

**TEACHER'S STRATEGIES IN THE LEARNING OF
READING SKILLS IN GRADE 1B AT SDI AS-SALAM
MALANG**

THESIS

Written by:

Ika Prakatiwi Tri Prayitna

NIM. 13140051



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
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THESIS**

**Presented to Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
in Partial Fulfillment of the Requirement for *the Degree of Sarjana*
*Pendidikan(S. Pd)***

Written by:

Ika Prakatiwi Tri Prayitna

NIM. 13140051



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UNIVERSITY MALANG**

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GRADE 1B AT SDI AS-SALAM MALANG

SKRIPSI

by:

IKA PRAKATIWI TRI PRAYITNA

NIM 13140051

Was Approved

by:

Supervisor



Dr. Muhammad Walid, MA
NIP. 197308232000031002

Knowing,
The Head of Islamic Primary Teacher Education Program



Dr. Muhammad Walid, MA
NIP. 197308232000031002

TEACHER'S STRATEGIES IN THE LEARNING OF READING SKILLS IN GRADE 1B AT SDI AS-SALAM MALANG

THESIS

Written by

Ika Prakatiwi Tri Prayitna (13140051)

Has been defended and approved by the board of examiners on July 12th, 2017 as
the requirement for the degree of **Sarjana Pendidikan (S. Pd)**

Signature

Main Examiner,
Alfiana Yuli Efiyanti, MA
NIP. 19710701 200604 1 001

: 

Secretary,
Dr. Muhammad Walid, M.A
NIP. 19730823 200003 1 002

: 

Advisor,
Dr. Muhammad Walid, M.A
NIP. 19730823 200003 1 002

: 

Chair Examiner,
Agus Mukti Wibowo, M. Pd
NIP. 19780707 200801 1 021

: 

Approved by,
Dean Faculty of Tarbiyah and Teaching Training
of Maulana Malik Ibrahim State Islamic University, Malang



Dr. H. Nur Ali, M. Pd
NIP. 19650403 199803 1 002

DEDICATION

Alchamdulillaah, above all the pleasures that have been bestowed by Allah, so that it can complete the thesis entitled "Teacher's Strategies in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang". *Sholawat* and greetings always give to *Khatiimul Anbiya*, the name is *Muhammad saw*.

This simple works, the authors offer to:

1. Dear father and mother dear, dear younger sister, and the family of the homeland that has become the greatest motivator, with all of them the sacrifices and sincere.
2. The families of Aden Lubang Sakti that is always available and sorrow.
3. KH. Ali Muntaha and all of PPDQ families in Ngawi that has given a lot of useful knowledge.
4. Not to forget the friends of Vedofe, MANTEMA COS 2, large families of UNIOR, PGMI E, Room 26th in USA, PGMI 2013, KKM 23, PKLI of MI Perwanida, and Ak B 2012 who always provide motivation and strive together to reach the hope.
5. Dr Muhammad Walid, MA patiently guiding completing this work.

MOTTO

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: 1. Read in the name of thy Lord Who Createth, 2. Createth man from a clot, 3. Read and thy Lord is the Most Bounteous, 4. Who Teacheth by the pen, 5. Teacheth man that which he knew not. (QS. Al-'Alaq verses 1-5)¹

¹Al-Qur'an dan Terjemah New Cordova (Bandung: Syaamil Quran, 2012), pg. 593.

Dr. Muhammad Walid, MA
Lecturer Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : Ika Prakatiwi Tri Prayitna
Attachment : 4 (Four) Exemplares

Malang, May 30, 2017

To Whom It May Concern,
Dean Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang
in
Malang

Assalamu'alaikum Wr. Wb

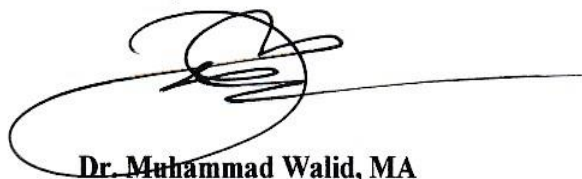
This office memo declares that Skripsi originally owned by:

Name : Ika Prakatiwi Tri Prayitna
NIM : 13140051
Study Program : Islamic Primary Teacher Education Departement (PGMI)
Title of Skripsi : Teacher's Strategies in The Learning of Reading in Grade IB
at SDI As-Salam Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

Advisor,



Dr. Muhammad Walid, MA
NIP. 197308232000031002

CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Ika Prakatiwi Tri Prayitna, student of Islamic Primary Teacher Education Departement (PGMI) as the requirement for degree os Sarjana Pendidikan (S. Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other paties to achieve the other *Sarjana* status, of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 30, 2017

Autor,



Ika Prakatiwi Tri Prayitna
NIM. 13140051

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, because on the outpouring of grace, taufiq, guidance, and Inayah him to us all, so I can finish this simple thesis smoothly and full modification. Sholawat and greetings may always give to the Prophet of *Khatimul Anbiya'*, Muhammad saw who has told us who the Creator of sunrise is so beautiful, that we see every day.

Preparation of this paper aims to complement the overall learning activities that have been implemented by Maulana Malik Ibrahim State Islamic University Malang as a form of accountability writer became a student of Maulana Malik Ibrahim State Islamic University Malang, and to complement one of the requirements to obtain a degree undergraduate Bachelor of Education (S, Pd).

The authors recognize the limitations of ability and lack of understanding, making many obstacles and difficulties in the preparation of this thesis. There is support and encouragement from various parties who had contributed greatly significant in this thesis. Author say thanks and highest appreciation to the following individuals:

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7. All students in grade 1B at SDI As-Salam Malang are willing observed.
8. Both parents are author (Sukirno, Sulastri) and younger sister (Dwi Restu Cahyaningrum) who continues to provide support in the form of moral and material.
9. My best friends of Vedofe, MANTEMA COS 2, large families of UNIOR, PGMI E, room 26th at USA, PGMI 2013, KKM 23, PKLI of MI Perwanida, and Ak B 2012 which always provide motivation and strive together to reach the hope.
10. To all those who have helped in completing the thesis that can not be mentioned one by one.

Any deficiency in charge of this thesis is pure form deficiency and limitations of the writer as a man who always paved the way servanthood. Criticism and suggestions are the hope of the author as a contribution that will complement the exposure.

Malang, May 30, 2017

Author

TRANSLITERATION GUIDE OF ARABIC LATIN

Transliteration guide of Arabic Latin in this thesis using the Transliteration Guide based on the joint decision of the Minister of Religious Affairs and the Minister of Education and Culture RI no. 158 1987 and no. 0543 b/U/1987 which in general can be described as follows:

A. Alphabets

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowels

Vowel (a) Length = â

Vowel (i) Length = î

Vowel (u) Length = û

C. Diphtong Vowels

أُ = aw

إِ = ay

أُ = û

إِ = î

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ABSTRAK

Prayitna, Ika Prakatiwi Tri. 2017. *Strategi Guru dalam Pembelajaran Keterampilan Membaca Kelas 1B SD Islam As-Salam Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Muhammad Walid, MA

Kata Kunci: Strategi Pembelajaran, Keterampilan Membaca

Membaca merupakan salah satu dari empat keterampilan berbahasa yang urgen dan mendasar, karena dengan memiliki kemampuan ini peserta didik akan mendapat pengetahuan dan informasi. Oleh karena itu, guru harus dapat menerapkan strategi pembelajaran keterampilan membaca yang tepat dalam mengajarkan siswa di kelas 1. Penggunaan strategi yang tepat sangat membantu siswa dalam menguasai kemampuan membaca. Strategi pembelajaran keterampilan membaca di kelas rendah (kelas 1) diajarkan untuk mengenal huruf dan dapat membaca.

Tujuan penelitian ini adalah untuk: (1) mengetahui strategi pengorganisasian guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang, (2) mengetahui strategi penyampaian guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang, dan (3) mengetahui strategi pengelolaan guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang.

Untuk mencapai tujuan di atas, digunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian ini melalui pengamatan partisipasi pasif (*passive participation*), yaitu peneliti datang di tempat kegiatan yang diamati, tetapi tidak ikut terlibat dalam kegiatan tersebut. Sehingga penelitian ini bertujuan untuk mendeskripsikan dan menginterpretasi strategi guru dalam proses pembelajaran keterampilan membaca kelas 1B di SD Islam As-Salam Malang. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Sedangkan, analisis data menggunakan reduksi data yang tidak relevan, penyajian data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) strategi pengorganisasian guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang meliputi pengkajian buku tematik pegangan guru, pengkajian buku tematik pegangan siswa, merumuskan Kompetensi Inti, Kompetensi Dasar, dan Indikator, membuat Rencana Pelaksanaan Pembelajaran (RPP), dan membuat media pembelajaran keterampilan membaca; (2) strategi penyampaian guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang adalah (a) media pembelajaran keterampilan membaca, berupa: lagu “a-b-c”, karton huruf a-z, kartu nama panggilan, kartu-kartu huruf dari a-z sebanyak 3 set, dan kartu-kartu huruf vokal sebanyak 3 set, (b) interaksi siswa dengan media tergolong baik. Sebab, tingkat keberhasilan presentase pada KD 4.3 sudah mencapai nilai KKM adalah 88 % dengan nilai rata-rata 89,9, yaitu sebanyak 22 siswa mendapatkan nilai ≥ 75 , (c) bentuk (struktur) belajar mengajar adalah kelompok besar dan kelompok kecil; dan (3) mengetahui strategi pengelolaan

guru dalam pembelajaran keterampilan membaca kelas 1B SD Islam As-Salam Malang yaitu (a) Diawali dengan pengenalan huruf a-z yang ditulis pada selembar kertas karton, kemudian menyanyikan lagu “a-b-c”, dan mengidentifikasi huruf yang menyusun nama tokoh dan nama teman-teman (penjadwalan penggunaan strategi pembelajaran), (b) Catatan hasil belajar siswa, baik dalam proses maupun hasil (pembuatan catatan kemajuan belajar siswa), (c) Pelaksanaan penjadwalan strategi penyampaian pembelajaran membaca yang bermacam-macam (pengelolaan motivasional), (d) Melakukan penjadwalan penggunaan strategi penyampaian dan pengelolaan motivasional, sehingga proses pembelajaran dapat terlaksana sesuai dengan tujuan pembelajaran (kontrol belajar).



مستخلص البحث

فراييتنا، إيكافراكاتيوي تري. ٢٠١٧. استراتيجية المدرس في تعليم مهارات القراءة درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج. البحث الجامعي. قسم إعداد معلمي المدارس الابتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور محمد والد المجستير

الكلمات الرئيسية: استراتيجية التعليم، مهارة القراءة.

القراءة هي واحدة من الأربع مهارات اللغوية التي مهم وأساسي، لأن من خلال وجود هذه القدرة المتعلمين سوف تحصل على المعرفة والمعلومات. لذلك، يجب على المدرس قادرة على تطبيق استراتيجيات لتعليم المهارة القراءة المناسبة في تدريس الطلاب الصفوف ١. استخدام الاستراتيجيات المناسبة يساعد كثيرا الطلاب في اتقان مهارات القراءة. الاستراتيجيات لتعليم مهارات القراءة في درجة منخفضة تعلم (الصف ١) تدرس لمعرفة الحروف ويستطيع أن يقرأ.

الهدف هذا البحث، هما: (١) لمعرفة استراتيجية المنظمة المدرس في تعليم المهارة القراءة درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج (٢) لمعرفة استراتيجية التقديم المدرس درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج (٣) لمعرفة استراتيجية الإدارية المدرس درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج.

لتحقيق هذه الأهداف الباحثة يستخدم المنهج البحث الكيفي في مجال البحث دراسة الوصفية. هذا البحث من خلال الملاحظة المشاركة السلبية، وهي جاء الباحثة في مكان الذي لوحظ ولكن لا تورط في تلك الأنشطة. وهكذا تهدف هذا البحث إلى وصفية وتفسير استراتيجيات المدرس في تعليم المهارة القراءة. وأما أدوات البحث المستخدمة هي الملاحظة و المقابلة والوثائق. وتحليل البيانات يستخدم تخفيض غير ذي صلة البيانات، عرض البيانات، واستخلاص النتائج.

ونتيجة هذا البحث هي: (١) استراتيجية المنظمة المدرس في تعليم المهارة القراءة درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج يتضمن تقييم الكتاب مواضيعي المدرس القبض، يتضمن تقييم الكتاب مواضيعي التلميذ القبض، جعل لب الكفاءة، الكفاءة، والمؤشرات، مما يجعل التعليم خطة التنفيذ (RPP)، وجعل وسائل التعليم مهارات القراءة. (٢) استراتيجية التقديم المدرس درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج يعني (أ) يستخدم وسائل التعليم مهارات القراءة مثل: أغنية أ-ب-ج. رسائل من الورق المقوى من الألف إلى الياء، بطاقات الدعوة و بطاقات رسائل من أ-ي ٣ مجموعات، و بطاقات حروف العلة ٣ مجموعات. (ب) تفاعل الطلاب مع وسائل التليم بأحسن. لذلك، فإن نسبة النجاح عند ٤.٣ دينار نسبة وصلت الى KKM هو ٨٨٪ مع متوسط قيمة ٨٩.٩، ما لا يقل عن ٢٢ طالبا الحصول على قيمة ≤ 75 ، (ج) شكل (هيكل) التعليم هو مجموعة كبيرة ومجموعات صغيرة. (٣) معرفة استراتيجية الإدارية المدرس درجة ١ - ب المدرسة الابتدائية الإسلامية السلام بمالانج يعني (أ) جدول استخدام استراتيجيات التعليم. بدءا من إدخال الحروف من a إلى z مكتوبة على قطعة من الورق

المقوى،، ثم غنى "أ-ب-ج"، والتعرف على الحروف التي تشكل اسم الحرف وأسماء الأصدقاء، (ب) تصنيع تقارير التقدم الدراسي للطلبة، سواء في العملية، وكذلك نتائج تعلم الطلاب، (ج) الإدارية تحفيزية تطبيق استراتيجية تقديم مع جدولة تنفيذ تعليم القراءة متعددة، (د) السيطرة على التعليم بالممارسة تسليم جدولة واستخدام استراتيجية إدارة تحفيزية، حتى عملية التعليم يمكن أن يتحقق وفقا للغرض التعليمي.



ABSTRACT

Prayitna, Ika Prakatiwi Tri. 2017. *Teacher's Strategies in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang*, Skripsi, Islamic Primary Teacher Education Program, Faculty of Education and Teaching Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Muhammad Walid, MA

Keywords: Learning Strategies, Reading Skills

Reading is one of the four language skills are urgent and fundamental, because by having this ability the learners will gain knowledge and information. Therefore, teachers must be able to apply the learning strategies of reading skills in teaching students in class 1. Use the right strategy greatly to assist students in the learning of reading skills. Learning strategies of reading skills in low grade (grade 1) are taught to recognize alphabets and can read,

The purpose of this research was to: (1) determine organizational strategy of teacher in the learning of reading skills in grade 1B at SDI As-Salam Malang, (2) determine delivery strategy of teachers in the learning of reading skills in grade 1B at SDI As-Salam Malang, and (3) determine management strategies of teacher in the learning of reading skills in grade 1B at SDI As-Salam Malang.

