

**PENGEMBANGAN LITERASI BACA TULIS
MELALUI PEMBELAJARAN MENULIS TEKS PROSEDUR
BERBASIS GAYA BELAJAR KINESTETIK
DI SEKOLAH DASAR**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh
gelar Magister Pendidikan Guru Sekolah Dasar



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MAGISTER PENDIDIKAN GURU SEKOLAH DASAR
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Sebuah tesis diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan Guru Sekolah Dasar pada UPI Kampus Tasikmalaya

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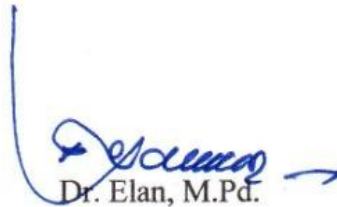
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ABSTRAK

Kemampuan literasi baca tulis merupakan keterampilan dasar yang esensial bagi peserta didik di Sekolah Dasar, yang menjadi fondasi penting dalam pembelajaran di jenjang pendidikan berikutnya. Namun, di lapangan, banyak peserta didik yang menunjukkan kemampuan literasi baca tulis yang masih rendah, terutama dalam menulis teks prosedural. Salah satu faktor yang mempengaruhi rendahnya keterampilan ini adalah kurangnya variasi metode pembelajaran yang sesuai dengan gaya belajar peserta didik. Penelitian ini bertujuan untuk mengidentifikasi penerapan pembelajaran menulis teks prosedural berbasis gaya belajar kinestetik di Sekolah Dasar, mengevaluasi efektivitasnya dalam meningkatkan literasi baca tulis peserta didik, khususnya keterampilan menulis teks prosedural, serta mengidentifikasi kendala yang dihadapi dalam penerapan metode ini dan menemukan solusi yang tepat untuk mengatasinya. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan pendekatan kualitatif, melibatkan guru dan peserta didik di kelas sebagai subjek penelitian. Pengumpulan data dilakukan melalui observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berbasis gaya belajar kinestetik dapat meningkatkan kemampuan peserta didik dalam menulis teks prosedural. Aktivitas pembelajaran yang melibatkan gerakan fisik dan manipulasi langsung objek membantu peserta didik memahami langkah-langkah prosedural secara lebih efektif dan meningkatkan partisipasi aktif mereka dalam proses belajar. Namun, terdapat beberapa kendala yang dihadapi, seperti keterbatasan waktu, fasilitas pendukung yang tidak memadai, dan variasi kemampuan peserta didik. Solusi yang diusulkan termasuk penyesuaian strategi pembelajaran, penggunaan media yang lebih bervariasi, dan peningkatan fasilitas pendukung di sekolah. Kesimpulannya, pembelajaran berbasis gaya belajar kinestetik efektif untuk meningkatkan literasi baca tulis peserta didik, terutama dalam keterampilan menulis teks prosedural. Disarankan agar model ini diintegrasikan ke dalam kurikulum pembelajaran di Sekolah Dasar dan diiringi dengan pelatihan guru yang memadai untuk memaksimalkan efektivitasnya.

Kata Kunci: literasi baca tulis, gaya belajar kinestetik, teks prosedural, penelitian tindakan kelas, Sekolah Dasar.

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ABSTRACT

Reading and writing literacy skills are essential foundational skills for primary school students, forming a crucial basis for learning at subsequent educational levels. However, in practice, many students exhibit low reading and writing literacy skills, particularly in writing procedural texts. One of the factors contributing to this issue is the lack of variety in teaching methods that cater to students' diverse learning styles. This study aims to identify the implementation of kinesthetic learning-based procedural text writing in elementary schools, evaluate its effectiveness in enhancing students' literacy skills, particularly in writing procedural texts, and identify the challenges faced in applying this method and propose appropriate solutions to address them. This research employs a Classroom Action Research (CAR) method with a qualitative approach, involving teachers and students in the classroom as research subjects. Data collection was carried out through observations, interviews, and document analysis. The findings indicate that the implementation of kinesthetic learning significantly improves students' ability to write procedural texts. Learning activities involving physical movement and direct manipulation of objects help students understand procedural steps more effectively and increase their active participation in the learning process. However, several challenges were encountered, such as limited time, inadequate supporting facilities, and varying student abilities. Proposed solutions include adjusting teaching strategies, using more varied media, and improving school support facilities. In conclusion, kinesthetic learning is effective in enhancing students' literacy skills, particularly in writing procedural texts. It is recommended that this model be integrated into the elementary school curriculum and accompanied by adequate teacher training to maximize its effectiveness.

Keywords: *literacy, kinesthetic learning style, procedural text, classroom action research, elementary school.*

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