

ABSTRAK

Rahmayanti, Wiga. 2025. *Pencapaian Literasi Membaca Peserta Didik Berdasarkan Rapor Satuan Pendidikan Sekolah (Studi Kasus di SDN 062 Kota Jambi)*. Tesis, Program Studi Magister Pendidikan Dasar, Jurusan Pendidikan Anak Usia Dini dan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi, Pembimbing: (I) Dr. Indryani, S.Pd., M.Pd. I. (II) Dr. Dra. Destrinelli, M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran literasi membaca serta permasalahan literasi dalam pembelajaran di SDN 062 Kota Jambi. Penelitian ini dilakukan di SDN 062 Kota Jambi pada fase B dan C. Penelitian ini merupakan penelitian kualitatif dengan jenis penelitian studi kasus. Data pada penelitian diperoleh dengan cara observasi, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa pencapaian literasi membaca peserta didik SDN 062 Kota Jambi berdasarkan rapor satuan pendidikan sekolah masih berada pada kategori sedang. Literasi tersebut memuat lima subindikator yaitu kompetensi membaca teks informasi, kompetensi membaca teks sastra, kompetensi mengakses dan menemukan isi teks, kompetensi menginterpretasi dan memahami isi teks, serta kompetensi mengevaluasi dan merefleksikan isi teks. Pelaksanaan literasi terkait hal tersebut yaitu pembiasaan membaca 15 menit sebelum belajar, pemberian motivasi, kunjungan perpustakaan sekolah, pemanfaatan pojok baca, pemanfaatan teknologi, dan pelibatan orang tua dalam rangka menumbuhkan minat baca peserta didik. Cara selanjutnya melalui kegiatan membaca secara bergantian, menemukan ide pokok, kata kunci, pemahaman kosakata baru, pembuatan peta pikiran, penyampaian pesan atau informasi dalam teks, kegiatan diskusi, pemberian pertanyaan pemantik, penguraian sebab akibat, penyampaian opini, serta perumusan kesimpulan. Permasalahan literasi yang ditemukan yaitu kurangnya minat baca peserta didik, kesulitan membaca, menemukan informasi, mengidentifikasi kata kunci, mengartikan kosakata baru, memahami isi teks, scanning dan skimming. Peserta didik juga mudah kehilangan fokus, kurangnya pemahaman terhadap opini dan fakta, keterampilan menyampaikan pendapat atau hasil evaluasi, serta kurangnya keterampilan dalam merefleksikan isi teks.

Kesimpulan dari penelitian ini menunjukkan bahwa Pelaksanaan literasi terkait kompetensi membaca teks informasi, kompetensi membaca teks sastra, kompetensi mengakses dan menemukan isi teks, kompetensi menginterpretasi dan memahami isi teks, serta kompetensi mengevaluasi dan merefleksikan isi teks yang dilakukan di sekolah tidak luput dari permasalahan. Temuan ini menjadi bahan refleksi bagi sekolah untuk membuat suatu perencanaan terkait pelaksanaan literasi membaca peserta didik serta perlunya kerjasama antara kepala sekolah, guru, dan peserta didik untuk mengatasi permasalahan yang ada.

Kata Kunci: Literasi, Rapor Satuan Pendidikan

ABSTRACT

Rahmayanti, Wiga. 2025. Achievement of Students' Reading Literacy Based on School Education Unit Report Cards (Case Study at SDN 062 Jambi City). Thesis, Master of Elementary Education Study Program, Department of Early Childhood and Elementary Education, Faculty of Teacher Training and Education, University of Jambi, Advisor: (I) Dr. Indryani, S.Pd., M.Pd. I. (II) Dr. Dra. Destrinelli, M.Pd.

This study aims to describe the implementation of reading literacy learning and literacy problems in learning at SDN 062 Jambi City. This research was conducted at SDN 062 Jambi City in phases B and C. This research is a qualitative research with a case study type of research. Data in the study were obtained through observation, interviews, and documentation.

The results of the study indicate that the achievement of reading literacy of students at SDN 062 Jambi City based on the school education unit report card is still in the moderate category. The literacy contains five sub-indicators, namely the competence of reading information texts, the competence of reading literary texts, the competence of accessing and finding text content, the competence of interpreting and understanding text content, and the competence of evaluating and reflecting on text content. The implementation of literacy related to this is the habit of reading 15 minutes before studying, providing motivation, visiting the school library, utilizing reading corners, utilizing technology, and involving parents in order to foster students' interest in reading. The next way is through reading activities in turns, finding main ideas, keywords, understanding new vocabulary, making mind maps, conveying messages or information in texts, discussion activities, giving provocative questions, analyzing causes and effects, conveying opinions, and formulating conclusions. The literacy problems found were the lack of interest in reading among students, difficulty reading, finding information, identifying keywords, interpreting new vocabulary, understanding text content, scanning and skimming. Students also easily lose focus, lack of understanding of opinions and facts, skills in conveying opinions or evaluation results, and lack of skills in reflecting on text content. The conclusion of this study shows that the implementation of literacy related to the competence of reading information texts, the competence of reading literary texts, the competence of accessing and finding text content, the competence of interpreting and understanding text content, and the competence of evaluating and reflecting on text content carried out in schools are not free from problems. These findings are material for reflection for schools to make a plan related to the implementation of student reading literacy and the need for cooperation between the principal, teachers, and students to overcome existing problems.

Keywords: Literacy, Education Unit Report Card