To achieve the above objective, used qualitative approach with descriptive research. This research use observation of passive participation, the researchers came on the observed activity, but does not get involved in these activities. Thus this research aims to describe and interpretation the teacher's strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang. Data collection techniques used were observation, interviews, and documentation. Meanwhile, data analysis using data reduction, data display, and conclusion drawing/verification.

The results showed that: (1) the strategy teachers in teaching reading skills class 1B SDI As-Salam Malang include assessment books thematic grip of teachers, assessment books thematic handle students, formulate Core Competence, Competency, and indicators, create Lesson Plan (RPP), and make learning media reading skills; (2) The delivery strategy of teachers in teaching reading skills class 1B SDI As-Salam Malang is (a) a medium of learning reading skills, such as: the song "abc", cardboard letters a-z, cards nickname, cards letters from a-z as much as 3 set, and cards vowels 3 sets, (b) the interaction of students with the media is fair. Therefore, the level of success at KD 4.3 percentage has reached the KKM is 88% with an average value of 89.9, as many as 22 students get value ≥ 75 , (c) form (structure) learning is a large group and small groups; and (3) determine teacher of management strategies in the learning of reading skills in grade 1B SDI As-Salam Malang, (a) scheduling the use of learning strategies. Beginning with the introduction of the letters a-z written on a piece of cardboard, then sang "abc", and identify the letters that make up the character's name and the names of friends, (b) the making record students' progress, both process and outcomes of student learning, (c) motivational management delivery strategy with execution scheduling of learning to read are manifold, (d) control of learning by doing

scheduling the use of the delivery and management motivational strategy, so that the learning process can be accomplished in accordance with the purpose of learning.



CHAPTER I

INTRODUCTION

A. Research Context

Reading is one of the four language skills, which is an event that seeks to find a variety of information that is contained in the text.²Moreover, reading is the initial capital for the students to study books and search for information in writing, so that students can follow the learning activities smoothly. Reading is also the basis for communication in writing. Therefore, by learning to read the students will be able to communicate in everyday life.

In Broughton, reading is a complex skill, which is complex, that includes or involves a series of skills that are smaller.

According to Grey, reading has a very important social role in human life all the time. Why? First, read it is an indispensable communication tool in a civilized society. Second, the reading material produced in each epoch in history is largely influenced by social background where he develops it. Third, all time of recorded history, reading has yielded two very different poles. In other side, reading it is a powerful unifying force, which tends to unite social groups by providing of general experiences as if vicariously and by instilling attitudes, ideas, interests, and aspiration common aspirations. On the other hand, reading it has acted as a divisive power, which tends to

²Dalman, *Keterampilan Membaca* (Jakarta: PT Raja Grafindo Persada, 2014), pg. 5.

sharpen the differences between social groups with the stimulating and reinforcing differences their opinions. Thus, reading has led poles both constructive and the destructive ends. Therefore, one of the problems we are facing today is to determine ways to read it can promote personal well-being and progress of the group.³

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: 1. Read in the name of thy Lord who createth, 2. Createth man from a clot, 3. Read and thy Lord is the Most Bounteous, 4. Who teacheth by the pen, 5. Teacheth man that which he knew not. (QS. Al-'Alaq verses 1-5)⁴

In the Quran surah Al-'Alaq above, a read command is repeated up to two times. This means that reading is essential for humans to acquire knowledge and information. In this letter, read commands must be based on always remember the greatness of Allah.

A read command in the Al-'Alaq has the intention that the Muslim community in particular, and humanity in general have the knowledge and literacy and information literacy. By having knowledge and information literacy, humans are capable of grasping the world. There is a saying, "Read, then the world is in your hands!".

Reading skills in an age of information and communication technology is now a matter of urgent and fundamental, because with this ability humans will get knowledge and information, either in the form of text, nature and its

³ *Ibid.*, pg. iii.

⁴ Muhammad Taufiq, the Qur'an in Word Version 1.3 (Depok: Product Taufiq, 2009).

contents, as well as information obtained from the virtual world. Then read the text and information at this time are very important in human life.⁵

As SDI As-Salam Malang who has a graduate profile, one of which is the ability to read effectively. The ability to read effectively is read by understanding the content of reading correctly.⁶By being able to read, students can understand the material presented teachers with ease. Thus, the learning process in the classroom run smoothly in accordance with the existing destination.

In the new admissions in SDI As-Salam Malang, there CALISTUNG test selection (Literacy Numeracy). CALISTUNG test is not used to determine the student is accepted or not. Rather, who became the main requirement is that its recitation. Thus, not all children received in grade 1B at SDI As-Salam Malang proficient in reading. It certainly makes teachers feel difficulty in implementing the learning in the classroom.⁷

To achieve the above objective, SDI As-Salam Malang implement a variety of strategies, one of which is to implement the educational model based Quality Assurance System (QAS). The educational model based Quality Assurance System is quality assurance system of primary school

⁵Mustolehudin, Pemikiran: Tradisi Baca Tulis dalam Islam Kajian terhadap Teks Al-Qur'an Surah Al-'Alaq Verses 1-5 in Religion Research Institute. Analysis Journal, Semarang. No. 01 Volume XVIII from January to June 2011. *pg.* 146.

⁶ Interview with M. Arief Chusaeni, Headmaster of SDI As-Salam Malang, April 26, 2017, 08:40 pm.

⁷ Interview with Fika Purnamasari, Guardian Class 1B at SDI As-Salam Malang, April 26, 2017, at 9:35 pm.

graduates from SDI As-Salam Malang. One of them is "the ability to read effectively."

"Effective Literacy" course can be achieved by learning effective reading skills as well. Therefore, teachers must be able to apply the learning strategies appropriate reading skills in teaching students in the classroom learning reading skills 1. Strategies used by teachers, must be in accordance with the needs of students. The use of appropriate strategies greatly assist students in mastering reading skills. Reading skills learning strategies in low grade (grade 1) is different from reading strategies applied to the high grade students. This is because low-grade students are taught to recognize letters and can read. However, the strategies taught in high grade students are more focused on understanding or meaning contained in the passage, Thus, the researchers took the title of the study: Teacher's Strategies in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang.

B. Research Focus

Based on the above background, the focus of this study are:

1. How do the teacher's organizing strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang?
2. How do the teacher's delivery strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang?
3. How do the teacher's management strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang?

C. Research Purposes

Based on research focusing on the above, it can be described the purpose of the study is:

1. To find out the teacher's organizing strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang.
2. To determine the teacher's delivery strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang.
3. To determine the teacher's management strategies in the learning of reading skills in grade 1B at SDI As-Salam Malang.

D. Benefits of Research

As for the benefit to be derived from this study are:

1. Theoretical Benefits

To add to the repertoire of knowledge about strategies teachers in teaching reading skills of grade 1B, both organizing strategies, delivery strategies, and management strategies.

2. Practical Benefits

a. For Authors

As an empirical experience in the practice of science that has been studied for attending the lecture.

b. For Teachers

- 1) Provide knowledge about strategies teachers in teaching reading skills of grade 1.
- 2) As study materials to develop the learning process.

c. For Schools

The results of this study are expected SDI As-Salam Malang, which is one of the primary school education model based QAS (Quality Assurance System), a system of quality assurance. can be one of the references of other school teachers in implementing the learning strategy skills of reading, so SDI As-Salam Malang can demonstrate the existence of a madrasa that can compete with other public elementary schools.

E. Originality Research

Based on the search to the title of the thesis research found at least two (2) title of thesis and two (2) journals related teacher's strategies in learning of reading skills namely:

1. Scientific Journal of Primary Teacher Education Program UNSYIAH Volume 1 No. 2, 26-36, October 2016 on behalf of Meliza, Adnan, and Intan Safiah with the title is Teacher's Strategies to Improve Reading Ability in Class Low Core Cluster Peudada District of Bireuen. This study uses descriptive qualitative research. The result of this research is the strategy of teachers in improving literacy rates lower class core group subdistrict Peudada Bireuen district, among others, by using colored letter cards strategy, the strategy of drawing, singing strategy, the strategy of a real object. While that is an obstacle in improving the low class Traffic reading namely noise, lack of facilities and lack of interest in student learning. Differences journal with this thesis, that this journal

contains various delivery strategies reading skills and constraints in the implementation of the strategy, it does not explain organizing strategies and management strategies reading skills. whereas, journals and essay this equation is equally explain the delivery strategy menggunakan reading skills and descriptive qualitative research methods.

2. The thesis title is Teacher's Strategy in the Learning of Reading Lettered of Bali Language in Elementary School Laboratory IKIP Singaraja 2002/2003 by I Wayan Wendra. This research method using qualitative (case study). The results of this study are reading the text language learning strategies used by teachers Bali is expository deductive. Using the strategy used since time is limited, the number of students in a class of solid and basic abilities of students Balinese character is not sufficient to maximally involved in the planning and implementation of learning. Here is the implementation of the strategy: (a) Preliminary activities: teachers do not give apersepsi and deliver the learning objectives; (B) Core Activities: methods lectures, discussion, assignments, and discussion classically by associating several principles of learning to read (using the medium text books); (C) The activities cover: the teacher does not conclude the lesson and do an evaluation in particular. Differences in previous studies with this thesis is the previous study discusses about learning to read subtitles Bali, there are no organizational strategy and strategic management of reading skills, and previous studies have used qualitative research methods (case study). Meanwhile, previous studies

equation with this thesis is, equally discusses reading skills learning delivery strategy.

3. Journal of Learning Strategies of Reading Skills Integrated in SMPN 1 Makassar on behalf of Andi Hasrianti with descriptive qualitative research methods. The research result of this journal is read in an integrated learning strategy at SMP Negeri Makassar performing well, using a communicative approach, student center strategy, and engineering assignments in accordance with the CBC 2004. The curriculum, types of reading are applied, among others, extensive reading and intensive reading. Implementation berbentuk teacher assessments performed oral (students are able to restate the things that have been read orally) and writing (answering the contents of the discourse, said the subject matter, and determine the type of discourse). Differences journal and this thesis is a learning strategy in an integrated reading skills junior high level and there is no organizing strategies reading skills. Meanwhile, the equation of this thesis, namely journals and use the same descriptive and qualitative research methods are strategi delivery and management of reading skills.
4. Thesis of Learning Strategies of reading and writing Al-Qur'an in Grade 5th at SDN Kembangan Selatan 02 Pagi, Kembangan District, West Jakarta in the name of Dewi Mulyanah. The method used in this research is descriptive qualitative. The conclusion of this thesis is learning to read and write strategy Qur'an carried out by Islamic religious education

teachers at SDN 02 Pagi South Kembangan is using an approach related to the management class that is the individual approach and the approach of the group. In addition, teachers also use an approach that deals with the model of learning is active learning and interactive learning. The method used is the method of Iqra. In addition, the method also applied SAS (Structural Analytical Synthetic) and methods of Al-Barqy. Differences in previous studies with this thesis is to discuss previous research literacy learning strategies Qur'an 5 th grade and in which there are no organizing strategies and management strategies reading skills. Meanwhile, both the equation using the same descriptive qualitative research methods and delivery strategies are reading skills.

Table 1.1 Originality Research

No .	Researcher Name, Title, Forms (paper / thesis / journals / etc), Publisher, and Year	Equation	Difference	Orisinilitas Research
1	Meliza, et al., Teacher's Strategies to Improve Reading Ability in Class Low Core Cluster Peudada District of Bireuen, Scientific Journal of Guidance and Counseling Elementary School Teacher UNSYIAH Volume 1 No. 2, 26-36, October 2016.	a. Descriptive qualitative research methods b. In discussing the research focus on delivery strategy	There is no organizing strategies and management strategies	Strategy Master in Teaching Reading Skills Class 1B in SDI As-Salam Malang Research focus: How organizing strategy, delivery and management of teachers in teaching reading skills SD Class 1B Islam As-Salam Malang?
2	I Wayan Wendra, Teacher's Strategy in the Learning of Reading Lettered of Bali Language in Elementary School Laboratory IKIP Singaraja 2002/2003, Thesis, Bali: Negeri Singaraja Teacher Training Institute, 2003.	There is a reading skill learning delivery strategy	a. Discusses the strategies of learning to read subtitles Bali b. There is no organizing strategies and management strategies c. Using qualitative research methods (case study)	
3	Andi Hasrianti, Learning Strategies of Reading Skills Integrated in SMP Negeri 1 Makassar, Journals, Volume 1 Number 2 Media Edition 2012 29 I 2012.	a. Descriptive qualitative research methods b. There is a delivery strategy and management	a. Discussing about learning to read in an integrated strategy junior level b. There is no organizing strategies	
4	Dewi Mulayanah, Learning Strategies of reading and writing Al-Qur'an in Grade 5 th at SDN Kembangan Selatan 02 Pagi, Kembangan District, West Jakarta, Thesis, Jakarta: UIN Syarif Hidayatullah 2005.	a. There is a reading skill learning delivery strategy b. Descriptive qualitative research methods	a. Discussing about literacy learning strategies Qur'an 5 th grade b. There is no organizing strategies and management strategies.	

Therefore, the authenticity of this thesis can be justified and in accordance with scientific principles that must be upheld, namely honesty, rational, objective and open. This is a process of discovering the ethical implications of scientific truth and thus this research can be justified scientifically truth, science and nature open to criticize constructively.

F. Definition of The Terms

1. Learning is a process of interaction between students, teachers, and resources to achieve the goals that have been set.
2. Learning strategy is a series of learning activities to achieve the learning objectives. Learning strategy is consistent with the theory Degeng, which consists of; organizing strategies (micro and macro strategy); delivery strategy (media, students' interaction with the media, and other forms of teaching and learning); and strategy management (scheduling use of learning strategies, note taking students' progress, motivational management, and control of learning).
3. Reading skills are viewing, recite and understand the content of what is written. Starting from the forms of letters, recognize linguistic elements (phoneme, word, phrase, clause, sentence, etc.), the ability to vocalize written material, understand the simple meaning, to understand the meaning, assessing the content and form, as well as a flexible reading speed.

Thus, the definition of the term is essential, in order to readers and researchers have the same understanding of the concept of the concept under

study. So the similarity in understanding the concept would result in the same view and attitude in responding to the research results.

G. Systematics Discussion

This research report is divided into several sections. The first part is an introduction. This section describes the context of the research, the focus of research, research objectives, the benefits to be derived from research, originality of research, and the definition of the term. As well as at the end of the study described systematic discussion.

The second part contains a literature review. In this section presented theories and literature used at the time of the study. These theories are taken from the books of literature. Theories covered include the theory of the study of the nature of learning, the nature of learning strategies, reading skills, and the nature of reading, according to Islam. In the final section is equipped with a frame of mind.

The third section describes the steps that are used to address issues in the study. This section describes the tools and methods used for planning and getting the specification needs of researchers. This section is titled Methods.

The fourth section contains a description of the presentation and description of the data and findings of the study. exposure data and the results of this research is the profile of the school, the vision, mission and objectives of the school, the curriculum, organizational structure, school achievement,

educators, facilities and infrastructure, organizing strategies learning reading skills, strategy of delivering learning reading skills, and management skills learning read.

The fifth section is a discussion of the research results. The research findings are analyzed existing theories to find results from the formulation of the problem. This section contains the organizing strategy of learning the skills of reading, learning delivery strategy of reading skills and reading skills learning management strategies.

