PENGEMBANGAN MODEL MEMBACA PEMAHAMAN INFERENSIAL BERANCANGAN PENGAJARAN TIMBAL BALIK (*RECIPROCAL TEACHING*) DAN MEMBACA TERBIMBING (*GUIDED READING*) DI SEKOLAH DASAR KABUPATEN CIAMIS

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor Pendidikan Dasar

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PENGEMBANGAN MODEL MEMBACA PEMAHAMAN INFERENSIAL BERANCANGAN PENGAJARAN TIMBAL BALIK (*RECIPROCAL TEACHING*) DAN MEMBACA TERBIMBING (*GUIDED READING*) DI SEKOLAH DASAR KABUPATEN CIAMIS

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ABSTRAK

Tanto Aljauharie Tantowie (2023) Pengembangan Model Membaca Pemahaman Inferensial Berancangan Pengajaran Timbal Balik (*Reciprocal Teaching*) dan Membaca Terbimbing (*Guided Reading*) di Sekolah Dasar Kabupaten Ciamis.

Penelitian ini dilatarbelakangi oleh temuan yang menunjukkan bahwa kemampuan membaca pemahaman siswa sekolah dasar di Kabupaten Ciamis masih rendah, serta guru mengalami kesulitan dalam menerapkan pembelajaran membaca pemahaman inferensial. Penelitian ini bertujuan untuk mendeskripsikan kondisi faktual pembelajaran membaca pemahaman di Sekolah Dasar di Kabupaten Ciamis, mengembangkan model pembelajaran membaca pemahaman inferensial berancangan Pengajaran Timbal Balik (*Reciprocal Teaching*) dan Membaca Terbimbing (*Reading Guide*), serta menguji efektivitas model tersebut dalam pembelajaran. Metode penelitian dalam penelitian ini menggunakan penelitian dan pengembangan versi Dick, Carey, dan Carey (2015). Data dikumpulkan melalui tes, observasi, wawancara, dan angket. Data dianalisis melalui teknik deskriptif kualitatif dan kuantitatif. Model pembelajaran yang dikembangkan, LKS dan Kartu Pengingat, serta alat penilaian kemampuan membaca pemahaman inferensial telah divalidasi oleh 4 ahli dan 4 praktisi yang kompeten. Model tersebut diuji dengan (1) uji perorangan yang diikuti oleh 65 guru dengan jenis kelamin, tingkat pendidikan, dan usia yang berbeda-beda; (2) uji coba kelompok kecil melibatkan 3 SD (68 siswa); (3) uji coba lapangan melibatkan 5 SD (123 siswa). Kedua uji coba tersebut menggunakan desain quasi eksperimen *pretest posttest control design.* Hasil pengembangan diperoleh sintaks model pembelajaran: *modelling* oleh guru, memprediksi, meringkas, bertanya, mengklarifikasi, dan menyimpulkan. Pada tahap *modelling*, guru menjelaskan setiap langkah secara langsung. Pada lima langkah setelahnya, diberikan bimbingan tak langsung dalam bentuk LKS dan kartu pengingat. Hasil implementasi model tersebut dalam pembelajaran menunjukkan bahwa model tersebut efektif dalam meningkatkan kemampuan membaca pemahaman inferensial siswa sekolah dasar. Hasil penelitian dapat dijadikan rujukan bagi penelitian berikutnya. Guru SD dapat menerapkan model ini sebagai alternatif dalam pembelajaran membaca pemahaman inferensial.

Kata kunci: model pembelajaran, membaca pemahaman inferensial, pengajaran timbal balik, membaca terbimbing, sekolah dasar

ABSTRACT

Tanto Aljauharie Tantowie (2023) ***Development of an Inferential Reading Comprehension Learning Model with Reciprocal Teaching and Guided Reading in Elementary Schools in Ciamis Regency.***

This research is motivated by the findings that show that the reading comprehension skills of elementary school students in Ciamis Regency are still low, and teachers have difficulty in implementing inferential reading comprehension learning. This study aims to describe the factual conditions of reading comprehension learning in elementary schools in Ciamis Regency, develop an inferential reading comprehension learning model with Reciprocal Teaching and Reading Guide design, and test the effectiveness of the model in learning. The research method in this study used the research and development version of Dick, Carey, and Carey (2015). Data were collected through tests, observations, interviews, and questionnaires. The data were analysed through qualitative and quantitative descriptive techniques. The developed learning model, LKS and Reminder Cards, as well as inferential reading comprehension skill assessment tools have been validated by 4 experts and 4 competent practitioners. The model was tested by (1) an individual test attended by 65 teachers with different gender, education level, and age; (2) a small group trial involving 3 primary schools (68 students); (3) a field trial involving 5 primary schools (123 students). Both trials used a quasi-experimental pretest posttest control design. The development results obtained the syntax of the learning model: modelling by the teacher, predicting, summarising, asking questions, clarifying, and concluding. In the modelling stage, the teacher explains each step directly. In the next five steps, indirect guidance is given in the form of LKS and reminder cards. The results of the implementation of the model in learning show that the model is effective in improving elementary school students' inferential reading comprehension skills. The research results can be used as a reference for future research. Elementary school teachers can apply this model as an alternative in learning inferential reading comprehension.

Keywords*: learning model, inferential reading comprehension, reciprocal teaching, guided reading, elementary school*

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