

Siska Mina Rita, 2024. *Analisis Implementasi Program Literasi Membaca di Kelas Empat SDIT Roudlatul Hikmah*. Skripsi, Program Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura.
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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tahapan-tahapan implementasi program literasi membaca di SDIT Roudlatul Hikmah serta faktor pendukung dan faktor penghambatnya. Jenis penelitian ini adalah kualitatif lapangan. Subjek penelitian ini meliputi kepala sekolah, guru kelas empat, serta beberapa peserta didik kelas empat. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data menggunakan tipe miles and Huberman. Pengujian keabsahan data menggunakan triangulasi sumber. Hasil dari penelitian ini adalah terdapat beberapa tahapan implementasi literasi membaca pada kelas empat SDIT Roudlatul Hikmah berupa 1) Tahap pembiasaan dengan indikator membaca selama 15 menit, menata sarana dan lingkungan karya literasi, serta pelibatan publik. 2) Tahap pengembangan dengan indikator membaca terpandu, membaca bersama, serta aneka karya kreativitas. 3) Tahap pembelajaran dengan indikator menata kelas berbasis literasi, Buku induk jadwal pojok baca, serta tim literasi sekolah. Serta faktor pendukung yang terdiri dari sarana dan prasarana dan sikap ramah antara guru dan peserta didik. Selain itu faktor penghambat yang terdapat pada kelas empat yakni kebiasaan membaca yang belum tertanam pada diri peserta didik.

Kata kunci: Implementasi, literasi membaca, SDIT Roudlatul Hikmah

Siska Mina Rita. 2024. *Analysis Of The Implementation Of The Reading Literacy Program In Class iv Of Sdit Roudlatul Hikmah*. Thesis, Elementary School Teacher Education Study Program, Faculty Of Education, Trunojoyo University Madura,

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ABSTRACT

Purpose of this research is to determine the stages of implementing the reading literacy program at SDIT Roudlatul Hikmah as well as the supporting and inhibiting factors. This type of research is qualitative field research. The subjects of this research included the school principal, fourth grade teachers, and several fourth grade students. Data collection techniques use observation, interviews and documentation. Data analysis uses miles and Huberman types. Data validity testing uses source triangulation. The results of this research are that there are several stages of implementing reading literacy in the fourth grade at SDIT Roudlatul Hikmah in the form of 1) The habituation stage with reading indicators for 15 minutes, arranging the facilities and environment for literacy work, as well as public involvement. 2) Development stage with indicators of guided reading, shared reading, and various creative works. 3) Learning stage with indicators for organizing literacy-based classes, reading corner schedule master book, and school literacy team. As well as supporting factors consisting of facilities and infrastructure and friendly attitudes between teachers and students. Apart from that, the inhibiting factor found in fourth grade is the reading habit which has not been ingrained in the students.

Keyword: Implementastion, reading literacy, SDIT Roudlatul Hikmah