The sixth part is the last part, which is closing. Contains research conclusions and suggestions.

CHAPTER II

LITERATURE

A. Theoretical Basis

1. The Nature of Learning

Law Number 20 Year 2003 on National Education System, Article 1 paragraph 1 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state.

Standard Process is a criterion regarding the implementation of learning in the educational unit to achieve Graduates Competency Standards. Standard Process was developed refers Graduates Competency Standards and Standard Content which has been established in accordance with the provisions of Government Regulation No. 19 Year 2005 on National Education Standards as amended by Government Regulation No. 32 Year 2013 on the Amendment of Government Regulation No. 19 Year 2005 on National Standards Education.

The process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical development, as well as

psychological learners. To that end, every education units do lesson planning, implementation of the learning process and learning assessment to improve the efficiency and effectiveness of achievement of competencies of graduates.

a. Understanding of Learning

Learning is a process of interaction of learners with teachers and learning resources in a learning environment. the learning process should be planned, assessed and supervised in order to run effectively and efficiently.⁸

According to Joe Duffy and Roehler, learning is a deliberate effort involved and the use of professional knowledge held by teachers to achieve the objectives of the curriculum.⁹

According to Gagne and Briggs, this learning is a system that aims to help the student learning process, which contains a series of events planned, structured in such a way to influence and support the students' learning process. The learning process is referred to here is a series of activities and soul to obtain a change in behavior as a result of individual experiences in interaction with the environment regarding the cognitive, affective, and psychomotor. Thus, it can be concluded that learning is a system used by teachers to help and support the learning process.¹⁰

⁸⁸ Rusman, *Seri Manajemen Sekolah Bermutu Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: PT Raja Grafindo Persada, 2012), pg. 3.

Mubiar Agustin, *Permasalahan Belajar dan Inovasi Pembelajaran: Panduan untuk Guru, Konselor, Psikolog, Orang Tua, dan Tenaga Kependidikan* (Bandung: PT Refika Aditama, 2011), pg. 82.

¹⁰ *Ibid.*

b. Lesson Planning

Learning plan is designed in the form of the Syllabus and Learning Implementation Plan (RPP), which refers to the Content Standards. Learning plan includes the preparation of lesson plan and preparation of media and learning resources, learning assessment tools and learning scenarios. Preparation of the syllabus and lesson plans customized learning approach used.

1) Syllabus

Syllabus is a reference to the preparation of the learning framework for each subject of study materials. Syllabus least contain:

- (1) Identity subjects (especially SMP / MTs / SMPLB / Package B and SMA / MA / SMALB / SMK / MAK / Package C / Vocational Package C);
- (2) School identity includes name and classroom education units;
- (3) Core competencies, is a categorical description of the competence in aspects of attitudes, knowledge, and skills that must be learned learners to a school level, classes and subjects;
- (4) Basic competence, the specific capabilities that include attitudes, knowledge, and skills related to cargo or subjects;
- (5) Themes (specially SD / MI / SDLB / Package A);
- (6) Subject matter, containing facts, concepts, principles, and the relevant procedures, and written in the form of grains in accordance with the formulation of indicators of achievement of competencies;

- (7) Learning, the activities carried out by teachers and students to achieve the expected competencies;
- (8) Rate, is the process of collecting and processing information to determine attainment of learning outcomes of students;
- (9) Allocation of time in accordance with the number of lessons in the structure of the curriculum for a semester or a year; and
- (10) Learning resources, can be a book, print and electronic media, the surrounding nature or other relevant learning resources.

Syllabus was developed based on Graduate Competency Standards and Content Standards for primary and secondary education units in accordance with the learning patterns in any given school year. Syllabus is used as a reference in the development of lesson plan.

2) Learning Implementation Plan (RPP)

Learning Implementation Plan (RPP) is a plan-face learning activities for one or more meetings. RPP developed from the syllabus to guide the learning activities of students in an effort to achieve basic competencies (KD). Every educator in the educational unit is obliged to draw up lesson plans complete and systematic so that learning takes place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests and physical development, as well as psychological learners. RPP is

based on KD or subthemes held meetings or more. RPP components consisting of:

- (1) School identity that is the name of the educational unit;
- (2) The identity of the subjects or themes / sub-themes;
- (3) Class / half;
- (4) Subject matter;
- (5) Time allocation is determined in accordance with the purposes for KD achievement and learning load by considering the number of lessons available in the syllabus and KD to be achieved;
- (6) The learning objectives are formulated based on KD, using the operational work that can be observed and measured, which includes attitudes, knowledge, and skills;
- (7) Basic competencies and indicators of achievement of competencies;
- (8) Learning materials, containing facts, concepts, principles, and the relevant procedures, and written in the form of grains in accordance with the formulation of indicators of achievement of competencies;
- (9) The learning method, used by educators to create an atmosphere of learning and the learning process so that learners reach KD tailored to the characteristics of learners and KD to be achieved;
- (10) Medium of learning, the learning process in the form of tools for delivering course material;

- (11) Learning resources, can be a book, print and electronic media, the environment, or other relevant learning resources;
- (12) Learning steps performed through the preliminary stages, the core and the cover; and
- (13) Assessment of learning outcomes.

3) Preparations Principles of RPP

In preparing the RPP should consider the following principles:

- (1) Individual differences of students, among others, the ability of the beginning, the intellectual level, talents, values, interests, motivation to learn, social skills, emotional, learning style, special needs, speed of learning, cultural background, norms, values, and / or environment of the learners.
- (2) The active participation of learners.
- (3) Centered on the learner to encourage the spirit of learning, motivation, interest, creativity, initiative, inspiration, innovation and independence.
- (4) Cultural development of reading and writing that is designed to develop a penchant for reading, understanding diverse readings, and expression in various forms of writing.
- (5) Providing feedback and follow-up lesson plans include the proposed program providing positive feedback, reinforcement, enrichment and remedial.

- (6) The emphasis on linkages and integration between KD, learning materials, learning activities, indicators of achievement of competencies, assessment, and learning resources in the integrity of the learning experience.
- (7) Accommodates-integrated thematic learning, integration across subjects, across all aspects of learning, and cultural diversity.
- (8) The application of information and communication technologies in an integrated, systematic and effective in accordance with the circumstances.

c. Learning Implementation

1) Principles of Learning Implementation Plan

a) Allocation of Time Clock Face to Face Learning

- a. SD / MI : 35 minutes
- b. SMP / MTs : 40 minutes
- c. SMA / MA : 45 minutes
- d. SMK / MAK : 45 minutes

b) The delegation Learning

The number of classes per education unit and the maximum number of students in each class sizes stated in the table below:

Table 2.1 The Delegation Learning

No.	Education units	Total group Learning	Maximum Number of Students per group Learning
1	SD / MI	6-24	28
2	SMP / MTs	3-33	32
3	SMA / MA	3-36	36
4	SMK	3-72	36
5	SDLB	6	5
6	SMPLB	3	8
7	SMALB	3	8

c) Textbooks

Textbooks are used to improve the efficiency and effectiveness of learning that number is adjusted to the needs of learners.

d) Classroom and Laboratory Management

(1) Teachers are required to be a good example for students in live and practice the teachings of their religion and to realize harmony in life together.

(2) Teachers are required to become role models for students to appreciate and practice the honest behavior, discipline, responsibility, caring (gotong royong, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in the interaction effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

- (3) Teachers adjust the seating arrangement learners and other resources in accordance with the purpose and characteristics of the learning process.
- (4) Volume and tone of voice teachers in the learning process should be heard well by learners.
- (5) Teachers must use polite words, straightforward and easily understood by learners.
- (6) Teachers adapt the lessons to the speed and ability of learners.
- (7) Teachers establish order, discipline, convenience, and safety in organizing the learning process.
- (8) Teachers provide reinforcement and feedback on the response and learning outcomes of students during the learning process.
- (9) Teachers encourage and reward learners to ask questions and express opinions.
- (10) Teacher dress modestly, clean and tidy.
- (11) At the beginning of each semester, the teacher explained to students the syllabus of the subjects; and
- (12) Teachers begin and end the learning process according to the scheduled time.

2) Learning Implementation

Learning implementation is an implementation of the RPP, including preliminary activities, the core and the cover.

(a) Preliminary Activities. In the preliminary activities, teachers are required to:

- (1) Preparing students psychologically and physically to participate in the learning process;
- (2) Motivating learners are contextually appropriate teaching material benefits and applications in daily life, by giving examples and comparison of local, national, and international, as well as adapted to the characteristics and levels of learners;
- (3) Asking questions prior knowledge linking with the material to be learned;
- (4) Explaining the purpose of learning or basic competencies to be achieved; and
- (5) Delivering a range of material and descriptions of activities appropriate explanation syllabus.

(b) Core Activities

Core activities using a model of learning, teaching methods, instructional media, and learning resources that are tailored to the characteristics of learners and subjects. Selection of a thematic approach and / or thematic integrated and / or scientific and / or inquiry and disclosure (discovery) and / or learning to produce work based problem-solving (project based learning) adapted to the characteristics of competence and level of education.

(1) Attitude

In accordance with the characteristics of attitude, then one alternative selected is the affection from receiving, running, cherish, appreciate, to practice. All activities oriented towards the stages of learning that encourages learners competence for performing such activities.

(2) Knowledge

Knowledge acquired through the activity of knowing, understanding, applying, analyzing, evaluating, to create. Aktivitas characteristic of domain knowledge learned in these differences and similarities with learning activities in the domain of skills. To strengthen the scientific approach, integrated thematic and thematic are strongly advised to apply the disclosure-based learning / research (discovery / inquiry learning). To encourage students to produce creative work and contextual, either individually or in groups, it is advisable that produce work based problem-solving (project based learning).

(3) Skills

Skills gained through observing, ask, try, reasoning, menyaji, and create. The entire content of the material (topics and sub-topics) of subjects derived from the skills should encourage learners to make observations until the creation process. To realize these skills need to apply learning-based learning mode disclosure / research (discovery / inquiry learning) and learning

that produce work based problem-solving (project based learning).

(c) Closing Activities

In the closing activity, the teacher together with the students either individually or in groups of reflection to evaluate:

- (1) The whole set of learning activities and the results obtained hereinafter discovered the benefits directly and indirectly from the results of the learning that has taken place;
- (2) Provide feedback on the process and learning outcomes;
- (3) Conduct follow-up activities in the form of duties, both individual and group assignments; and
- (4) Informing plan learning activities for the next meeting.

d. Assessment Process and Learning Outcomes

Learning assessment using authentic assessment approach (authentic assessment) which assesses the readiness of learners, processes and learning outcomes in their entirety. The integration of these three components assessment will describe the capacity, style, and the acquisition of learners who are able to produce instructional impact (instructional effect) on aspects of knowledge and impact Bridesmaids (nurturant effect) on the aspect of attitude.

Results authentic assessments used by teachers to plan improvement program (remedial) learning, enrichment (enrichment), or counseling. In

addition, authentic assessment results used as an ingredient to improve the learning process in accordance with International Valuation Standards.

Education. Evaluation of the learning process carried out during the learning process by using tools: observation sheet, peer questionnaire, recording, record anecdotes and reflections. Evaluation of the results of learning is done during the learning process and at the end of the lesson unit by using methods and tools: oral test / deeds, and written tests. The results of the final evaluation is obtained from the combined evaluation of the process and evaluation of learning outcomes.¹¹

2. The Nature of Learning Strategy

Teachers as an important component of education personnel, have a duty to implement the learning process. In the implementation of learning teachers are expected to know about the sense of learning strategies. Definition of learning strategies can be studied from two constituent words, the strategy and learning. The word strategy means how and art of using resources to achieve specific goals.

- 1) Used in warfare strategy using the resources of a war with troops and war equipment to win the war.
- 2) In business use business strategies to mobilize available resources so that the objectives of the company for profit achieved.
- 3) In the battle to use learning strategies with the use of various resources (teachers and media) to achieve the learning objectives.

¹¹Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah (Jakarta: Biro Hukum dan Organisasi, 2016), pg. 1-13.

According Degeng, learning means students membelajarkan efforts.¹² Thus, meaningful learning strategies and artistic way to use all the resources in an effort to membelajarkan student learning. As a way, learning strategies developed by certain rules so as to form a field of knowledge itself. As a field of knowledge, learning strategies can be learned and then applied in learning activities. Meanwhile, as an art, learning strategies sometimes implicitly owned by someone without ever learn formally about the science of learning strategies. Misalanya more educators / teachers (especially at the college level) which do not have the scientific background on learning strategies, but able to teach well and students who are taught to feel happy and motivated. Conversely, there are teachers who have completed formal education keguruannya and have long teaching experience, but in teaching is perceived by students "still bad". Why is this so? Of course it can be described in terms of art. As an art, teaching skills possessed by someone obtained without having studied the ways taught formally.

Why is it necessary to use a strategy in learning activities? Use of strategies in learning activities is essential because to facilitate the learning process so as to achieve optimal results. Without a clear strategy, the learning process will not be directed so that the learning objectives that have been set difficult to achieve an optimal way, in other words, learning can not take place effectively and efficiently. Pembelajaran strategy is very useful, both for teachers and students. For teachers, the strategy can be used as guidelines and

¹²Made Wina, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tujuan Konseptual Operasional*, (Jakarta: PT Bumi Aksara, 2013), pg. 2.

act systematic reference in the implementation of learning. For students-users pembelajaran- strategy to simplify the process of learning (to simplify and accelerate the understanding of learning content), for each learning strategy designed to facilitate the students' learning process.¹³

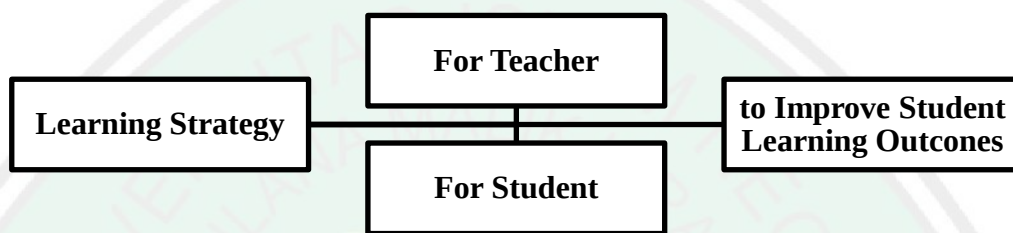


Figure 2.1 Relationships Learning Strategies-Teacher-Student-Learning Outcomes

a. Understanding Learning Strategy

According to Gerlach and Ely, learning strategies are used spendekatan teachers in manipulating the information, select the sources and determine the task / role of students in learning activities.¹⁴

Learning strategy is a series of activities in the learning process associated with the management of teachers, management of learning activities, learning environment management, management of learning resources and assessment (assessment) to be more effective and efficient learning according to the learning objectives that have been set.¹⁵

¹³*Ibid.*, pg. 2-3.

¹⁴Rusman, *op.cit.*, pg. 159.

¹⁵Suyono dan Hariyanto, *Belajar dan Pembelajaran: Teori dan Konsep Dasar* (Bandung: PT Remaja Rosdikarya Offset, 2011), pg. 82.

According Reigeluth and Degeng, learning strategies are different ways to achieve different learning outcomes under different conditions.¹⁶ Variable diklsifikasikan learning strategies into three, namely: organizing strategy (organizational strategy), strategy delivery (delivery strategy), and management (management strategy).



