

ABSTRAK

PERAN GURU DALAM MENGATASI KESULITAN MEMBACA PERMULAAN PESERTA DIDIK KELAS RENDAH DI SEKOLAH DASAR

Oleh

MAHYA LUTFIA RIDHA

Urgensi penelitian ini terletak pada masih adanya peserta didik kelas rendah yang mengalami kesulitan dalam membaca permulaan. Kondisi ini menuntut peran aktif guru dalam mengatasi hambatan tersebut melalui strategi pembelajaran yang tepat. Penelitian ini bertujuan untuk mendeskripsikan peran guru sebagai pembimbing, fasilitator, dan evaluator dalam mengatasi kesulitan membaca peserta didik kelas rendah. Metode dalam penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Subjek penelitian terdiri dari guru kelas rendah, kepala sekolah, orang tua, dan peserta didik. Hasil penelitian menunjukkan bahwa 1) sebagai pembimbing, guru memberikan pendampingan secara individual dan kelompok kecil. 2) sebagai fasilitator, guru menyediakan media pembelajaran sederhana, memilih buku sesuai kemampuan siswa, serta berinisiatif mengatasi keterbatasan sarana sekolah. 3) sebagai evaluator, guru melakukan penilaian berkala dan memberikan tindak lanjut melalui bimbingan lanjutan serta pelibatan orang tua.

Kata kunci: kelas rendah, kesulitan membaca, peran guru, peserta didik, sekolah dasar.

ABSTRACT

THE ROLE OF TEACHERS IN OVERCOMING THE DIFFICULTIES OF BEGINNING READING OF LOW-GRADE LEARNERS IN ELEMENTARY SCHOOL

By

MAHYA LUTFIA RIDHA

The urgency of this study lies in the fact that many lower grade elementary students still experience difficulties in early reading. This condition demands the active role of teachers in overcoming such obstacles through appropriate learning strategies. The purpose of this research was describe the teachers' roles as a guide, facilitator, and evaluator in addressing students' early reading difficulties. This study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation. The research subjects included lower grade teachers, the school principal, parents, and students. The findings reveal that: (1) as a guide, teachers provide individual and small-group assistance; (2) as a facilitator, teachers prepared simple learning media, select books according to students' abilities, and take initiatives to overcome the school's limited facilities; and (3) as an evaluator, teachers conduct regular assessments and provided follow-up actions through additional guidance and parental involvement.

Keywords: elementary school, lower grade, reading difficulties, students,
teacher's role