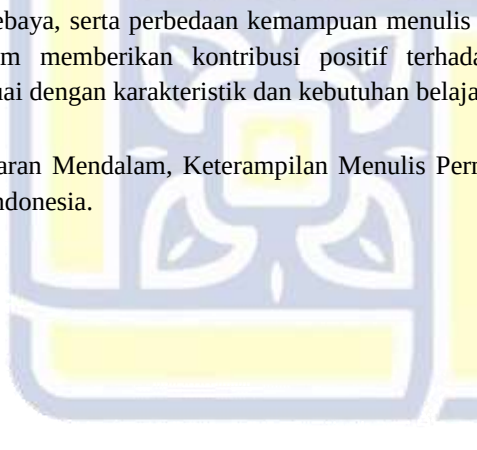


ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya penerapan pembelajaran mendalam (*deep learning*) dalam mengembangkan keterampilan menulis permulaan siswa sekolah dasar. Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran mendalam terhadap keterampilan menulis permulaan serta mengidentifikasi faktor pendukung dan faktor penghambat pelaksanaannya di kelas I SD Negeri 3 Blang Mangat. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas satu guru kelas I sebagai informan utama dan enam siswa yang dipilih menggunakan teknik *purposive sampling* berdasarkan kategori kemampuan menulis permulaan, yaitu tinggi, sedang, dan rendah. Teknik pengumpulan data dilakukan melalui catatan lapangan (*field note*), wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi pembelajaran mendalam telah dilaksanakan melalui tiga sintaks, yaitu *mindful learning*, *meaningful learning*, dan *joyful learning*. Guru membangun kesiapan belajar siswa melalui apersepsi dan motivasi, memberikan pengalaman belajar yang bermakna melalui penggunaan media konkret, contoh langsung, latihan menulis secara bertahap, serta menciptakan suasana belajar yang menyenangkan melalui permainan edukatif dan pemberian apresiasi. Faktor pendukung implementasi pembelajaran meliputi penggunaan metode pembelajaran yang bervariasi, motivasi, dan media konkret, sedangkan faktor penghambat meliputi rendahnya minat belajar, kurangnya rasa percaya diri, pengaruh teman sebaya, serta perbedaan kemampuan menulis antarsiswa. Dengan demikian, pembelajaran mendalam memberikan kontribusi positif terhadap peningkatan keterampilan menulis permulaan sesuai dengan karakteristik dan kebutuhan belajar setiap siswa.

Kata kunci: Pembelajaran Mendalam, Keterampilan Menulis Permulaan, Siswa Sekolah Dasar, Pembelajaran Bahasa Indonesia.



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ABSTRACT

This study was motivated by the importance of implementing deep learning in developing the early writing skills of elementary school students. The study aimed to describe the implementation of Deep Learning in developing early writing skills and to identify the supporting and inhibiting factors affecting its implementation in Grade I of SD Negeri 3 Blang Mangat. This research employed a descriptive qualitative approach. The research subjects consisted of one Grade I teacher as the primary informant and six students selected through purposive sampling based on three categories of early writing ability: high, moderate, and low. Data were collected through field notes, interviews, and documentation. Data analysis followed the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings revealed that the implementation of Deep Learning was carried out through three main learning principles: mindful learning, meaningful learning, and joyful learning. The teacher prepared students for learning through apperception and motivation, provided meaningful learning experiences by using concrete media, direct examples, and gradual writing exercises, and created an enjoyable learning environment through educational games and positive reinforcement. The supporting factors included the use of varied teaching methods, teacher motivation, and concrete learning media. Meanwhile, the inhibiting factors consisted of students' low learning interest, lack of self-confidence, peer influence, and differences in students' early writing abilities. Therefore, the implementation of Deep Learning contributed positively to the development of students' early writing skills by accommodating their individual characteristics and learning needs.

Keywords: Deep Learning, Early Writing Skills, Elementary School Students, Indonesian Language Learning.

