

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca permulaan siswa kelas I di SD Negeri 6 Muara Dua, yang diteliti langsung adanya kesulitan siswa dalam mengenali simbol huruf dan menghubungkannya dengan bunyi, serta kurangnya penggunaan media pembelajaran digital yang interaktif di kelas. Adapun masalah tersebut berdampak pada rendahnya minat belajar dan capaian hasil belajar siswa belum memenuhi kriteria ketuntasan. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *phonics* berbantuan video animasi berbasis Canva terhadap kemampuan membaca permulaan siswa. Jenis penelitian yang digunakan adalah kuantitatif dengan desain *Quasi Experimental tipe Nonequivalent Control Group Design*, penelitian ini melibatkan 40 siswa yang terbagi ke dalam kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui instrumen tes dan dianalisis menggunakan uji-t (*Independent Sample T-Test*). Hasil penelitian menunjukkan adanya peningkatan signifikan pada kemampuan membaca siswa di kelas eksperimen dengan nilai rata-rata *post-test* sebesar 88.5, jauh berbeda dengan kelas kontrol yang hanya mencapai 67.05. Berdasarkan hasil uji hipotesis yang menunjukkan nilai $t_{hitung} > t_{tabel}$ yaitu $6.397 > 2.024$. Dapat disimpulkan bahwa penerapan model *phonics* berbantuan video animasi berbasis Canva berpengaruh dalam meningkatkan kemampuan membaca permulaan siswa kelas I di SD Negeri 6 Muara Dua dibandingkan dengan model pembelajaran konvensional.

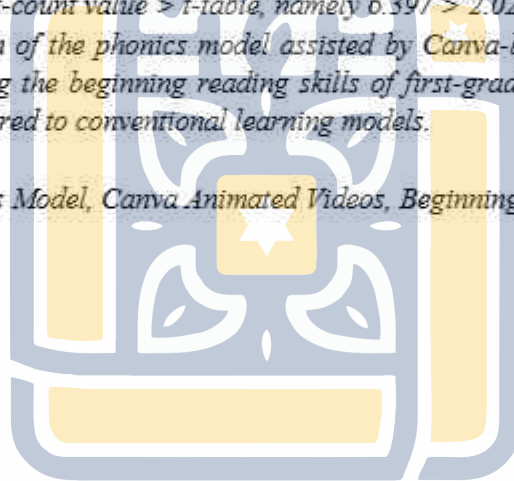
Kata Kunci: Model Phonics, Video Animasi Canva, Membaca Permulaan.

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ABSTRACT

This research is motivated by the low initial reading ability of first grade students at SD Negeri 6 Muara Dua, which was directly studied by students' difficulties in recognizing letter symbols and connecting them with sounds, as well as the lack of use of interactive digital learning media in the classroom. These problems have an impact on low learning interest and student learning outcomes that have not met the completion criteria. This study aims to determine the effect of the phonics learning model assisted by Canva-based animated videos on students' initial reading ability. The type of research used is quantitative with a Quasi Experimental design of the Nonequivalent Control Group Design type, this study involved 40 students divided into experimental and control classes. Data were collected through test instruments and analyzed using the t-test (Independent Sample T-Test). The results of the study showed a significant increase in students' reading ability in the experimental class with an average post-test score of 88.5, significantly different from the control class which only reached 67.05. Based on the results of the hypothesis test which showed the t-count value $> t$ -table, namely $6.397 > 2.024$. It can be concluded that the implementation of the phonics model assisted by Canva-based animated videos has effect on improving the beginning reading skills of first-grade students at SD Negeri 6 Muara Dua compared to conventional learning models.

Keywords: Phonics Model, Canva Animated Videos, Beginning Reading.



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