Figure 2.2 The Learning Strategy

b. Variable Learning Strategy

1) Organizing Strategy

Organizing strategy is a way to create a sequence (sequencing) and synthesize (synthesizing) facts, concepts, procedures and principles related to, a learning content. Sequencing related to ways of making the presentation order of the contents of a field of study, and synthesizing associated with a way to demonstrate to students the relationship / linkages between facts, concepts, procedures, or the principle of a learning content.

According Degeng, synthesizing aims to create topics in a field of study becomes more meaningful for students. This is done by showing the relevance of topics related to the overall content of the field of study. Their

¹⁶Made Wena, *op.cit.*, pg. 5.

significance will cause the students have a better retention and longer of the topics being studied. Structuring the sequence is very important, because it is indispensable in the manufacture of synthesis. Synthesis can be made effective only if the content has been styled in a certain way, and more importantly, because essentially all of the contents of a field of study has a prerequisite of learning.¹⁷ in Reigeluth, organizing strategies can be divided into two, namely the strategy of micro and macro strategies.¹⁸ Macro organizing strategy is a strategy to arrange the order of the overall content of the field of study (more than one idea), while micro strategy is a strategy to arrange the order of the grain to a single idea (of concepts, principles, and so on).

A number of theories that deal with micro strategies include order based on the arrangement theory prerequisite learn from Gagne, a model concept formation of Taba, and mastery of the concept of Brunner. For macro strategy, integrating a number of theories, such as the hierarchy of learning of Gagne, schema theory of Mayer, subsumatif sequence of Ausubel, webteaching from Norman, and theoretical elaboration by Reigeluth.

¹⁷*Ibid.*, pg. 7-8.

¹⁸*Ibid.*, pg. 8.



Figure 2.3 Strategy Organizing Learning

2) Delivery Strategy

According Degeng, a description of the instructional delivery strategy emphasizes on what media is used to convey learning, learning what students can do, and the structure of learning how to use. Delivery strategy is the means used to deliver lessons to students, and also for receiving and responding to feedback from students. Thus, this strategy can also be called as a strategy to implement the learning process. Gagne and Briggs says this strategy with the delivery system, which is defined as "the total of all components Necessary to Make an instructional system, operate as intended". Basically the delivery strategy include the physical environment, teachers, instructional materials, and activities related to learning. In this case the medium of learning is an important component of learning delivery strategy. That is, medium of learning is the main study areas of this strategy.¹⁹

¹⁹Ibid., pg. 9.

According to the complete Degeng there are three components that need to be considered in describing delivery strategy, as follows.

- (1) *Instructional Media* is the component delivery strategy that can be loaded with a message that will be delivered to students, either in the form of people, tools, or materials.
- (2) *Student interaction with the media* is a component of instructional delivery strategy that refers to what activities will be done by the students and how the role of the media in stimulating learning activities.
- (3) *Shape (structure) learning* is a component of instructional delivery strategy that refers to whether students are learning in a large group, small group, individual, or independent study.

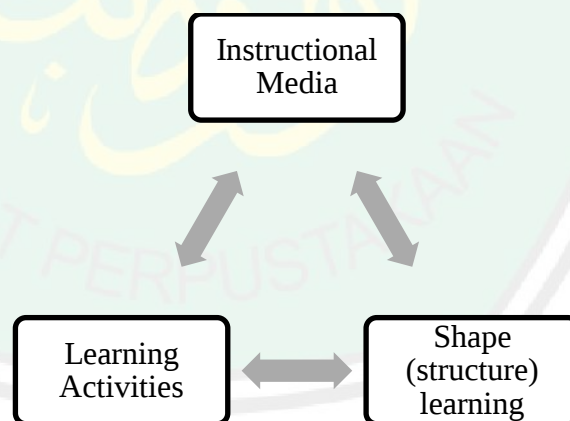


Figure 2.4 Interaction Media, Learning Events, and Forms of Teaching and Learning

3) Management Strategies

Strategy is very important in the learning management system overall learning strategy. However good planning and the organizing strategies of learning delivery strategy, but if the management strategy is not addressed, it can not be the maximum learning effectiveness. Basically, learning management strategies related to the structuring of business interactions between students with learning strategies related components, in the form of organizing strategies and instructional delivery strategy.

Management strategy with regard to the determination of when a strategy or proper strategy components used in a learning situation.²⁰ According Degeng, there are at least four things that the business management strategy, namely:

(a) Scheduling Use of Learning Strategies

In every act of learning, a teacher must be able to make a calculation of common sense about what learning strategies that will be used in a learning activity. In a learning activity of a teacher is not possible to use one strategy, but must be able to draw on a variety of strategies to become a single entity the right to improve student learning outcomes. Therefore, a teacher is required to devise about when, what strategies, and how many times a teaching strategy used in a study. To determine the strategy what, when, and how often a strategy used must be very related to learning conditions that exist.

²⁰*Ibid.*, pg. 11.

Remember that learning strategy is strongly influenced by the learning conditions, namely (a) the purpose and characteristics of the field of study, (b) the constraints and characteristics of the field of study, (c) the characteristics of the students. Use the three variables of the learning conditions for designing scheduling use of learning strategies.

(b) Making the Student's Progress Notes

In teaching a teacher must know how far the learning content that has been taught can be achieved by students. Because it is an obligation, then teachers need to conduct an evaluation / test results to students 'learning, in order to know the level of students' progress. However, the problem is when, how often, and how to test the learning outcomes? This certainly needs to be considered by one's teacher. In this case the teacher's knowledge of the science of learning evaluation will help to answer the question: when, how often, and how to test the learning outcomes?

Note students' progress is very important for teachers, because it can be used to look at the effectiveness and efficiency of their lessons. From the analysis of the effectiveness and efficiency of learning, teachers will be able to determine the next steps, such as (a) whether the learning strategies used in compliance / not, (b) whether the poor performance of student learning is caused by a factor of teachers or students, (c) whether scheduling the use of learning strategies have

met / not yet, and so forth. These factors make the manufacture of record students' progress is very important.

(c) Motivational Management

Motivational management associated with efforts to increase student motivation in learning activities. If the student's motivation is low, any strategy that will be used in learning, not be able to improve student learning outcomes. Therefore, the management of motivational become integral and essential part in every process of learning. Each learning strategy basically implicitly contains motivational components, although in a way different. However, there are also some strategies that are specifically designed to increase students' motivation.

According Degeng, the role of delivery strategies for increasing motivation to learn a lot more real than organizing strategies. It means the art and way of scheduling the use of delivery strategy can influence students' motivation. In that regard, a teacher must be able to develop specific tips in scheduling use delivery strategy.

(d) Learning Control

In Degeng, control of learning related to the freedom of students to make a choice on the part of the contents studied, speed of learning, learning strategies used components and the cognitive strategies used.²¹ So that students in learning activities can make these choices,

²¹*Ibid.*, pg. 13.

then a teacher should be able to design learning activities that can provide a variety of alternative learning options for students. If the teacher is able to design learning so then individualized learning system will do. With such a learning system, teachers act more as a designer of learning (instruction designer) rather than just as a transmitter of learning content.

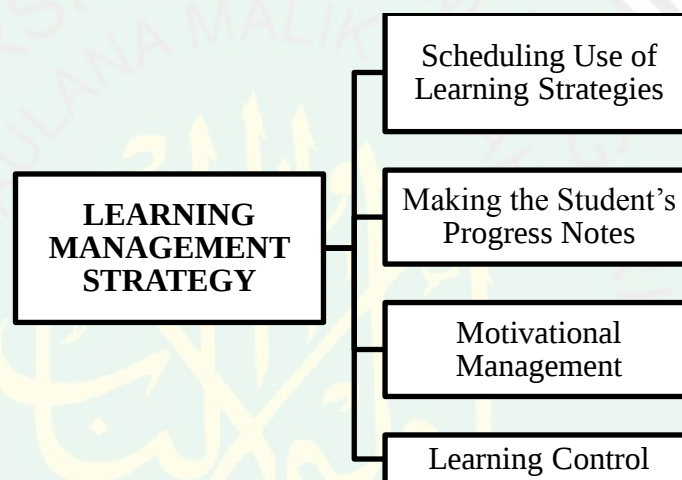


Figure 2.5 Learning Management Strategy

3. Reading Skills

Reading skills is one language skills. Language skills (language of art, language skills) in the school curriculum usually includes four aspects, namely:

1. Listening skills / listening (listening skills)
2. Speaking skills (speaking skills)
3. Reading skills (reading skills)
4. Writing skills (writing skills)

Each of these skills is closely related to three other skills by way of various hues. In acquiring language skills, we usually through a regular relationship:

first, in childhood, we learn to listen / listen to the language, and then speak, after that we learn to read and write. Listening and speaking we learned before entering school, while reading and writing to learn in school. The fourth skill is basically a unity, a single chess.²²

a. Understanding Reading

Reading is a way to get the information presented verbally and a decoction opinions, ideas, theories, research experts to be known and be a student's knowledge. Then this knowledge can be applied in thinking, analyze, act, and in decision-making.²³

Reading is an activity or cognitive process that seeks to find a variety of information that is contained in the text. This means that reading is a process of thinking to understand the content of the text read. Therefore, reading is not just a look at a collection of letters that have formed the word, group of words, sentences, paragraphs, and discourse alone, but even more so that reading is an activity to understand and interpret the symbol / mark / writing meaningful so that the message delivered writer can be received by the reader.

²²Henry Guntur Tarigan, *Membaca sebagai Suatu Keterampilan Berbahasa* (Bandung: Penerbit Angkasa, 2008), pg. 1.

²³Martinis Yamin, *op.cit.*, pg. 106.

Damaianti suggests that reading is the result of interaction between perceptions of symbols that embody the language through language skills and the reader has knowledge of the natural surroundings.²⁴

According to Tarin, reading is a process conducted and used by readers to get the message that would be submitted by the author through the medium of words / written language. In this case, reading is an attempt to explore the meaning provided in writing.²⁵

In line with some of the above opinion, Klein, et al. in Rahim, said that the reading include: first, reading is a process. The point is the information of the text or the knowledge possessed by the reader has a major role in shaping meaning. Second, reading is strategic. Readers are in accordance with the text and context in order mengonstruk meaning when reading. Third, interactive reading. The involvement of the reader with the text depends on the context. People who love to read a text which was helpful, will find some of the objectives to be achieved, one should read the text easier to understand (readable) so that the interaction between reader and text. From the above it can be said that reading is a process of understanding the meaning of words and combine words in a sentence and the structure of the reading, so that the reader is able to understand the content of the text he was reading and ultimately summarizes these readings using their own language.²⁶

²⁴Dalman, *op.cit.*, pg. 6.

²⁵*Ibid.*, pg. 7.

²⁶*Ibid.*, pg. 6-7.

Based on some definitions of reading that has been presented above, it can be concluded that reading is the process of changing the form of symbol / mark / writing became a form of sound meaningful. Therefore, reading is determined by the physical and mental activities that require someone to interpret symbols with an active and critical writings as patterns of communication with oneself, so that readers can find the meaning of writing and obtain the information needed.

b. Reading Purposes

Basically, reading activities aimed to seek and obtain the message or understand the meaning through reading. The purpose of reading will affect the type of reading is selected, for example, fiction or nonfiction. According to Anderson, there are seven kinds of purpose of reading, namely:

- 1) *Reading for detail or fact* (Read on for the facts)
- 2) *Reading for play ideas* (Read on for main ideas)
- 3) *Reading for sequences or organization* (Read to determine the sequence / order of the structure of the essay)
- 4) *Reading for inference* (Read to conclude)
- 5) *Reading to classify* (Read to categorize / classify)
- 6) *Reading to Evaluate* (Read to assess, evaluate)
- 7) *Reading to compare or contrast* (Read for memper-compare / contrast the).²⁷

²⁷*Ibid.*, pg. 11.

c. Reading Techniques

Basically, reading aims informed. Reading efficiency will be better, if the information required is already predetermined. Information needed is called the focus information. Thus, the focus of information is the most important information contained in the reading text. In a reading, the information we need is the information focus.

According Tampubolon, to find information about the focus efficiently, there are some reading techniques used, namely: (a) read-select (selecting), (b) read-jumping (skipping), (c) read-low (skimming), and (d) read-face (scanning).²⁸

Read-select (selecting) is that readers choose reading material and / or part (parts) reading it considers relevant, or contain information-determined focus. Next, read-jump (skipping) is that readers in finding a part or parts of the relevant literature, surpassed or jump over other parts.

In addition to using the above techniques to find information about the focus on reading text, readers can use the read-low techniques (skimming), the speed reading to find out the general contents of a reading or a portion thereof. General content is probably the focus information, but may also simply as a basis for estimating whether reading or reading section that contains information that has been determined.

Readers can also use the technique to read and face (scanning), which is read quickly and with focus to find the passage that contains information

²⁸*Ibid.*, pg. 15.

about the focus that has been determined, and so on to read the passage carefully to get the focus was discovered by the right and understood correctly.

d. Aspects of Reading

In Broughton, generally speaking, there are two important aspects in reading, namely:

- 1) Skills that are mechanical (mechanical skills) which can be considered to be on the order of a lower (lower order). These aspects include:
 - a) Introduction of fonts
 - b) The introduction of linguistic elements (phoneme / grapheme, word, phrase, clause patterns, sentence, etc.)
 - c) The introduction of the relationship / sound correspondence and spelling patterns (the ability to voice or written material 'to bark at print')
 - d) Reading speed to slow level.
- 2) Skills that are understanding (comprehension skills) are considered to be on a higher order (higher order). These aspects include:
 - a) Understand simple (lexical, grammatical, rhetorical)
 - b) Understanding the significance or meaning (purpose and objective of the authors, the relevance / cultural conditions, and the reader's reaction)
 - c) Evaluation or assessment (content, form)

d) Flexible reading speed, which is easily adapted to the circumstances.²⁹

To achieve the objectives contained in the mechanical skills (mechanical skills), the most appropriate activity is reading aloud, reading aloud (reading aloud; oral reading). For comprehension skills (comprehension skills), the most appropriate is to read silently (silent reading), which can also be divided into:

- 1) Extensive reading (extensive reading)
 - a) Read the survey (survey reading)
 - b) Skimming (skimming)
 - c) Reading shallow (superficial reading)
- 2) Intensive reading (intensive reading)
 - a) Read the review of the content (content study reading), which include:
 - (1) Read carefully (close reading)
 - (2) Reading comprehension (comprehensive reading)
 - (3) Critical reading (critical reading)
 - (4) Reading ideas (reading for ideas)
 - b) Read the review of the language (language study reading), which include:
 - (1) Read a foreign language (foreign language reading)
 - (2) Reading literature (literary reading)

²⁹Henry Guntur Tarigan, *op.cit.*, pg. 12-13.

