

ABSTRAK

Isdianti Sukarim, 2024. Pembelajaran Menulis Cerita Fiksi Bermuatan Pendidikan Karakter Melalui Model Pembelajaran Langsung (*Direct Learning*) Siswa Kelas V SD Negeri 52 Kota Ternate. Dibimbing Oleh: Kodrat Hi. Karim, S.Pd., M.Pd selaku pembimbing I dan Sukria Ahsan, S.Pd, M.Pd selaku pembimbing II.

Tujuan yang akan dicapai dalam penelitian ini adalah: 1); Mendeskripsikan tingkat kemampuan siswa kelas V SD Negeri 52 Kota Ternate tentang menulis cerita fiksi melalui model pembelajaran langsung (*Direct Learning*). 2); Mengidentifikasi dan mendeskripsikan kesulitan yang dihadapi siswa kelas V SD Negeri 52 Kota Ternate dalam menuangkan ide dan mengembangkan imajinasi dalam penulisan cerita fiksi.

Berdasarkan hasil penelitian menunjukkan bahwa: 1); Dari 22 siswa yang berada di kelas V terdapat 17 siswa yang mampu menulis cerita fiksi dengan baik dimana siswa mampu menentukan ide dan gagasan utama sebelum menulis cerita fiksi sehingga cerita yang ditulis dapat tersusun dengan baik, nilai yang diperoleh 17 siswa tersebut telah memenuhi nilai kriteria yang telah ditetapkan, dan 5 siswa yang masih tidak memenuhi nilai kriteria yang ditentukan. Dari hasil penelitian menunjukkan bahwa ketuntasan siswa sebesar 77,27%. 2); Siswa kelas V SD Negeri 52 Kota Ternate pada proses penulisan cerita fiksi siswa mengalami beberapa kesulitan dalam menulis cerita fiksi dimana siswa kesulitan pada penulisan tema kurang jelas ide cerita terbatas dan sulit dipahami, deskripsi latar cukup jelas namun kurang mendukung alur cerita, tokoh kurang berkembang, motivasi tidak jelas dan bahasa monoton, kosa kata sangat terbatas, struktur kalimat lemah.

Kemampuan menulis cerita fiksi siswa bermuatan pendidikan karakter melalui model pembelajaran langsung (*Direct Learning*) siswa kelas V SD Negeri 52 Kota Ternate, dapat disimpulkan bahwa kemampuan menulis cerita fiksi siswa menunjukkan variasi dalam pencapaian indikator tertentu. Aspek-aspek terendah terletak pada indikator 2, 3, dan 4, yang mencakup kemampuan deskripsi latar cukup jelas namun kurang mendukung alur cerita, tokoh kurang berkembang, motivasi tidak jelas dan bahasa monoton, kosa kata sangat terbatas, struktur kalimat lemah.

Kata Kunci: Menulis Cerita Fiksi, Pendidikan Karakter, Model Pembelajaran Langsung

ABSTRACT

Isdianti Sukarim, 2024. Learning to Write Fiction Stories Containing Character Education Through Direct Learning Models for Grade V Students of Elementary School 52 Ternate City. Supervised by: Kodrat Hi. Karim, S.Pd., M.Pd as Supervisor I and Sukria Ahsan, S.Pd, M.Pd as Supervisor II.

The objectives to be achieved in this study are: 1); Describe the level of ability of fifth grade students of SD Negeri 52 Kota Ternate about writing fiction stories through direct learning models. 2); Identify and describe the difficulties faced by fifth grade students of SD Negeri 52 Kota Ternate in expressing ideas and developing imagination in writing fiction stories.

Based on the results of the study showed that: 1); Of the 22 students in grade V, there were 17 students who were able to write fictional stories well where students were able to determine the main ideas and concepts before writing fictional stories so that the stories written could be well structured, the scores obtained by the 17 students had met the criteria values that had been set, and 5 students who still did not meet the criteria values that had been set. The results of the study showed that the students' completeness was 77.27%. 2); Students in grade V of SD Negeri 52 Kota Ternate in the process of writing fictional stories experienced several difficulties in writing fictional stories where students had difficulty in writing unclear themes, limited story ideas and difficult to understand, clear enough background descriptions but did not support the storyline, underdeveloped characters, unclear motivation and monotonous language, very limited vocabulary, weak sentence structure.

The ability to write fictional stories of students with character education content through direct learning models (Direct Learning) of grade V students of SD Negeri 52 Ternate City, it can be concluded that the ability to write fictional stories of students shows variation in achieving certain indicators. The lowest aspects are in indicators 2, 3, and 4, which include the ability to describe the background quite clearly but do not support the storyline, underdeveloped characters, unclear motivation and monotonous language, very limited vocabulary, weak sentence structure.

Keywords: Writing Fiction Stories, Character Education, Direct Learning Model