

ABSTRAK

PERAN PENDIDIK DAN ORANG TUA TERHADAP KEMAMPUAN MEMBACA PESERTA DIDIK KELAS II SD NEGERI 3 SIMBARWARINGIN

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Permasalahan pada penelitian ini yaitu peran pendidik dan orang tua terhadap kemampuan membaca peserta didik kelas II. Tujuan penelitian ini adalah untuk mengetahui bagaimana peran pendidik terhadap kemampuan membaca peserta didik kelas II, bagaimana peran orang tua terhadap kemampuan membaca peserta didik kelas II, serta bagaimana faktor-faktor yang mendukung dan menghambat kemampuan membaca peserta didik kelas II. Penelitian ini menggunakan metode kualitatif jenis studi kasus. Teknik pengumpulan data dilakukan melalui tes membaca, observasi, wawancara, angket, dan dokumentasi. Hasil penelitian menunjukkan bahwa peran pendidik sebagai sumber belajar, fasilitator, pengelola, demonstrator, pembimbing, motivator, dan sebagai evaluator di sekolah sangat mempengaruhi perkembangan kemampuan membaca peserta didik. Sementara itu, keterlibatan orang tua sebagai pembimbing, fasilitator, dan pemberi motivasi di rumah juga berkontribusi dalam mendukung proses belajar membaca anak. Hasil penelitian menunjukkan bahwa pendidik yang aktif dalam membimbing, memfasilitasi, dan memotivasi peserta didik berkontribusi besar terhadap peningkatan kemampuan membaca. Sebaliknya, keterlibatan orang tua masih bervariasi dan cenderung terbatas. Faktor pendukung meliputi strategi pembelajaran yang tepat dan lingkungan belajar yang kondusif, sementara hambatannya berasal dari kurangnya bimbingan di rumah dan minimnya kebiasaan membaca.

Kata Kunci: kemampuan membaca, peran orang tua, peran pendidik, sekolah dasar

ABSTRACT

THE ROLE OF TEACHERS AND PARENTS IN THE READING ABILITY OF GRADE II STUDENTS AT SD NEGERI 3 SIMBARWARINGIN

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The problem in this study concerned the role of teachers and parents in the reading ability of second-grade students. The purpose of this research was to find out the role of teachers in the reading ability of second-grade students, the role of parents in the reading ability of second-grade students, as well as the supporting and inhibiting factors that affected their reading skills. This study used a qualitative case study approach. Data collection techniques included reading tests, observations, interviews, questionnaires, and documentation. The results showed that the teacher's role as a source of learning, facilitator, manager, demonstrator, guide, motivator, and evaluator at school greatly influenced the development of students' reading skills. Meanwhile, the involvement of parents as guides, facilitators, and motivators at home also contributed to supporting the process of learning to read. The findings revealed that teachers who were active in guiding, facilitating, and motivating students made a significant contribution to improving reading skills. On the other hand, parental involvement remained varied and tended to be limited. Supporting factors included appropriate learning strategies and a conducive learning environment, while inhibiting factors came from the lack of guidance at home and the limited habit of reading.

Keywords: reading ability, teacher's role, parental role, elementary school