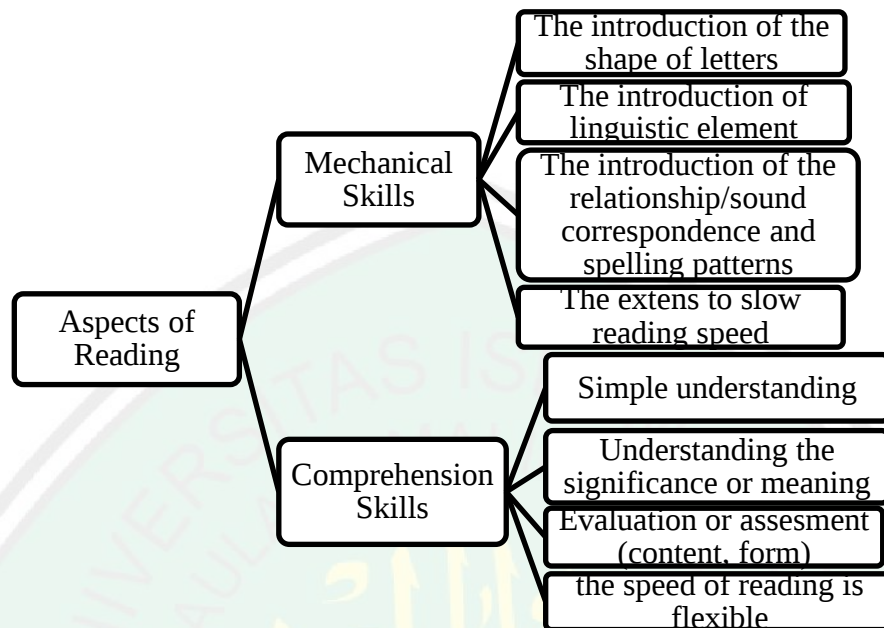


Figure 2.6 Aspects of Reading

e. Developing Reading Skills

In developing and improving the reading skills of the students, the teachers have a heavy responsibility, at least covering six main points namely:

- 1) Expanding the experience of the students so that they are not you understand the intricacies of state and culture
- 2) Teach sounds (language) and the meanings of new words
- 3) Teaching the sounds of language relations and the emblem or symbol
- 4) Helping students understand the structures (including the structure of the sentence is usually not so easy for language learners)
- 5) Teaching the skills of understanding (comprehension skills) to students
- 6) Help students to increase the speed of reading

f. Stages of Reading Development

According Finocchiaro and Bonomo, read the stages of development there are five, among others:

Phase I The students were told to read the material they have learned, pronounce properly or materials that may have them remember. These materials may be in the form of a conversation, a song, a series of actions sentence, a simple story about the things that have been experienced by members of the class and they have discussed, the sentences are models that contain some of the structures that have been taught.

In this phase, students should be guided to develop / improve response-visual automatic response to images of letters they would see on the printed page. They must be made aware truly and understand that written words that represent or describe sounds.

The teacher tells the students say / tell ingredients that have been known / unknown it without seeing it. Then, the teacher read the material aloud when students see the reading material. After that, they can read it together to follow the teacher. Then, group or individual can be told to read it alternated.

(In the early stage, the words or groups of words from the text can be placed on the cards for the sake of a more practical

use / efficiency).

Phase II Teacher or group of teachers of foreign languages at your school to arrange the words and structures that have been known then becomes the dialogue or paragraph is diverse, students are guided and assisted in reading new materials prepared which contains elements that are commonly for them.

Phase III The students began to read materials that contain a number of words and structures that are unfamiliar or not accustomed to them. A committee of teachers can write / provide the material in question, or compose texts with vocabulary and structure of a low level but a high level tensile helpless in tune with the age of the students. Some informal experiments have shown that the students experienced little or no trouble at all to face a new word inserted between thirty ordinary word. Often grammar texts contain passages or choices appropriate for reading at this stage.

Phase IV Some specialists in the field of reading advocating the use of literary texts that have been simplified or magazines as reading material this stage. But there are also a number of experts who reject the suggestion on the grounds that similar materials it no longer reflects the style of the language or the spirit and soul of the author. Nevertheless, there are books that

have been simplified very well in bookstores, which can be used by students who do not really able to read the original books and were never able to reach that level.

Phase V The reading material is not restricted. The whole world is an open book for students. That is often the question is: when would the hell students attain the skills required by these V stage? Of course there are some people who will never achieve it if not in his own mother tongue. Some of them may achieve these skills after the past 6 years program in secondary schools and high schools, and even some who achieve it after received training and guidance for one or two years of college. Speaking about the "mastery" of these skills, it should also consider all other learning factor.³⁰

4. Reading in The Qur'an Perspective

a. Understanding of Reading

According to Quraish Shihab, said iqra (read) have the meanings conveyed, studying, reading, studying, researching, knowing their characteristics, and so forth.

³⁰*Ibid.*, pg. 18-20.

Read by Encyclopedia of the Qur'an, is a read command that ditujukaan to Nabi Muhammad saw, accompanied by the name of God or ask Him for help.³¹

Read (Al-Qiro'ah) is to read everything that exists, whether it be reading the sacred writings (the revelation of God) and regular readings are not from God, and the other thing to note is that the object must be read not written.³²

From the definitions above can be an understanding that reading is a command to convey, studying, reading, studying, researching, knowing the characteristics of everything that exists, whether writing of reading the sacred (God's revelation) as well as regular reading that is not from God and the thing to note is that the object must be read not written, along with the name of God or ask Him for help.

In a broader sense, to read according to the teachings of the Qur'an is read the verses of Allah, either express or implied by knowing the meaning and significance, and be able to practice the teachings contained therein.³³

b. A Brief History of Reading

At the beginning of the Arab Islamic nation is one nation that is illiterate, very few of them are good at writing and reading. The arrival of Islam at the time of providing light of science on society labeled as a society of Ignorance (age kobodohan).

³¹Mustolehudin, *op.cit.*, pg. 146.

³²Sudariyah, "Membaca dalam Perspektif Al-Qur'an", *Skripsi*, Fakultas Ushuluddin dan Pemikiran Islam UIN Sunan Kalijaga Yogyakarta, 2015, pg. 117.

³³Mustolehudin, *op.cit.*, pg. 147.

The first message carried by the Al-Qur'an is a read command. Briefly before the Qur'an was recorded at the time of Caliph Utsman bin Affan, the verses of the Qur'an are still scattered or written on palm frond, animal skins, animal bones, stone, and so on.

Caliph Abu Bakar one day alarmed by the friend who died in battle, so the idea to collect the verses of the Qur'an. Thus, the Caliph Abu Bakar dialogue with Caliph Umar and decided to call Zaid bin Thabit. Beginning Zaid bin Thabit refused, because he felt this was a very hard work, but at the invitation of Abu Bakar and Umar, he finally relented. So, from that time he collects the verses of the Qur'an written on leaves, palm fronds, rocks, hard ground, the bones of camels or goats and from companions memorized the Qur'an.

During the reign of Caliph Utsman bin Affan formed a committee consisting of Zaid bin Thabit, Abdullah bin Zubair, Sa'id bin 'Ash, and Abdur Rahman bin Harits bin Hisham.

At the time of collecting and copying the pages of the Qur'an, the caliph Utsman bin Affan provide advice that is; a. in collecting and copying the Koran in order to take a guide to reading companions memorized the Qur'an; and b. in the event of any dispute between them concerning the language (reading), then it must be written in the dialect of the tribe of Quraysh, because the Qur'an was revealed by their dialeg. Finally, the Qur'an that has been recorded is named with the name "Al Mushaf", then of manuscripts

written in the time of Uthman that Muslims throughout the Arab copy of the Qur'an.

At that time, written five manuscripts of the Qur'an and sent to Kuffah, Basra, Damascus, and Medina. An original manuscript kept by the Caliph Utsman bin Affan up to his death

c. Legal Basis Reading

Reading has been confirmed in the holy book of the Qur'an. Command to read in the Qur'an is mentioned three times in the form of fi'il Amar, ie twice in the QS. Al-'Alaq paragraphs 1 and 3.

The affirmation of God as the word below:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

read with (call) the name of your Lord Who created.

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٣﴾

He has created man from a clot.

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٢﴾

read, Your Lord the Merciful.

The repetition of the word Iqra 'in this letter indicates that a read command is so important for human life. Muhammad Quraish Shihab explained that reading means one activity study, reading, studying, researching, knowing the characteristics of something and gather knowledge and information obtained by a person.

Activities reading, studying, researching, studying, collecting allows one to gain knowledge and information. The knowledge gained from reading can be a variety of knowledge, both general knowledge (of the universe and its contents), as well as knowledge of the science of religion. This shows that the object of an all-encompassing readings are accessible, whether he is a holy reading that comes from God or not, whether it concerns the verses written or unwritten.

In this letter, the phrase Iqra 'bismi Rabbik, not merely ordered to read, but "reading" is lambnag of all what is done by humans, either katif and passive nature. The sentence in the sense and spirit want menyatakan "read" by your Lord, act for the sake of your Lord, and work for the sake of your Lord.

In verse 4 and 5 of this letter is as Allah swt below:

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

Teaching (human) through the pen,

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

He teaches man what he did not know.

Commands to read and write under paragraph 4th and 5th in this letter has the goal of people to have the knowledge and information literacy. In general, the read command is for people to be free from illiteracy and blind information.

As the above verse Allah gives knowledge through intermediaries Pen. There are two gestures that can be captured to acquire and develop

knowledge, namely; God teaches a pen that has been known another man before, and teach humans (without pen) that is not yet known. The first way is to teach the instrument or on the basis of human effort. The second way to teach without tools and without human effort.

The above explanation illustrates that God gives instruction (tarbiyah) through the intermediary of the Pen to humans. In this case, to acquire knowledge and information, people must try to achieve with education. Education can be reached through formal education and non-formal education.

The efforts made by Muslims to build and eradicate illiteracy is through early education. Education conducted literacy education in the form of the Qur'an early. This is done by organizing Taman Pendidikan Al-Qur'an for preschool and elementary school age children. It is expected of education made this an early age will develop the ability to read and write the Koran, especially in the generation of Muslims in the days to come.

As the research conducted by the Center for Development Research Religious literature conducted in fifteen provinces in Indonesia on reading and writing in the letter of the Qur'an is found that high school students; the average high school student who has learned to read and write before the Quran at an early age (education since TPA / TPQ) literacy Al-Quran included in both categories.

From these results, it can be a reference that the development of reading and writing of the Qur'an should be implemented at an early age

(kindergarten / elementary school) so that the next generation of Muslims the Quran literate and able to apply in life real.

A read command other than described in the Al-'Alaq 1 to 5, there is also the other letters, that is as detailed below.

In a letter to the 17th surah Al-Isra 'said iqra mentioned one that is in verse 14, which reads:

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

read your book, suffice yourself at this time as a reckoner against.

In the form of jama 'iqra'u read command, is mentioned three times in the Qur'an; first letter of the 69th surah Al-Haqqah verse 19, which reads:

فَأَمَّا مَنْ أُوتِيَ كِتَابَهُ بِيَمِينِهِ ۖ فَيَقُولُ هَٰؤُلَاءِ مَآ أَوْفَىٰ بِعَهْدِي ۖ فَاقْرَأُوا كِتَابِي ۖ ﴿١٩﴾

As for those who awarded him his book in his right hand, then he said: 'Take, read my book (this). "

Later, in another letter is a letter that 73 of Surat Al-Muzammil paragraph 20 mentioned two times, which reads:

إِنَّ رَبَّكَ يَعْلَمُ أَنَّكَ تَقُومُ أَدْنَىٰ مِنْ ثُلُثِي اللَّيْلِ وَنِصْفَهُ ۖ وَثُلُثَهُ ۖ وَطَآئِفَةٌ مِّنَ الَّذِينَ مَعَكَ ۚ وَاللَّهُ يُقَدِّرُ اللَّيْلَ وَالنَّهَارَ ۚ عَلِمَ أَن لَّنْ نَّحْصُوهُ فَتَابَ عَلَيْكُمْ ۖ فَاقْرَأُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ ۚ عَلِمَ أَن سَيَكُونُ مِنكُم مَّرْضَىٰ ۚ وَءَاخِرُونَ يَضْرِبُونَ فِي الْأَرْضِ يَبْتَغُونَ مِن فَضْلِ اللَّهِ ۚ وَءَاخِرُونَ يُقَاتِلُونَ فِي سَبِيلِ اللَّهِ ۖ فَاقْرَأُوا مَا تَيَسَّرَ مِنْهُ ۚ وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَأَقْرِضُوا اللَّهَ قَرْضًا حَسَنًا ۚ وَمَا تُقَدِّمُوا لِأَنفُسِكُمْ

مَنْ خَيْرٍ تَجِدُوهُ عِنْدَ اللَّهِ هُوَ خَيْرًا وَأَعْظَمَ أَجْرًا وَاسْتَغْفِرُوا اللَّهَ إِنَّ اللَّهَ غَفُورٌ رَحِيمٌ



Your Lord knows that you stand up (for prayer) is less than two-thirds of the night, or half the night or for a third and (so are) a party of those with you. And God set the size of night and day. Allah knows that you never can determine the boundaries of those times, then he gives relief to you, therefore read what is easy (for you) of the Qur'an. He knows that there will be earth may seek the gift of God; and other people again fighting in Allah, then recite what is easy (for you) from the Qur'an and establish worship, pay the poor alms, and give loan to Allah a good loan. And whatever you do to yourself you would have been obtained (return) it on the side of God as a reward the best and the greatest reward. And ask forgiveness of Allah; Allah is Forgiving, Merciful.

A read command in the form of fi'il Mudloore 'yaqra'una is mentioned twice, in a letter to all 10 letters and letter Yunus verse 94 of the 17th surah Al-Isra verse 71. In ficil form Madli (qara'ahu, qara'nahu, qara'ta) called four times, namely letters to 26 letters Asy-Syu'arā Paragraph 119, letter of the 75th surah Al-Qiyamah paragraph 18, the letter of the 16th surah An-Nahl verse 98 and the letter of the 17th surah Al-Isra verse 45.

Reading and writing is an activity that can not be separated from one another. It can be seen from the relationship verse from surat Al-'Alaq and surah Al-'Qalam. It says that the word Qalam in the Qur'an is called twice, in a letter to the 68th paragraph 1 and the Al-'Alaq paragraph 4.

The letters above all is a command to read and write. Similarly, the affirmation of God in the Al-'Alaq verses 1-5. A read command is written in the letter Al-'Alaq lowered in Mecca before Nabi Muhammad saw emigrated, scholarly 'found The Holly Al-Qur'an the Prophet Muhammad first received is the first five verses of this letter.

In the first revelation commanded by Allah to Nabi Muhammad saw affirmed that God's first command to man is reading. The command provides the notion that reading is the key to knowing everything that exists on this earth. read an individual obligation, because reading can avoid mistakes by reading will always be guided to do what is right, it means that reading can be interpreted as a step to analyze something further ahead. Reading is an appropriate method to avoid mistakes, because at first reading it will understand something about what, when, why, where, and HOW something.

A major theme in this letter is to provide teaching / learning (read / write) to Nabi Muhammad saw, the teaching of God in nature and his deeds, and that Allah is the source of knowledge.

Teaching or learning received by Nabi Muhammad sawa should be the model for his people to have the skills to read, so that people (Muslims) will obtain knowledge and technology and bring change and civilization of Muslims. Therefore, the skills and reading skills must be earned through education, both formal and non-formal education.³⁴

d. Reading Function

In the Qur'an mentioned reading function, among others:³⁵

- 1) In order to always remember

وَلَقَدْ صَرَّفْنَا فِي هَذَا الْقُرْآنِ لِيَذَكَّرُوا وَمَا يَزِيدُهُمْ إِلَّا نُفُورًا ﴿٤١﴾

³⁴Mustolehudin, *op.cit.*, pg. 148-152.

