

Adhiba Anis Safitri. 2026. *Pengaruh Strategi Directed Reading Thinking Activity (DRTA) Terhadap Hasil Belajar Kognitif Siswa Kelas V Pada Materi Ide Pokok*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Conny Dian Sumadi, S.Pd., M.Pd.

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar membaca pemahaman siswa sekolah dasar, khususnya dalam mengidentifikasi ide pokok. Selain itu, guru belum menggunakan strategi pembelajaran yang secara khusus menstimulasi hasil belajar membaca pemahaman. Oleh karena itu, diperlukan penerapan strategi pembelajaran yang lebih efektif. Penelitian ini bertujuan untuk mengetahui pengaruh strategi *Directed Reading Thinking Activity* (DRTA) terhadap hasil belajar kognitif siswa kelas V pada materi ide pokok. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen dan desain kuasi eksperimen yang secara spesifik *nonequivalent control group design*. Penelitian ini melibatkan variabel bebas berupa strategi DRTA dan variabel terikat berupa hasil belajar kognitif siswa. Sampel penelitian adalah siswa kelas V yang dibagi menjadi kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan tes, wawancara, observasi, dan dokumentasi. Instrumen penelitian yang digunakan berupa lembar tes pretest dan posttest dan lembar observasi. Teknik analisis data dilakukan dengan 1) uji analisis instrumen, meliputi uji validitas, uji reliabilitas, uji tingkat kesukaran, dan uji daya beda 2) uji prasyarat, meliputi uji normalitas dan uji homogenitas, 3) uji kesetaraan awal, dan 4) uji hipotesis. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan strategi DRTA terhadap hasil belajar kognitif siswa pada materi ide pokok, ditunjukkan oleh perbedaan nilai rata-rata antara kelas eksperimen dan kelas kontrol. Dengan demikian, dapat disimpulkan bahwa strategi *Directed Reading Thinking Activity* berpengaruh terhadap hasil belajar kognitif siswa kelas V pada materi ide pokok.

Kata Kunci: *Directed Reading Thinking Activity*, Hasil Belajar Kognitif, Ide Pokok, Membaca Pemahaman

Adhiba Anis Safitri. 2026. The Effect of the Directed Reading Thinking Activity (DRTA) Strategy on the Cognitive Learning Outcomes of Fifth Grade Students in Main Idea Material. Undergraduate Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Trunodjoyo Madura. Conny Dian Sumadi, S.Pd., M.Pd.

ABSTRACT

This study is motivated by the low reading comprehension achievement of elementary school students, particularly in identifying main ideas. In addition, teachers have not yet implemented instructional strategies that specifically stimulate reading comprehension achievement. Therefore, the application of a more effective instructional strategy is needed. This study aims to determine the effect on the Directed Reading Thinking Activity (DRTA) strategy on the cognitive learning outcomes of fifth-grade students in learning main ideas. This study employed a quantitative approach with an experimental research method and a quasi-experimental design, specifically the nonequivalent control group design. The independent variable was the DRTA strategy, while the dependent variable was the students cognitive leaning outcomes. The sample consisted of fifth-grade students who were divided into an experimental group and a control group. Data research instruments included pretest and posttest worksheets as well as observation sheets. Data analysis techniques consisted of: (1) instrument analysis tests, including validity, reliability, item difficulty, and discrimination index test; (2) prerequisite tests, including normality and homogeneity tests; (3) an initial equivalence test; and (4) hypothesis testing. The results showed that use of the DRTA strategy had a significant effect on students cognitive learning outcomes in identifying main ideas, as indicated by the difference in mean scores between the experimental and control groups. Therefore, it can be concluded that the Directed Reading Thinking Activity (DRTA) strategy significantly affects the cognitive learning outcomes of fifth-grade students in leaning main ideas.

Keywords: *Directed Reading Thinking Activity, Cognitive Learning Outcomes, Main Idea, Reading Comprehension*