Microsoft PowerPoint through systematic planning, implementation, and evaluation stages. This model is effective in increasing focus in silent reading and transforming student motivation from passive to dynamic. The problems that arise include technical device constraints, the complexity of independent media development, students' speculative behavior (trial and error), concentration disturbances due to audio noise, and differences in reading speed. The solutions provided include the application of a Locking Time System (delayed buttons), tiered guidance (scaffolding), the use of headsets to maintain class conduciveness, and accountability reinforcement through oral presentations and portfolios.