³⁵Sudariyah, *op.cit.*, pg. 118-119.

And indeed in this Qur'anic We have re-repeat (warnings), so that they always remember. And repeat the warning is no more than add them flee (from the truth).(QS. Al-Isra verse 41)

2) In order not to forget

سَنُقَرِّئُكَ فَلَا تَنْسَى ﴿٦﴾

We will read the Qur'an thee (Muhammad), then you'll never forget.(QS. Al-A'la verse 6)

3) Giving explanation

الرَّ تِلْكَ آيَاتُ الْكِتَابِ وَقُرَّانٍ مُبِينٍ ﴿١﴾

Alif, Lam, Ra. (Letter) This is (part of) the verses of Al-Kitab (perfect), namely (verses) Qur'an gives an explanation.(QS. Al-Hijr, paragraph 1)

4) take heed

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ﴿١٧﴾

And We have made it easy for the lessons of the Qur'an, is there any that take a lesson ?.(QS. Al-Qomar paragraph 17)

B. Framework of Thinking

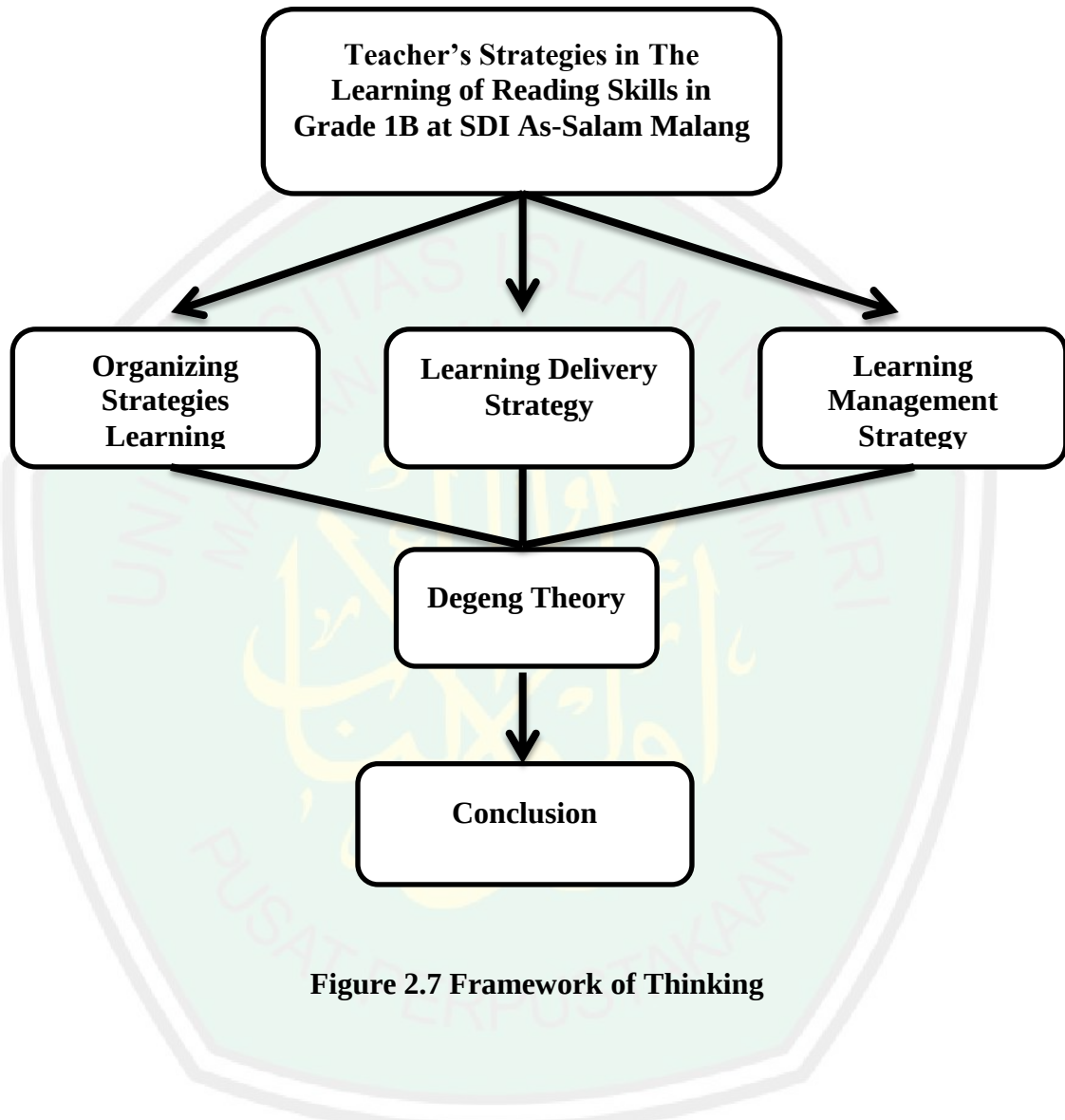


Figure 2.7 Framework of Thinking

CHAPTER III

RESEARCH METHODS

A. Approach And Types of Research

This research approach is qualitative approach, since the purpose of research is to understand the phenomenon of teacher strategies in reading skill learning in the classroom, which will be presented by natural / naturally is. This is in accordance with the characteristics of qualitative research as proposed by Bogdan and Biklen is Qualitative research has the natural setting as the direct source of the data and researcher is the key instrument.³⁶

This type of research is descriptive research. This study seeks to describe and interpret existing condition or a relationship, opinion is growing, a process that is ongoing, a result that was going on, or trends emerging. When conducting a descriptive study, researchers did not have the right to control the situation, but investigators were only able to measure whether there is.³⁷

This type of research is descriptive qualitative research through participation observation passive (passive participation), the researchers came on the observed activity, but does not get involved in these activities.³⁸ so this study aims to describe and interpret the strategy of teachers in the learning

³⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2011), pg. 13.

³⁷Sumanto, *Metodologi Penelitian Sosial dan Pendidikan* (Yogyakarta: Andi Offset, 1990), pg. 47.

³⁸ Sugiyono, *op.cit.*, pg 227.

process of reading skills in elementary school classroom 1B Islam As-Salam Malang.

B. Attendance of Researchers

As is characteristic of qualitative research, that researchers act as well as a data collection instrument. The general nature of man as the instrument cover in terms of responsive, adaptive, stressing integrity, basing itself on the expansion of knowledge, process the data took the opportunity to clarify, summarize and idiosyncratic, and took the opportunity to look for unorthodox responses.³⁹ And automatically he was able to live with either stage or condition of the class to be examined (characteristic of learners and the school environment has been well understood).

C. Research Sites

This research was conducted in SD Islam As-Salam is addressed at Jalan Dam Wonorejo No. 1A Karang Besuki District of Breadfruit Malang 65415. The school location is in a residential neighborhood. Making it safe and convenient to where students learn and play.

In addition, SD Islam As-Salam Malang is one school basic level in Malang strategy based education models Quality Assurance System (QAS) is a Quality Assurance System of education for graduates, one of which is a primary school graduates Islam As-Salam Malang must be capable of reading effective.

³⁹Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), pg. 160.

D. Data and Data Sources

The data source is divided into two kinds, namely primary sources and secondary sources. The primary source is a data source that directly provide data to data collectors.⁴⁰ The primary data source of this research is the process of learning the skills of reading in class 1B, student learning outcomes, interview the principal, homeroom teacher and teacher assistant class 1B, and 3 graders 1B recommended by the teacher based on his communication skills and attendance always go to school, documents learning tools, school documents, schedule of classroom subjects 1B.

Meanwhile, secondary sources are sources that do not directly provide data to data collectors, for example through others or through documents.⁴¹ In this study, secondary data sources that teacher profiles, photos or interviews observations, and student attendance.

E. Data Collection Technique

The data collection technique is the most strategic step in the research, because the main goal of the study is to get the data. In this study, there are three kinds of data collection techniques, among others:

1. Observation

Sutrisno Hadi proposed that, observation is a complex process, a process that is composed of various biological and psychological processes.

Two of the most important is the process of observation and memory.⁴² This

⁴⁰Sumanto, *op.cit.*, pg. 225.

⁴¹*Ibid.*, pg. 225.

⁴²Sugiyono, *op.cit.*, pg. 145.

type of observation in this study was the observation passive participation (passive participation): means the research is present at the scene of the action but does not berinteraksi or Participate. So, in this case the researchers come in place of the observed activity, but does not get involved in these activities.⁴³

The observations were made using observation sheet that has been prepared as well in the form of field notes. Catatatan field is used to record the things that occur during the learning process in the classroom when making observations. Records obtained from what the researchers saw, experienced, heard, and thought.

In making observations (observation), the researchers went directly to the location of the research that is in SD Islam As-Salam Malang. Researchers observed teacher strategies used in teaching reading skills. Researchers looked at the conditions and situation of reading skills learning activities ranging from preliminary activities to cover activities. Furthermore, described by the listing.

2. Interview / Interview

Esterberg defines interview as follows: "A meeting of two persons to exchange information and ideas through question and responses, the resulting in communication and joint construction of meaning about a particular topic." The interview is a meeting of two people to exchange

⁴³*Ibid.*, pg. 227.

information and ideas through question and answer , so that it can be constructed meaning in a particular topic.⁴⁴

Types of research interviews are unstructured interviews (unstructured interview). Unstructured interviews, is a free interview where researchers did not use the interview guides that have been arranged in a systematic and complete collection. Interview guides used in the form outlines the problems that will be asked.⁴⁵

Interviews in this research to the principal, the homeroom teacher and teacher assistant 1B grade, and third grade students 1B SD Islam As-Salam Malang on strategies teachers in teaching reading skills.

3. Documentation

Document is a record of events that had passed. Documents can be a form of writing (diary, life histories, stories, biographies, regulations, policies; images (photographs, motion pictures, sketches); or monumental works (painting, sculpture, film) of a person.⁴⁶

The documentation used in this study is a photograph at the time of the interview and learning take place, profiles and teacher assistant homeroom class 1B, student attendance, student learning outcomes 1B classroom, teachers' personal documents, school documents, schedules subjects TA 1B class. 2016/2017, and recording interviews, infrastructures learning reading skills, and photos of the school environment.

⁴⁴*Ibid.*, pg. 231.

⁴⁵*Ibid.*, pg. 233-234.

⁴⁶*Ibid.*, pg. 240.

F. Data analysis

The data analysis of data in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. Miles and Huberman, suggests that activity in the qualitative data analysis performed interactively and continues over time through, so that the data is already saturated. Activities in data analysis, namely data reduction, a data display, and conclusion drawing / verification.⁴⁷

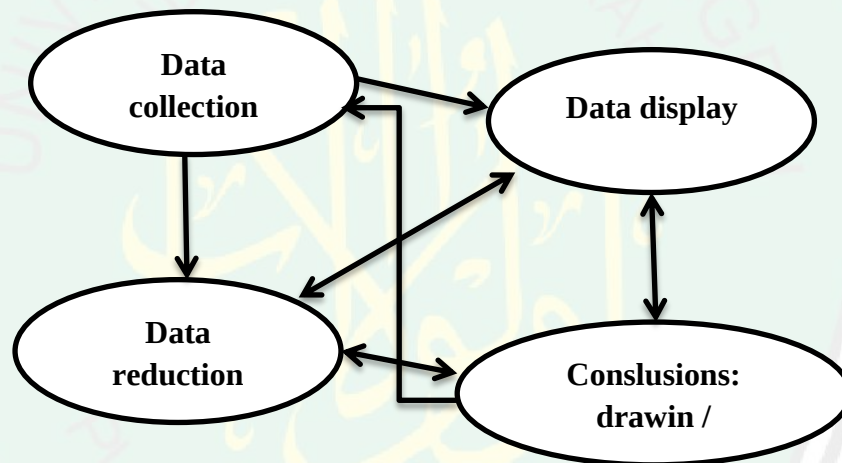


Figure 3.1 Components in Data Analysis (Interactive Model)

1. *Data Reduction* (Data reduction)

The data obtained from the field quite a lot, for it should be noted carefully and in detail. Thus, we need to make data analysis through data reduction. Data reduction means summarizing, choose the basic things, focus on the things that are important, look for themes and patterns. Thus,

⁴⁷*Ibid.*, pg. 246.

the reduced data will provide a clearer picture, and facilitate researchers to conduct further data collection, and look for it when necessary.⁴⁸

In this qualitative study, researchers in data reduction strategy will focus on learning the skills of teachers in reading and student learning outcomes.

2. Data Display (Presentation of Data)

Once the data is reduced, then the next step is mendisplaykan data. In the form of tables, graphs, pie chart, pictogram, and the like. Through the presentation of these data, then the data is organized, arranged in a pattern of relationships, so it will be more easily understood. In accordance mentioned Miles and Huberman, that "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding."

Miles and Huberman declared "the most frequent form of the display of data for qualitative research of data in the past has been a narrative text." The most commonly used to present data in qualitative research is the narrative text.⁴⁹

In this study, researchers display the data in tabular form. Which contains the results of each variable strategy. Among other things organizing strategies, delivery strategy, and management strategies.

⁴⁸*Ibid.*, pg. 247.

⁴⁹*Ibid.*, pg. 249.

3. *Conclusion Drawing / Verification*

The third step in the analysis of qualitative data according to Miles and Huberman is the conclusion and verification. Initial conclusions presented are still provisional, and will change if no strong evidence supporting the next phase of data collection. Thus, the conclusions in qualitative research may be able to answer the problem formulation that is focused from the beginning, but maybe not, because of the problem and the problem in qualitative research is still tentative and will be developed after research in the field.⁵⁰

With the above display data, researchers were able to draw conclusions. Thus, from these conclusions can answer the problem formulation that has been formulated previously.

G. **Validity of Data**

In testing the validity of the data, the data results of a qualitative study is one done by means of triangulation. According Wilian Wiersma, triangulation is qualitative cross validation. It assesses the sufficiency of the Data According to the convergence of multiple data source or multiple data collection procedures in testing the credibility Triangulation is defined as checking data from various sources in various ways, and various times.⁵¹

Test the validity of the data in this study is triangulation, triangulation techniques, and check.

⁵⁰*Ibid.*, pg. 252-253.

⁵¹*Ibid.*, pg. 273.

1. Triangulation of Source

Triangulation is a source of test data by checking the credibility of the data that has been obtained through several sources. In this study, the test data is done by interviewing principals, teachers and students are concerned.

2. Triangulation of Technique

Triangulation techniques are a way to check the data to the same source with different techniques. Namely, the data obtained through interviews, and checked by observation, and documentation. In this study, the technique of triangulation is done by the data from the interview principals, teachers, and students will be checked by observation of researchers in the classroom, and then checked also with learning device documentation and photographs.

3. Member Check

member check is the process of checking the data obtained by researchers to data providers. Objectives member check is to see how far the data obtained in accordance with what is provided by the data providers.⁵² After data collection is complete and find the conclusion, researchers will go back to school to meet elementary school principal Islam As-Salam Malang to report the findings of conclusions. Once the data is agreed, the principals were asked to sign, as proof of authenticity and that researchers have conducted check.

⁵²*Ibid.*, pg. 276.

