MODEL PEMBELAJARAN *SELF REGULATED WRITING STRATEGY DEVELOPMENT* BERBASIS LITERASI BUDAYA LOKAL DALAM MENGEMBANGKAN KEMAMPUAN MENULIS FAKTUAL RAGAM EKSPLANASI SISWA SEKOLAH DASAR

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diajukan untuk memenuhi sebagian syarat memperoleh gelar Doktor

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MODEL PEMBELAJARAN SRWSD BERBASIS LITERASI BUDAYA LOKAL DALAM MENGEMBANGKAN KEMAMPUAN MENULIS FAKTUAL RAGAM EKSPLANASI SISWA SEKOLAH DASAR

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ABSTRAK

Tujuan penelitian pengembangan ini dilakukan untuk menghasilkan model pembelajaran SRWSD berbasis literasi budaya lokal dalam mengembangkan kemampuan menulis faktual ragam eksplanasi di sekolah dasar. Model penelitian *Education Design reserch* dilakukan dengan model pengembangan Plomp *(preliminary research, prototyping phase,* dan *assesment phase).* Partisipan penelitian yang dilibatkan, yaitu siswa dan guru kelas lima di sekolah dasar provinsi Sumatra Barat. Data dikumpulkan menggunakan instrumen tes kemampuan menulis faktual ragam eksplanasi hasil validasi pakar, lembar panduan wawancara, dan angket observasi terhadap tujuh guru praktisi dari enam sekolah dasar dengan banyak keseluruhan siswa mencapai 153 siswa. Hasil penelitian menunjukkan bahwa: (1) kemampuan awal menulis faktual ragam eksplanasi siswa tergolong rendah akibat kurangnya pemahaman siswa terhadap struktur teks eksplanasi, karakteristik isi eksplanasi, ciri bahasa teks eksplanasi, dan mekanik; (2) guru membutuhkan model pembelajaran yang khusus memperhatikan perkembangan kemampuan menulis faktual ragam eksplanasi siswa SD. Sedangkan siswa membutuhkan keterampilan dalam menulis faktual ragam eksplanasi; (3) prototype sintak model pembelajaran *self-regulated writing strategy development* yang diciptakan, yaitu: *basic skill in writing*, *writing strategy discussion*, *local cultural modeling*, *appliying strategies in writing*, dan *postwriting*; (4) model pembelajaran *self-regulated writing strategy development* yang dikembangkan mendapatkan respon positif dari guru dan siswa, guru merasakan lebih mudah mengarahkan siswa dalam menulis, siswa merasakan tidak lagi kesulitan membuat karangan ragam eksplanasi; (5) kemampuan menulis faktual ragam eksplanasi meningkat setelah menerapkan model pembelajaran *self-regulated writing strategy development*. Model pembelajaran *self-regulated writing strategy development* dapat digunakan di kelas tinggi sekolah dasar dengan tahapan pembelajaran yang terstruktur dan menyenangkan.

Kata kunci: model pembelajaran; *self-regulated writing strategy development;* literasi budaya lokal; menulis faktual ragam eksplanasi; sekolah dasar.

ABSTRACT

The education design research purpose was to produce a SRWSD learning model based on local cultural literacy to develop factual writing skills of various explanations in elementary schools. The Education Design research model was carried out with the Plomp development model (preliminary research, prototyping phase, and assessment phase). The research participants involved were fifth-grade students and teachers in elementary schools in West Sumatra province. Data were collected using a factual writing ability test instrument with varied explanations from expert validation results, interview guide sheets, and observation questionnaires for seven practicing teachers from six elementary schools with a total number of students reaching 153 learners. The results showed that: (1) the student's initial factual writing ability of various explanations was low due to students' lack of understanding of the structure of the explanatory text, the characteristics of the explanatory content, the language features of the explanatory text, and the mechanics; (2) the teacher needs a learning model that specifically pays attention to the development of factual writing abilities of various explanations of elementary school students. Meanwhile, students need skills in writing factual explanations; (3) the syntax prototype of the self-regulated writing strategy development learning model that was created, namely: basic skills in writing, writing strategy discussion, local cultural modeling, applying strategies in writing, and post-writing; (4) the self-regulated writing strategy development learning model that was developed received a positive response from the teacher and students, the teacher found it easier to direct students in writing, students found it no longer hard to compose various explanatory essays; (5) the ability to write factual types of explanation increases after applying the self-regulated writing strategy development learning model. The self-regulated writing strategy development learning model perspective can be used in high school grades with structured and fun learning stages.

Keywords: learning model; self-regulated writing strategy development; local cultural literacy; write factual explanations; elementary school.

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