ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis narasi siswa melalui penerapan model pembelajaran Problem Based Learning. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan terhadap 21 orang siswa kelas IV di Sekolah Dasar Islam Terpadu Az-Zahra Kota Gorontalo. Teknik pengumpulan data yang digunakan meliputi wawancara, observasi, tes, dan dokumentasi. Data yang diperoleh dianalisis berdasarkan aktivitas guru dalam pembelajaran, aktivitas siswa, serta hasil kemampuan menulis narasi siswa. Penelitian dilaksanakan dalam dua siklus. Siklus I dilaksanakan selama tiga kali pertemuan, sedangkan siklus II dilaksanakan dalam dua kali pertemuan. Masing-masing siklus terdiri atas empat tahapan, yakni perencanaan, pelaksanaan tindakan, observasi dan evaluasi, serta refleksi. Hasil penelitian menunjukkan adanya peningkatan kemampuan menulis narasi siswa dari pra tindakan hingga siklus II. Pada tahap awal, hanya 5 siswa (34%) yang mencapai Kriteria Ketuntasan Minimal (KKM). Pada siklus I, jumlah siswa yang mencapai KKM meningkat menjadi 13 siswa (62%). Sementara itu, pada siklus II, ketuntasan belajar meningkat signifikan menjadi 20 siswa (95%). Dengan demikian, hipotesis Tindakan yang menyatakan jika guru menggunakan Model Problem Based Learning maka kemampuan menulis narasi siswa Sekolah Dasar Islam Terpadu Az Zahra Kota Gorontalo akan meningkat diterima. Temuan ini merekomendasikan penggunaan model Problem Based Learning sebagai alternatif pendekatan pembelajaran yang inovatif dalam meningkatkan kualitas pembelajaran Bahasa Indonesia, khususnya dalam kemampuan menulis narasi. Kata Kunci: Problem Based Learning, Kemampuan Menulis, Teks Narasi

ABSTRACT

This research aims to improve students' narrative writing skills through the application of the Problem Based Learning learning model. This study is a Classroom Action Research (CAR) conducted on 21 fourth grade students at Az-Zahra Integrated Islamic Elementary School, Gorontalo City. Data collection techniques used include interviews, observations, tests, and documentation. The data obtained were analyzed based on teacher activities in learning, student activities, and the results of students' narrative writing skills. The study was conducted in two cycles. Cycle I was conducted for three meetings, while cycle II was conducted in two meetings. Each cycle consists of four stages, namely planning, implementation of actions, observation and evaluation, and reflection. The results of the study showed an increase in students' narrative writing skills from pre-action to cycle II. In the initial stage, only 5 students (34%) achieved the Minimum Completion Criteria (KKM). In cycle I, the number of students who achieved KKM increased to 13 students (62%). Meanwhile, in cycle II, learning completion increased significantly to 20 students (95%). Thus, the action hypothesis stating that if teachers use the problem based learning model, the narrative writing ability of grade IV students at the Az-Zahra Integrated Islamic Elementary School in Gorontalo City will increase is accepted. This finding recommends the use of the Problem Based Learning model as an alternative innovative learning approach in improving the quality of Indonesian language learning, especially in narrative writing skills. Keywords: Problem Based Learning, Writing Ability, Narrative Text