H. Research Procedure

In conducting qualitative research, according to J. Moleong Lexy there are three steps that must be done, namely the pre-court stage, the stage of field work and data analysis stage.

1. Phase Pre-Courses

At this stage, investigators visited the site of As-Salam Islamic SD Malang. to get an accurate picture of the background research. Then, the researchers probed the necessary information from people who understand the subject of research.

In addition, the researchers also conducted some research step, which is preparing the study design, choose the field of research, administering licensing, selecting and using information, and set up scientific equipment.

2. Field Work Phase

At this stage of field activities, there are three steps that must be conducted by researchers, namely to understand the background research and prepare themselves, entered the field, and collect data. At this stage the researchers collected data required by the methods that had been predetermined. In addition, the researchers checked and examination of the validity of data to prove that the credibility of the data can be accounted for.

3. Data Analysis Phase

At this stage, the researchers filtered the data obtained from the subject, informants, as well as documents with the prescribed manner, with the

improvement of language and systematics. Thus, in reporting no misunderstanding or misinterpretation.⁵³

4. Report Writing Stage

Writing stage is the preparation of research reports by researchers with appropriate writing format and language that is easily understood by the reader.



⁵³Moleong, Lexy J. *op.cit.*, pg. 127-148.

CHAPTER IV

EXPOSURE DATA AND RESULTS

A. Exposure Data

1. Profile SDI As-Salam Malang

A brief history of the founding SDI As-Salam Malang not be separated from the existing kindergarten for 15 years. TK is owned by a foundation of As-Salam. As-Salam Foundation is an organization that brings together retired from PT Brantas. The foundation is led by Mr. Rusti Nasution. In connection with the guardians of students who began to believe the quality of kindergarten education foundations As-Salam. Guardians requesting to set up primary schools for their children. Thus, SDI As-Salam founded in 2010.

- a. **School Name** : SD Islam As Salam
- b. **Address**
 - 1) Street : Bendungan Wonorejo No.1A Malang
 - 2) Village / Sub : Karang Besuki
 - 3) Districts : Sukun
 - 4) District / City : Malang
 - 5) Province : East Java
 - 6) Postal code : 65415
 - 7) No. phone : (0341) 580550
- c. **Web site** : <http://sdiassalam.sch.id/>
- d. **E-mail** : sdassalammalang@yahoo.com

e. Motto : Togetherness shaping the young generation of Muslim piety, intelligent, and skillful

f. Graduate Profile :

- 1) Prayers on self-awareness
- 2) Tartil reading the Qur'an
- 3) Hafiz Quran Juz 3-4
- 4) Dutiful to parents
- 5) Completed principal areas of study
- 6) Disciplined and responsible
- 7) The ability to read effectively
- 8) Love the environment
- 9) Able to operate computer
- 10) Confidence and good social behavior
- 11) Having a clean culture
- 12) Glad to read and write
- 13) Ready to move on to a higher level

2. Vision, Mission, Strategy and Objectives of SDI As-Salam Malang

a. Vision

"Being an Islamic educational institution, seeded, and reliable. Childbirth berakhlakul karimah the Muslim youth and academic achievement, ready to face the challenges of the future.

b. Mission

1. Holding a quality basic education that is grounded in the values to Islamization.
2. Coaching and education in a comprehensive manner that aims to establish personal berakhlakul karimah

c. Strategy

1. Applying educational model based Quality Assurance System (QAS).
2. Standardization management system which includes the standardization of rules, standardization of school, and standardization of human resources so as to ensure the comfort, productivity, and collectivity (CPC).
3. Collaborates with parents, the community, as well as an educational component to increase the effectiveness others. (Networking).
4. Constantly Bench Marking (BM).
5. Always continuous improvement (Continuous Improvement)

d. Objectives

1. Grow, develop, establish, and direct students to become servants of Allah who worships and shalihah individually and socially.
2. Pengetahuanm provide skills as a provision in entering the family and society.
3. Establish a personal attitude is commendable, vibrant and responsible.

3. Curriculum of SDI As-Salam Malang

a. Understanding

The curriculum structure consists of a number of subjects, the burden of learning and education calendar.

b. Curriculum Structure

Table 4.1 Curriculum Structure of SDI As-Salam Malang

No.	Component	Grades and Allocation of Time					
	Subjects	I	II	III	IV	V	VI
1.	Islamic education	4	4	4	4	4	4
2.	Civic education	5	6	6	4	4	4
3.	Indonesian	8	8	10	7	7	7
4.	Mathematics	5	6	6	6	6	6
5.	Natural Sciences	-	-	-	3	3	3
6.	Social Sciences	-	-	-	3	3	3
7.	Cultural Arts and skills	4	4	4	6	6	6
8.	physical education and Health Sciences	4	4	4	3	3	3
9.	Local Muatal						
	a. English	-	-	-	1	1	1
	b. Local language	2	2	2	2	2	2
	c. Arabic	2	2	2	2	2	2
10.	Aqeedah Akhlaq	1	1	1	1	1	1
11.	Islam history	-	-	-	1	1	1
12.	Tahfidzul Quran	5	5	5	5	5	5
13.	Method of UMMI	4	4	4	4	4	4
14.	Self Development / remedial / enrichment *	2	2	2	2	2	2
15.	Pray practice	2	2	2	2	2	2
Total Expenses Learning		48	50	52	56	56	56

Information: *) Equivalent to two hours of lessons, conducted outside the lessons.

One hour lesson = 30 minutes

Classroom learning activities I - VI follow the curriculum in 2013 with a thematic approach.

Worship practice equivalent to 1 hour lesson (Duha Prayer and Prayer Dhuhr in congregation).

c. Payload Curriculum

Payload Elementary School curriculum includes a number of subjects that the breadth and depth of the learning load wajan and local content material as well as personal development for students.

1) Compulsory Subjects

a) Religious Education

Religion has a very important role in the life of mankind. Religion as a guide in efforts to achieve a meaningful life, peace and dignity. Recognizing the importance of the role of religion for human life it is the internalization of religious values in the life of every person becomes a necessity, pursued through education in the family, school and society.

Religious education held in SD Islam As Salam is Islamic religious education, which includes subjects: Islamic Education, creed morality, history of Islam, the Koran Hadith, Tahfidzul Quran, UMMI method, and Arabic.

In accordance with the curriculum as set out in the Education Unit, The purpose of Religious Education are as follows:

- (1) Increase Faith and devotion learners
- (2) Forming learners in order to become a man of faith and fear of God Almighty and noble berakhlakuk. Noble character includes ethics, manners, and morals as a manifestation of religious education.

- (3) Increased spiritual potential include the recognition, understanding, and cultivation of religious values and practice these values in individual or collective social life.
- (4) Forming learners to be able to show love and concern for our fellow human beings and the environment as a form of devotion to God Almighty.
- (5) Forming learners who have a habit of honesty, discipline, fair, responsible, able to communicate with courtesy and respect for others according to status and dignity of God's creatures.
- (6) Forming learners who have a habit of living a clean, neat, orderly, and conformity rules.

b) Citizenship and Personality

Education in Indonesia to prepare students to be citizens who have strong and consistent commitment to maintain the Unitary Republic of Indonesia. Subjects Civics is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and characterized by Pancasila and the Constitution of 1945. The purpose of the subjects of Citizenship and Personality is as follows:

- (1) Critical thinking, rational and creative in responding to the issue of citizenship.
- (2) Show love and pride of the nation, state and homeland Indonesia.

- (3) Appreciating the diversity of religious, ethnic, cultural, racial and economic groups in the surrounding environment.
- (4) Forming a private law-abiding, disciplined, polite, mrngensl advantages and disadvantages of self, love reading, have keintaan and sensitivity to the surrounding environment.
- (5) Participate actively and responsibly, and act intelligently in the activities of the society, nation and state, as well as anti-corruption.
- (6) Evolving positively and democratically to shape itself based on the characters of Indonesian society in order to live together with people around.
- (7) Forming learners who know and understand their rights and obligations, able and willing to cooperate in a group or community, tolong mutual help, live in harmony in diversity as well as keeping yourself within the family and society.
- (8) Forming learners who are able to express themselves through art and local culture, as well as the open and show a positive attitude towards globalization.

c) Science and Technology

Science and Technology related to mencari way out of a systematic nature, so that not only the mastery of the form of a collection of 'knowledge of the facts, concepts, or principles, but also a process of discovery. Science and technology education is expected to become a vehicle for students to learn about themselves lam funds, as well as

prospects for further development in applying it in our daily lives. The purpose of the subjects of science and technology in Islamic primary school As Salam (according Curriculum Education Unit) which is as follows:

- (1) Gaining confidence in the greatness of Allah SWT is based on the existence, beauty and order of his creations
- (2) Develop knowledge and understanding of science concepts that are useful and can be applied in everyday life
- (3) Develop a curiosity, a positive attitude and an awareness of the relationship interplay between science, environment, technology and society
- (4) Develop the ability to think logically, critically and creatively
- (5) Develop skills to investigate the surrounding natural process, know about natural phenomena, solve the problem and give depth to the decision
- (6) Raising awareness to participate in maintaining, protecting and preserving the natural environment
- (7) Raising awareness to appreciate nature and all its regularity as a creation of Allah SWT
- (8) Demonstrated listening, speaking, reading, writing and arithmetic
- (9) Obtaining knowledge, concepts and skills of science and technology as a basis for continuing education to SMP / MTs.

d) Aesthetics / Arts and Skills

The charge of cultural arts and skills as mandated by the Indonesian Government Regulation No. 19 of 2005 on National Education Standards are not only contained in one subject because the culture itself covers all aspects of life. Arts subjects and skills, the cultural aspect is not dealt with separately but are integrated with art. Therefore, subjects Arts and Skills is basically a culture-based art education. Arts Education Culture and Skills given in school because kaunikan, meaningfulness, and usefulness to the needs of the development of learners, which lies in the provision of aesthetic experience in the form of activity of expression / creativity and appreciate through a "learning by art," "learning through art", and "learning about art." this role can not be provided by other subjects (Curriculum Education Unit: 611). The purpose of the Cultural Arts subjects and these skills are as follows:

- (1) Understand the concept and importance of cultural arts and skills
- (2) Display an attitude of appreciation for cultural arts and skills
- (3) Showing the creativity through cultural arts and skills
- (4) Art of Featuring participation in culture and skills in local, regional, and global.

e) Physical Education and Health Sciences

Physical Education Sports and Health aims to:

- (1) Develop aspects of physical fitness, motor skills, skills of critical thinking, social skills, reasoning, emotional stability, moral action,

aspects of healthy lifestyles and the introduction of clean environment through physical activity, sport and health of selected planned systematically in order to achieve national education goals.

- (2) Developing learners to have a clean living habits, healthy, fit, secure and enjoy free time.

2) Local Content

Local content subjects in SD Islam As Salam covers subjects:

- a) Javanese language
- b) English
- c) Arabic
- d) Islam history
- e) Aqidah Akhlaq
- f) Qur'an Hadith

3) Self-Development

Subjects self-development in Islamic primary school As Salam consists of two activities, namely:

- a) Guidance and love of the homeland character formation through the following activities:
 - (1) Apples every Saturday.
 - (2) Mabit (Malam Bina Iman dan Taqwa), held once every semester for classes IV - VI.
 - (3) Outdoor Learning

b) Channeling talents and interests of students through extracurricular activities that include:

- (a) Drama
- (b) Scout (Scout)
- (c) Tartil (Art Read the Qur'an)
- (d) Coloring and Drawing
- (e) Write
- (f) English and Arabian Club
- (g) Archery
- (h) Self-defense

4. Organizational Structure of SDI As-Salam Malang

The organizational structure is an arrangement and relationship anantara each section and existing positions in an organization to achieve the desired goal. The organizational structure of SDI As-Salam Malang School Year 2016-2017 as follows.

Headmaster	: Drs. Arief Chusaeni, M. Kpd.
Deputy head	: Ervin Fatichatus Sholichah, SP, S. Pd.
Waka Curriculum	: Adna Arum A., S. Pd.
Co. ILC	: Dian Natalia RF
Co. UMMI	: Agusnaini Saifullah
Co. Tahfidz	: Agusnaini Saifullah
Co. Development of Morals	: Susy Wijayanti, S. Psi., S. Pd.

Waka Student	: Moehamat Hendrik
Co. Extracurricular	: Nanda
Co. Olympic	: Nur Ngaini
Co. PHBI / PHBN	: Nur Ngaini
Co. Student Day	: Fika Purnamasari, S. Pd Siti Muslikha
Co. Scout	: Alik Nadziroh, S. Pd.
Co. Code of Conduct	: Moehamat Hendrik
Co. MOS	: Robbi Teo Aziz
Co. Ceremony / Apples	: Fajar Khusnul Hakim, S. Or., S. Pd.
Homeroom teacher	Nurul Ngaini (Class 1A) Fika Purnamasari (Class 1B) Susy Wijayanti (Class 2A) Siti Muslikha (Class 2) Robbi Teo Aziz (Class 3A) Siti Nur Zamrotun (Class 3) Dian Natalia (Class 4A) Anis Purmawati (Class 4B) Adna Arum A. (Class 5A) Nur Ngaini (Class 5B) Enis Riswandari (Class 6)
Treasurer	: Yoshi Indriani

Administration

1. Ahmad Shodiq

2. Askurul Yasin

Facilities and infrastructure

: Fajar Khusnul Hakim, S. Or., S. Pd.

5. Teachers in SDI As-Salam Malang

SDI As-Salam participated developed by education experts following:

- a. Dr. H. Abdurrahman Ash'ari
- b. Dr. Furaidah, M. A
- c. Dr. Hadi S.

In addition, educators in SDI As-Salam is composed of graduates who are competent in the field of education qualified education magister (S2) and undergraduate education (S1).

Table 4.2 Personnel Data of SDI As-Salam Malang

No.	Employment Status	Amount
1	Permanent teacher	15
2	Prospective teachers remain the foundation	9
3	Teachers are not fixed	23
Amount		47

6. Model based Education Quality Assurance System (QAS)

From interviews with principals, data showed that SDI As-Salam Malang implement strategies Quality Assurance System (QAS) in the learning process.

