

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya pengenalan keberagaman budaya Indonesia sejak dini, terutama melalui pembelajaran bahasa Indonesia di tingkat sekolah dasar. Di kelas V SD Negeri Sugihwaras 2, Kabupaten Magetan, pemahaman siswa terhadap teks deskripsi masih perlu ditingkatkan, khususnya dalam mengaitkan materi dengan realitas sosial budaya. Tujuan penelitian ini adalah mendeskripsikan penggunaan teks deskripsi dalam cerita anak untuk menggambarkan keberagaman budaya Indonesia serta menganalisis pemahaman dan respons siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Subjek penelitian adalah siswa kelas V. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen hasil karya siswa, kemudian dianalisis dengan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa teks deskripsi dalam cerita anak mampu memvisualisasikan keberagaman budaya, seperti pakaian adat, tarian, makanan, dan upacara tradisional secara konkret dan menarik. Kesimpulannya, penggunaan teks deskripsi berbasis cerita anak efektif sebagai media penguatan karakter kebinekaan sekaligus peningkatan literasi deskriptif di SD Negeri Sugihwaras 2, Kabupaten Magetan.

ABSTRACT

This research is motivated by the importance of introducing Indonesia's cultural diversity at an early age, particularly through Indonesian language instruction at the elementary school level. In the fifth-grade class at SD Negeri Sugihwaras 2, Magetan Regency, students' comprehension of descriptive texts requires improvement, specifically regarding the ability to connect the material to socio-cultural realities. The study aims to describe the use of descriptive texts within children's stories to illustrate Indonesia's cultural diversity and to analyze the students' comprehension and responses. A qualitative descriptive approach utilizing a case study design was employed. The research subjects were fifth-grade students. Data collection involved participant observation, in-depth interviews, and the analysis of student work, with the data subsequently analyzed using the Miles and Huberman interactive model. The results indicate that descriptive texts in children's stories effectively visualize cultural diversity—such as traditional attire, dances, cuisine, and ceremonies—in a concrete and engaging manner. In conclusion, the use of descriptive texts based on children's stories serves as an effective medium for reinforcing values of diversity and enhancing descriptive literacy skills at SD Negeri Sugihwaras 2, Magetan Regency.