

Tri Andayani. 2026. *Penerapan Aktivitas Literasi Bahasa Indonesia Dalam Pembentukan Nilai Kemanusiaan Pada Siswa Kelas VIII-G SMP Negeri 6 Madiun Ditinjau Dari Kemampuan Akademis*. Tesis. Madiun. Program Studi Magister Pendidikan Bahasa Dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Swasti Maharani, M.Pd.

Kata Kunci: Aktivitas Literasi, Nilai Kemanusiaan, Kemampuan Akademis

Penelitian ini melatarbelakangi pentingnya penanaman nilai kemanusiaan di era modern melalui aktivitas literasi di sekolah, khususnya dalam pembelajaran Bahasa Indonesia. Fokus penelitian ini adalah mengkaji bagaimana aktivitas literasi Bahasa Indonesia dapat membentuk nilai-nilai kemanusiaan pada siswa kelas VIII-G SMPN 6 Madiun, dengan melihat perbedaan dampaknya berdasarkan tingkat kemampuan akademis siswa (tinggi, sedang, dan rendah). Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain studi kasus. Subjek penelitian ini adalah siswa kelas VIII-G SMPN 6 Madiun. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam dan dokumentasi. Analisis data menggunakan teknik analisis deskriptif kualitatif model Miles dan Huberman. Hasil penelitian menunjukkan bahwa: (1) Aktivitas literasi Bahasa Indonesia, seperti membaca cerita pendek bertema sosial, menulis refleksi, dan diskusi kelompok, efektif dalam menumbuhkan indikator nilai kemanusiaan seperti empati, toleransi, dan kepedulian sosial. (2) Terdapat perbedaan respons dan internalisasi nilai kemanusiaan ditinjau dari kemampuan akademis; siswa dengan kemampuan akademis tinggi cenderung lebih cepat menganalisis nilai moral dalam teks, sementara siswa dengan kemampuan akademis sedang dan rendah memerlukan pendekatan literasi yang lebih visual dan kontekstual untuk menginternalisasi nilai tersebut. (3) Hambatan yang ditemukan meliputi keterbatasan variasi bahan bacaan dan motivasi membaca yang beragam, yang diatasi guru melalui strategi diferensiasi pembelajaran literasi. Berdasarkan hasil penelitian penerapan aktivitas literasi Bahasa Indonesia berkontribusi positif terhadap pembentukan nilai kemanusiaan, namun efektivitasnya sangat dipengaruhi oleh kesiapan dan kemampuan akademis siswa.

Tri Andayani. 2026 *The Implementation of Indonesian Language Literacy Activities in Shaping Humanitarian Values in Grade VIII-G Students of SMPN 6 Madiun Reviewed from Academic Ability*. Thesis. Madiun. Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: Dr. Dwi Setiyadi, M.M., Co-Advisor Dr. Swasti Maharani, M.Pd.

Keywords: Literacy Activities, Humanitarian Values, Academic Ability.

This research is motivated by the importance of instilling humanitarian values in the modern era through school literacy activities, especially in Indonesian language learning. The focus of this study is to examine how Indonesian language literacy activities can shape humanitarian values in grade VIII-G students of SMPN 6 Madiun, by looking at the differences in impact based on students' academic ability levels (high, medium, and low). The research method used is a qualitative approach with a case study design. The research subjects were students of class VIII-G SMPN 6 Madiun. Data collection was carried out through participatory observation, in-depth interviews, and documentation. Data analysis used descriptive analysis technique of Miles and Huberman model. The results showed that: (1) Indonesian language literacy activities, such as reading social-themed short stories, writing reflections, and group discussions, were effective in fostering indicators of humanitarian values such as empathy, tolerance, and social care. (2) There are differences in responses and internalization of humanitarian values reviewed from academic abilities; students with high academic abilities tend to be faster in analyzing moral values in texts, while students with medium and low academic abilities require more visual and contextual literacy approaches to internalize these values. (3) Obstacles found included the limited variety of reading materials and varying reading motivation, which were overcome by teachers through differentiated literacy learning strategies. The conclusion of this study is that the implementation of Indonesian language literacy activities contributes positively to the formation of humanitarian values, but its effectiveness is highly influenced by students' readiness and academic abilities.