

**PENGEMBANGAN MODEL PEMBELAJARAN LITERASI BERBASIS  
KOGNITIF SOSIAL DENGAN PENGUATAN REGULASI DIRI  
UNTUK MENINGKATKAN KEMAMPUAN MEMBACA DAN NALAR  
SISWA SEKOLAH DASAR**

**DISERTASI**

**diajukan untuk memenuhi sebagian syarat untuk memperoleh  
gelar Doktor Pendidikan Dasar**



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**UNIVERSITAS PENDIDIKAN INDONESIA  
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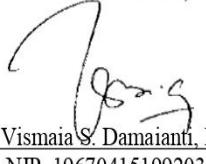
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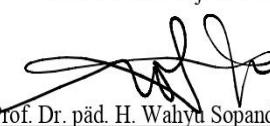
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## ABSTRAK

### **Susan Maulani (2021) Pengembangan Model Pembelajaran Literasi Berbasis Kognitif Sosial Dengan Penguatan Regulasi Diri Untuk Meningkatkan Kemampuan Membaca Dan Nalar Siswa Sekolah Dasar. Program Studi Pendidikan Dasar.**

Penelitian ini bertujuan untuk mengembangkan model pembelajaran literasi berbasis kognitif sosial dengan penguatan regulasi diri di sekolah dasar untuk meningkatkan kemampuan membaca dan nalar peserta didik di sekolah dasar. Penelitian ini didasari atas sejumlah temuan penelitian yang menunjukkan kemampuan membaca dan nalar anak sekolah dasar masih rendah. Penelitian ini merupakan penelitian pengembangan (R&D) menggunakan pendekatan Dick dan Carey dengan sepuluh tahap pengembangan yang meliputi: (1) Identifikasi Tujuan pembelajaran. (2) Melakukan Analisis pembelajaran (3) Mengidentifikasi dan menganalisis kemampuan peserta didik (4) Merumuskan Tujuan pembelajaran secara khusus. (5) Mengembangkan asesmen (6) Mengembangkan strategi Pembelajaran. (7) Mengembangkan dan Menentukan bahan Pembelajaran. (8) Merancang dan Melaksanakan Evaluasi Formatif (9) Revisi Pembelajaran (10)Merancang dan melaksanakan Evaluasi Sumatif. Data dikumpulkan melalui angket, wawancara, penilaian ahli, observasi dan tes. Data dianalisis melalui teknik deskriptif kualitatif dan kuantitatif. Sebagai bentuk validasi akademik, konstruk, konten dan validitas model pembelajaran literasi berbasis kognitif sosial dengan penguatan regulasi diri telah dinilai oleh ahli dan praktisi yang kompeten dan serangkaian evaluasi lapangan. Uji keberterimaan model/ implementasi model pembelajaran literasi berbasis kognitif sosial dengan penguatan regulasi diri yang dikembangkan dilakukan pada skala terbatas dan skala lebih luas dengan menggunakan *experiment designs* dengan *Pre-test post-test control design*. Uji skala terbatas dilakukan di salah satu SD negeri dikota Bandung, sedangkan uji luas melibatkan dua SD negeri dan satu SD swasta dikota Bandung. Populasi penelitian adalah peserta didik kelas 2 Sekolah Dasar Kota bandung. Hasil implementasi model pembelajaran literasi berbasis kognitif sosial dengan penguatan regulasi diri dalam kegiatan pembelajaran diperoleh data bahwa model efektif dalam meningkatkan kemampuan membaca dan nalar peserta didik di sekolah dasar Rekomendasi, Guru Sekolah Dasar dapat menerapkan model pembelajaran literasi berbasis kognitif sosial dengan penguatan regulasi diri sebagai alternatif untuk pembelajaran literasi.

**Kata Kunci :** model pembelajaran, kognitif sosial, regulasi diri, literasi, sekolah dasar, kelas rendah

## *ABSTRACT*

**Susan Maulani (2021) The Development Of Social Cognitive-Based Literature Learning Model By Strengthening Self-Regulation To Improve Reading Ability And Reasoning Skills Of Elementary School Students. Primary Education Program.**

This study aimed at developing a social cognitive-based literacy learning model by strengthening self-regulation in elementary schools to improve students' reading and reasoning abilities in elementary schools. This research was based on several research findings which showed that elementary school children's reading and reasoning abilities were still low. This research was development research (R&D) using the Dick and Carey approach with ten stages of development which include: (1) Identifying learning objectives. (2) Conducting learning analysis (3) Identifying and analyzing students' abilities (4) Formulating specific learning objectives. (5) Developing assessment (6) Developing learning strategies. (7) Developing and determining learning materials. (8) Designing and implementing formative evaluation (9) Revising learning activities (10) Designing and implementing summative evaluation. Data were collected through questionnaires, interviews, expert judgments, observations, and tests. Data were analyzed through descriptive qualitative and quantitative techniques. As a form of academic validation, the construct, content, and validity of the social cognitive-based literacy learning model by strengthening self-regulation have been assessed by competent experts and practitioners, and a series of field evaluations have been conducted. The acceptance test of the model/implementation of the social cognitive-based literacy learning model by the strengthening of self-regulation was carried out on a limited scale and wider scale using experimental designs with pre-test post-test control design. The limited scale acceptance test was carried out in a public elementary school in Bandung, while the wider scale involved two public elementary schools and one private elementary school in Bandung. The population of the study was the second-grade students of elementary schools in Bandung. The results of the implementation of the social cognitive-based literacy learning model by strengthening self-regulation in learning activities showed that this model was effective in improving students' reading and reasoning abilities in the recommended elementary schools, Elementary school teachers can apply social cognitive-based literacy learning models by strengthening self-regulation as an alternative for literacy learning.

**Keywords:** learning model, social cognitive, self-regulation, literacy, elementary school, lower-grade students

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