

ABSTRAK

Ichwanudi Hasim. 2026. *Implementasi Gamifikasi Wayground sebagai Strategi Peningkatan Minat dan Membaca Pemahaman Siswa Kelas V SD Negeri Waduk.* Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Parji, M.Pd; (II) Dr. Muh. Waskito Ardhi, M.Pd.

Minat baca dan membaca pemahaman siswa sekolah dasar masih tergolong rendah sehingga berdampak pada kemampuan memahami isi bacaan dan kualitas proses pembelajaran. Hasil observasi awal di kelas V SD Negeri Waduk menunjukkan bahwa peserta didik kurang antusias dalam kegiatan membaca, pembiasaan literasi belum berjalan optimal, dan hasil belajar Bahasa Indonesia pada aspek membaca pemahaman masih rendah. Penelitian ini bertujuan untuk mengetahui peningkatan minat baca dan membaca pemahaman siswa melalui implementasi gamifikasi *Wayground* serta efektivitas penerapannya dalam pembelajaran. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus dengan subjek penelitian 14 siswa kelas V SD Negeri Waduk. Data dikumpulkan melalui observasi, angket, tes, wawancara, dan dokumentasi. Analisis data dilakukan secara kualitatif untuk mendeskripsikan proses pelaksanaan tindakan dan secara kuantitatif dengan menghitung persentase serta rata-rata hasil belajar dan ketuntasan. Berdasarkan hasil penelitian, implementasi gamifikasi *Wayground* mampu meningkatkan minat baca dan membaca pemahaman siswa. Keterlibatan siswa dalam kegiatan membaca meningkat dari 42,86% pada kondisi awal menjadi 76,2% pada Siklus I dan 86,4% pada Siklus II. Nilai rata-rata literasi membaca meningkat dari 54,29 pada pratindakan menjadi 75 pada Siklus I dan 86 pada Siklus II. Persentase ketuntasan belajar juga mengalami peningkatan dari 35,71% menjadi 72,6% pada Siklus I dan 85,8% pada Siklus II. Dengan demikian, implementasi gamifikasi *Wayground* terbukti efektif dalam meningkatkan minat baca dan membaca pemahaman siswa kelas V SD Negeri Waduk serta dapat dijadikan sebagai alternatif strategi pembelajaran yang inovatif, interaktif, dan menyenangkan untuk mendukung penguatan budaya literasi di sekolah dasar.

Kata Kunci: gamifikasi, Wayground, minat baca, membaca pemahaman, sekolah dasar.

ABSTRACT

Ichwanudi Hasim. 2026. *Implementation of Wayground Gamification as a Strategy to Improve the Reading Interest and Reading comprehension of Fifth-Grade Students at SD Negeri Waduk.* Thesis. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Parji, M.Pd.; (II) Dr. Muh. Waskito Ardhi, M.Pd.

The reading interest and reading comprehension of elementary school students remain relatively low, which affects their ability to comprehend reading materials and the overall quality of the learning process. Preliminary observations conducted in Grade V of SD Negeri Waduk revealed that students showed low enthusiasm for reading activities, literacy habituation had not been optimally implemented, and students' achievement in Indonesian language learning, particularly in reading comprehension, was still unsatisfactory. This study aimed to determine the improvement of students' reading interest and reading comprehension through the implementation of Wayground gamification and to examine its effectiveness in the learning process. This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which was conducted in two cycles. The research subjects consisted of 14 fifth-grade students of SD Negeri Waduk. Data were collected through observation, questionnaires, tests, interviews, and documentation. The data were analyzed qualitatively to describe the implementation process of the actions and quantitatively by calculating percentages, mean scores, and learning mastery. The findings revealed that the implementation of Wayground gamification effectively improved students' reading interest and reading comprehension. Students' participation in reading activities increased from 42.86% in the preliminary condition to 76.2% in Cycle I and 86.4% in Cycle II. The average reading comprehension score improved from 54.29 in the pre-action stage to 75 in Cycle I and 86 in Cycle II. Furthermore, the percentage of learning mastery increased from 35.71% in the preliminary condition to 72.6% in Cycle I and 85.8% in Cycle II. Therefore, the implementation of Wayground gamification proved to be effective in improving the reading interest and reading comprehension of fifth-grade students at SD Negeri Waduk. It can also serve as an innovative, interactive, and enjoyable instructional strategy to support the strengthening of literacy culture in elementary schools.

Keywords: gamification, wayground, reading interest, reading comprehension, elementary school.