

ABSTRAK

Nia Yusnita Natalia. 2026. *Peningkatan Kemampuan Membaca Mendalam Teks Sastra melalui Implementasi Jurnal Literasi Keluarga pada Peserta Didik Kelas V SD Negeri 3 Balong.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing I: Dr. Panji Kuncoro Hadi, S.S, M.Pd. Pembimbing II: Drs. Pujiyanto, M.M, M.Pd.

Kata Kunci: *kemampuan membaca mendalam, jurnal literasi keluarga, teks sastra, pendekatan kombinasi embedded design, PTK.*

Penelitian ini dilatarbelakangi rendahnya kemampuan membaca mendalam teks sastra peserta didik Kelas V SD Negeri 3 Balong. Studi pendahuluan menunjukkan 96,43% dari 17 peserta didik (15 orang) berada di bawah KKTP (nilai < 75) dengan nilai rata-rata kelas 56,79. Tujuan penelitian: (1) mendeskripsikan kemampuan membaca mendalam sebelum tindakan; (2) meningkatkan kemampuan membaca mendalam melalui Jurnal Literasi Keluarga; (3) mendeskripsikan hambatan implementasi beserta solusinya.

Penelitian menggunakan pendekatan kombinasi (mixed-methods) dengan strategi embedded design kuantitatif-kualitatif secara simultan. Jenis penelitian adalah PTK model Kemmis dan McTaggart (2014) dua siklus. Pelaksanaan pada Semester Genap Tahun Ajaran 2025/2026, bulan Januari hingga Juni 2026, di Kelas V SD Negeri 3 Balong. Data dikumpulkan melalui tes esai, observasi, dan wawancara semiterstruktur.

Hasil penelitian: nilai rata-rata meningkat dari 56,79 (prasiklus) menjadi 71,68 (Siklus I) dan 86,00 (Siklus II), total peningkatan 29,21 poin (51,44%). Ketuntasan klasikal melonjak dari 3,57% menjadi 39,29% (Siklus I) dan 92,86% (Siklus II), melampaui target 80%. Dari 17 peserta didik, 15 orang (92,86%) tuntas dan 2 orang (7,14%) belum tuntas pada akhir Siklus II. Kedua peserta didik yang belum tuntas mengalami kendala struktural keluarga: PD-05 didampingi nenek karena orang tua bekerja sebagai buruh migran, sedangkan PD-20 tidak aktif mengisi jurnal karena orang tua bekerja sebagai penjual sayur keliling yang menyita waktu bersama anak. Rata-rata skor observasi meningkat dari 2,19 (Cukup) menjadi 3,30 (Baik). Hambatan berupa keterbatasan waktu dan kapasitas literasi orang tua diatasi melalui *pictorial guide* dan teknik *think-pair-share* pada Siklus II.

ABSTRACT

Nia Yusnita Natalia. 2026. *Improving Deep Reading Ability of Literary Texts through Family Literacy Journal Implementation for Grade V Students of SD Negeri 3 Balong*. Thesis. Master of Primary Education, Graduate School, Universitas PGRI Madiun. Supervisor I: Dr. Panji Kuncoro Hadi, S.S., M.Pd.; Supervisor II: Drs. Pujianto, M.M., M.Pd..

Keywords: deep reading ability, family literacy journal, literary texts, mixed-methods embedded design, classroom action research.

This study was motivated by low deep reading ability of Grade V students at SD Negeri 3 Balong, with 96.43% of 28 students (27 students) below the minimum mastery criterion (score < 75) with an average score of 56.79. The objectives of this study were: (1) to describe the *deep reading* ability before the action; (2) to improve *deep reading* ability through the Family Literacy Journal; and (3) to describe the implementation obstacles and their solutions.

This study employed a *mixed-methods* approach with a simultaneous *embedded design* and used a *classroom action research* model developed by Kemmis and McTaggart (2014) in two cycles during the even semester of academic year 2025/2026 (January--June 2026) at Grade V of SD Negeri 3 Balong. Data were collected through essay tests, observation, and semi-structured interviews.

The results showed that the average score increased from 56.79 (pre-cycle) to 71.68 (Cycle I) and 86.00 (Cycle II), a total gain of 29.21 points (51.44%). Classical mastery jumped from 3.57% to 39.29% (Cycle I) and 92.86% (Cycle II), far exceeding the 80% target. Of the 28 students, 26 students (92.86%) achieved mastery, while 2 students (7.14%) remained below the mastery criterion at the end of Cycle II. The two students who did not achieve mastery experienced structural family constraints: PD-05 was assisted by his grandmother because his parents worked as migrant laborers, while PD-20 was inactive in filling the journal because his parents worked as traveling vegetable sellers which consumed time with the child. The average observation score increased from 2.19 (Fair) to 3.30 (Good). Obstacles in the form of limited time and parental literacy capacity were addressed through a pictorial guide and think-pair-share technique in Cycle II.