

PENGEMBANGAN MEDIA PELITA BERBASIS LITERASI BACA TULIS
(Penelitian Pengembangan Media di Sekolah Dasar)



TESIS

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

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**PENGEMBANGAN MEDIA PELITA BERBASIS LITERASI BACA TULIS
(PENELITIAN PENGEMBANGAN MEDIA DI SEKOLAH DASAR)**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Program Studi Magister Pendidikan Guru Sekolah Dasar

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ABSTRAK

Kemampuan literasi baca tulis merupakan fondasi penting dalam perkembangan akademik peserta didik sekolah dasar, terutama pada Fase A (kelas I). Namun, praktik pembelajaran literasi di kelas awal masih banyak bergantung pada media konvensional yang belum mendukung multimodalitas, kontekstualitas, serta keterlibatan aktif peserta didik. Urgensi pengembangan media literasi berbasis narasi dan aktivitas tematik menjadi semakin kuat dalam konteks Kurikulum Merdeka yang menekankan diferensiasi, pengalaman belajar autentik, dan pembelajaran menyenangkan. Penelitian ini bertujuan mengembangkan media pembelajaran PELITA (Petualangan Literasi Awal) untuk mendukung keterampilan literasi baca tulis peserta didik kelas I. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Media dikembangkan dalam format digital berbasis *Canva for Education*, mengintegrasikan pendekatan naratif, multimodal, dan *Problem-Based Learning* (PBL). Proses pengembangan dimulai dari analisis kebutuhan guru dan peserta didik, dilanjutkan perancangan, validasi oleh ahli isi, bahasa, dan media, serta uji coba terbatas. Implementasi dilakukan di SDN Cipakat pada 21 peserta didik. Hasil evaluasi menunjukkan bahwa media PELITA praktis digunakan, menarik bagi peserta didik, dan efektif meningkatkan partisipasi serta kemampuan literasi lital. Revisi dilakukan berdasarkan masukan pengguna, termasuk perbaikan instruksi, penyederhanaan navigasi, penambahan ilustrasi dan audio naratif. Kesimpulan dari penelitian ini menunjukkan bahwa media PELITA merupakan solusi pedagogis yang adaptif, kontekstual, dan inklusif untuk pembelajaran literasi dasar di kelas I sekolah dasar, serta relevan dengan arah pengembangan pendidikan dasar nasional dan global.

Kata kunci: literasi baca tulis, media pembelajaran, media PELITA, multimodal, pengembangan media, sekolah dasar

ABSTRACT

Reading and writing literacy is a foundational competency in early primary education, particularly in Phase A (Grade 1). However, literacy learning practices at this level often rely on conventional materials that lack support for multimodality, contextualization, and active student engagement. The urgency for developing narrative-based and thematic learning media has become increasingly relevant within the context of the Merdeka Curriculum, which emphasizes differentiated, authentic, and joyful learning. This study aims to develop an instructional media entitled PELITA to support early literacy skills of first-grade students. The research employs a Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The media was developed digitally using Canva for Education, incorporating narrative structure, multimodal content, and a Problem-Based Learning (PBL) approach. The development process included a needs analysis, design phase, expert validation in content, language, and media, followed by limited trials. Implementation was conducted at SDN Cipakat involving 21 students. Formative evaluation results indicate that PELITA is practical, engaging, and effective in enhancing students' literal reading and writing skills. Revisions were made based on user Feedback, including simplified instructions, improved navigation, enriched illustrations, and audio narration. The findings suggest that PELITA serves as an adaptive, contextual, and inclusive pedagogical solution for foundational literacy education in primary school, aligned with national curriculum goals and global inclusive education agendas.

Keywords: instructional media, literacy, media development, multimodal, primary school, PELITA media

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