With hope on the graduates profile one is able to read effectively. This, according to M. Arief Chusaeni,

Sistem Penjaminan Mutu (*Quality Assurance System*) adalah jaminan artinya kualitas dari pada lulusan dari sini. Shalat atas kesadaran sendiri, tartil membaca Al-Qur'an. Di brosur pendaftaran ada 7 itu. Aslinya ada 13, tinggal ditambahkan saja nanti penulisannya. Yang jadi ciri khusus sekolah ini adalah di Qur'an. Di tahfidz. Di sekolah lain paling tahfidznya kan juz 30 untuk lulusannya. Kalo di sini, juz 30 itu untuk tes masuk. Lulus harus hafal 4 juz minimal Mbak. Selain itu siswa mampu membaca efektif. Membaca efektif itu bagaimana siswa bisa memahami bacaan dan membaca dengan benar. Ini ada prestasi anak-anak kategori menulis Lombanya menulis puisi. Awalnya kan dari membaca, sehingga anak-anak itu bisa menulis.⁵⁴

Moreover, the statement of the headmaster is also reinforced by the guardian grade 1B, Fika Purnamasari,

Kalau untuk di sini sendiri, memang ini sekolahnya SD Islam ya mbak ya. Untuk profil lulusannya, mungkin yang diutamakan yang islami sesuai dengan visi dan misi sekolah. Menghafal Al-Qur'an minimal 4 juz misalnya. Berakhlakul karimah seperti itu. Dan ditambah lagi, yang siap menghadapi tantangan ke depannya. Salah satunya kan harus memiliki kemampuan membaca dan menulis. Jadi, kalau untuk di sini itu sendiri, untuk pertama kali masuk kelas 1, memang baca tulisnya bukan jadi prioritas yang utama. Kelas 1 tahun kemaren ada 11 anak yang belum bisa baca tulis pertama masuk. Ini sedikit kemunduran dibandingkan dengan tahun yang lalu. Tahun lalu cuman 6 anak yang ndak bisa baca tulis. Tahun ini ada 11 anak yang belum bisa baca tulis. Kemudian di semester 1 dalam program kelas bukan program sekolah. Saya dan Bu Ervin membuat program yang kami sebut GBT, Giat Baca Tulis. GBT ini kami laksanakan atas kesepakatan wali kelas dan wali murid. Waktu pertemuan pertama kali kami sampaikan, bukannya kami menekan anak harus bisa membaca, tapi ini tuntutan kurikulum sekarang (tematik).⁵⁵

Teacher of assistance in class 1B also said the same thing, that:

Lalu, begini mbak, tahun ini kebetulan hasil observasinya itu, bukan mengambil anak-anak yang mahir baca tulisnya. Tetapi di kelas kami itu,

⁵⁴ Interview with M. Arief Chusaeni, Headmaster of SDI As-Salam Malang, April 26, 2017, at 8:38 pm.

⁵⁵ Interview with Fika Purnamasari, Guardian Class 1B at SDI As-Salam Malang, April 26th, 2017, at 09:27 pm.

juga ada anak yang ketika masuk jalur mandiri, bacaannya tidak lancar. Nah, itu difasilitasi oleh sekolah. Dalam 1 semester, semester pertama terutama, ada jam tambahan diluar jam regulernya anak-anak. Misalnya, 1 semester itu kan pulang-pukul 12.20, nah anak-anak yang belum lancar membacanya itu ada jam tambahan sepulang sekolah nanti. Dari 20 anak dari kelas 1B, ada 11 anak yang belum lancar membacanya, bahkan ada yang belum bisa huruf. Nah, itu kami upgrade mulai jam 12.20 sampai dengan jam 12.50. Mulai hari Senin sampai Kamis. Seperti itu kelas kami. Kalo kelas 1A memang berbeda. Kelas 1A *speednya* sudah tinggi untuk membaca. Karena di sana cuman 2 anak yang belum mahir.⁵⁶

From interviews can be concluded that the SDI As-Salam Malang implement a quality assurance system (QAS) to graduates. One of them is the ability to read effectively. This is shown in new admissions. Students who are enrolled in primary school this Islam should not be proficient in reading and writing, but must memorize Juz 30. In order to make the students proficient reading and writing, first grade teachers held a special program, namely GBT (Giat Baca Tulis) held every Monday through Thursday, starting at 12:20 until 12:50. Thus, will be able to print out graduates capable of effective reading.

7. Profile of Teacher in Class 1B

1st grade teacher Islam As-Salam Malang must have specific criteria. This, according to M. Arief Chusaeni,

... Kriterianya itu cara ngajarnya. Komunikasinya, cara menjelaskan ke anak-anak. Lincah, mencintai anak-anak. Karena ndak semua guru bisa ngajar kelas 1. Yang paling baik itu beground-beground yang dari TK. Yang ngajar kelas 1B itu kan dari TK. Karena beground dari TK itu cara ngajarnya enak untuk kelas 1.⁵⁷

⁵⁶ Interview with Ervin Fatichatus Sholichah, Teacher of Assistants Class 1B at SDI As-Salam Malang, dated May 6th, 2017, at 08:45 pm.

⁵⁷ Interview with M. Arief Chusaeni, Principal of SDI As-Salam Malang, dated April 26th, 2017 at 08:42 pm.

From the interview above and documentation of study results it is concluded that, in addition to graduate PGMI / PGSD, first grade teacher must also have experience of working in a kindergarten. Namely to be teachers are fun for the students, so that the learning objectives can be achieved effectively and efficiently.

The class teacher profiles in grade 1B SDI As-Salam Malang as follows:

a. Profile Guardian Class 1B

Name : Fika Purnamasari, S. Pd

Date and place of birth : Malang, August 5th, 1989

Educational background:

1. TK PGRI 02 Donomulyo
2. SDN 10 Donomulyo
3. SMPN 1 Donomulyo
4. MAN 3 Malang
5. State University of Malang, Faculty of Literature Department of Arabic Literature Arabic Language Education Study Program

Work experience :

1. TK Little Camel International Islamic School for 2 years
2. TK ALFK (Qur'an Learning For Kids) for 2 years

b. Profile Teacher Assistants Class 1B

Name : Ervin Fatichatus Sholichah, SP, S.Pd.

Date and place of birth : Jombang, October 16th, 1981

Educational background:

1. TK Wahid Hasyim Surabaya
2. SDN Balongsari 2 Surabaya
3. SMPN 5 Surabaya
4. SMAN 6 Surabaya
5. Brawijaya University
6. PGSD UT

Work Experience :

1. Guru Play Group TK Sakinah Malang 1.5 years
2. Raden Patah Surabaya kindergarten teacher for 6 months
3. Teachers KPII TPQ-UNSW, Sydney University of New South West Australia for 3 years
4. TPA Bantaran resignation in Malang for 4 years

B. Research Result

1. Organizing Strategy of Teacher in The Learning of Reading Skills in Grade 1B SDI As-Salam Malang

Organizing strategy is a learning plan, which is designed in the form of the Syllabus and Learning Implementation Plan (RPP), which refers to the Content Standards. Reading skills learning organizing strategy is guided by the thematic book. It concurred with Ervin Fatichatus Sholichah, “ Soalnya guru kelas 1 kan ada 4 orang. Jadi, masing-masing guru membuat RPP itu 1

subtema dalam 1 tema. RPP itu kami sesuaikan dengan silabus dan kurikulum yang ada. Kemudian, dikumpulkan pada awal semester⁵⁸

The results of the interview above to explain that creating a very coherent and appropriate RPP. In accordance with the syllabus which refers to the Content Standards, reviewing thematic books teachers and students. This is reinforced by the absence of data documentation RPP, as follows.

G. Penilaian

1. Penilaian Sikap

Nama : Abiy Rasha
Kelas/Sem : Kelas I/Sem I
Pelaksanaan Pengamatan : Di luar di dalam pembelajaran

No	Aspek yang Diamati	Tanggal	Catatan Guru

2. Penilaian Pengetahuan : Tes tulis tentang nama-nama teman di kelas

3. Penilaian Keterampilan : Penilaian unjuk kerja tentang memperkenalkan diri lewat permainan dan nyanyian

NO	Kriteria	Ya 4	Cukup 3	Perlu Bimbingan 2	Perlu Bimbingan 1
1.	Kemampuan memperkenalkan diri	Siswa mampu menyebutkan nama panjang dan nama panggilan	Siswa mampu menyebutkan nama panggilan	Siswa hampir mampu menyebutkan nama panggilan	Siswa belum mampu memperkenalkan diri
2.	Kemampuan mengizinkan permainan pada permainan	Siswa mampu melakukan permainan sesuai aturan (misal dengan kartu petak umpuk)	Siswa mampu melakukan permainan sesuai aturan (misal dengan kartu petak umpuk)	Siswa mampu melakukan permainan sesuai aturan, tetapi dengan lebih dari 1 kali arahan ulang	Siswa belum melakukan permainan sesuai dengan aturan
3.	Kemampuan melakukan gerakan melempar dan menangkap	Siswa mampu melempar dan menangkap bola dengan akurat (tidak melenceng)	Siswa melempar dan menangkap bola, tetapi 1-2 kali melenceng	Siswa hampir mampu melempar bola, tetapi lebih dari 3 kali melenceng	Siswa belum mampu melempar dan menangkap bola

H. Media dan Sumber Belajar

1. Bola plastik atau bola dari kertas bekas yang dibuat menjadi bentuk bola
2. Alat musik (jika ada) untuk mengiringi siswa bernyanyi
3. Buku siswa
4. Buku guru

H. Media dan Sumber Belajar

1. Bola plastik atau bola dari kertas bekas yang dibuat menjadi bentuk bola
2. Alat musik (jika ada) untuk mengiringi siswa bernyanyi
3. Buku siswa
4. Buku guru

Figure 4.1 Excerpt RPP (Media and Learning Resources) Class 1 Scene 1 Subtheme 1 Education 3⁵⁹

Based on the results of the study documentation, preparation of lesson plans done very mature reading skills by Ervin Fatichatus Sholichah, as a teacher assistant 1B class. The initial phase of the preparation by formulating the Core Competence, Competency, and indicators.

⁵⁸ Interview with Ervin Fatichatus Sholichah, Teacher Assistants Class 1B at SDI As-Salam Malang, dated May 6th, 2017, at 09:00 pm.

⁵⁹ RPP documentation Thematic April 5th, 2017.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Sekolah : SD Islam As-Salam Malang Kelas/Semester : 1/1 Tema : 1. Diriku Sub Tema : 1. Aku dan Teman Baru Pembelajaran ke- : 3 Alokasi Waktu : 5 JP (1x pertemuan)			BAHASA INDONESIA 3.3 Mengenal lambang bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah 4.3 Mela falkan bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah		3.3.1 Menyebutkan huruf vokal dalam suatu kata yang terkait dengan aku dan teman baru 4.3.1 Mela falkan huruf vokal dalam suatu kata yang terkait dengan aku dan teman baru
A. Kompetensi Inti 1. Menerima dan menjalankan ajaran agama yang dianutnya. 2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru. 3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan bertanya berdasarkan rasa ingin tahunya tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah. 4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia			MATEMATIKA 3.1 Menjelaskan makna bilangan cacah sampai dengan 99 sebagai kumpulan objek 4.1 Menyajikan bilangan cacah sampai dengan 99 sebagai banyak anggota suatu kumpulan objek		3.1.1 Membilang secara urut bilangan 1 sampai dengan 10 dengan bantuan benda 4.1.1 Mengelompokkan benda sesuai dengan bilangan 1 sampai dengan 10
B. Kompetensi Dasar dan Indikator			C. Tujuan Pembelajaran 1. Dengan mendengarkan contoh dari guru, siswa dapat menyanyikan lagu "a-b-c" dengan benar. 2. Setelah bertanya dan berlatih, siswa dapat memasangkan kartu nama teman sesuai orangnya dengan tepat. 3. Dengan permainan kartu, siswa dapat mencari dan menyebutkan huruf vokal (a, i, u, e, o) yang hilang dari nama temannya. 4. Setelah mendengar penjelasan dari guru, siswa dapat membilang secara urut bilangan 1 sampai dengan 10 dengan bantuan benda konkret. 5. Dengan melakukan permainan, siswa dapat mengelompokkan benda sesuai dengan bilangan 1 sampai dengan 10.		
MUATAN PPKn	KOMPETENSI DASAR 3.2 Memahami aturan yang berlaku dalam kehidupan sehari-hari di rumah 4.2 Melakukan kegiatan sesuai aturannya yang berlaku dalam kehidupan sehari-hari di rumah	INDIKATOR 3.2.5 Menggali informasi hal-hal yang dilakukan sehubungan dengan aturan di rumah 4.2.5 Mempraktikkan kegiatan membent salam saat masuk rumah			

Figure 4.2 Excerpt RPP (KI, KD and Indicators) Class 1 Scene 1

Subtheme 1 Education 3⁶⁰

Meanwhile, learning media reading skills made concretely, in the form of images, videos, books, and with games. The media are prepared every day, before learning implemented. This is according to Ervin Fatichatus Sholichah,

... Di kelas kami itu, anandanya banyak yang gaya belajarnya kinestetik-visual. Harus bergerak-melihat dengan porsi yang lebih banyak. Gaya belajarnya kami pun harus berbeda-beda. Tidak bisa monoton selalu duduk terus. Karena terus terang ananda ini butuh sarana untuk belajar mereka. Harus dengan gambar, tidak boleh berimajinasi saja. Bahkan, kemarin kami menggunakan video. Disela-sela video kami berikan penjelasan. Sebelumnya. Setiap hari kami siapkan. Dengan cara bagaimana kami siapkan. Besok tinggal *action*. Begitu.⁶¹

From the results of these interviews and document research, organizing strategies of teachers in the learning of reading skills in grade 1B at SDI As-Salam Malang systematically depicted as follows.

⁶⁰ RPP documentation Thematic April 5th, 2017.

⁶¹ Interview with Ervin Fatichatus Sholichah, Teacher Assistants Class 1B SD Islam As-Salam Malang, dated May 6, 2017, at 8:45 pm.

- a. Assessment thematic books teachers handle
- b. Assessment of student grip thematic books
- c. Formulating the Core Competence, Competency, and Indicators
- d. Creating Learning Implementation Plan (RPP)
- e. Make learning media reading skills

Thus, this lesson plan is the operational plan of the teacher before the teacher implementing learning reading skills.

2. Delivery Strategy of Teacher in The Learning of Reading Skills in Grade 1B SDI As-Salam Malang

The strategy to deliver teacher in reading skills is reading skill learning implementation activities, from the organization that was created earlier. The daily details of KBM Thematic obtained from studies in SDI As-Salam Malang is as follows⁶²:

⁶² KBM documentation Thematic April 5th , 2017.

Table 4.3 Lesson Schedule of SDI As-Salam Malang Class 1B TA. 2016/2017

Jam Pelajaran	Senin	Selasa	Rabu	Kamis	Jam Pelajaran	Jumat	Jam Pelajaran	Sabtu
06.40-07.00	Sholat Dhuha				06.40-07.00	Sholat Dhuha	06.40-07.00	Sholat Dhuha
07.00-07.45	Tahfidz				07.00-07.45	Tahfidz	07.00-07.30	Muroja'ah
07.45-08.15	Tematik	Tematik	Tematik	PJOK	07.45-08.15	Tematik	07.30-09.00	<i>Student Day</i>
08.15-08.45	Tematik	Tematik	Tematik	PJOK	08.15-08.45	Istirahat	09.00-09.15	Istirahat
08.45-09.15	UMMI	UMMI	B. Arab	Tematik	08.45-09.05	Al-Qur'an Hadits	09.15-10.15	Ekstrakurikuler
09.15-09.45	Tematik	Tematik	B. Arab	Tematik	09.05-09.35	Tematik	10.15	Pulang
09.45-10.15	Istirahat				09.35-10.05	Tematik		
10.15-10.45	Tematik	Tematik	UMMI	UMMI	10.05-10.35	Tematik		
10.45-11.15	B. Jawa	Al-Qur'an Hadits	PAI	Tematik	10.35	Pulang		
11.15-11.45	B. Jawa	Tematik	PAI	Aqidah Akhlak				
11.45-12.20	Sholat Dhuhur Berjamaah							
12.20	Pulang							

Learning reading skills fall into thematic subjects. Thematic learning lessons held for 18 hours in one week. It can facilitate the teacher guide and assist students in their reading skills. The general steps taken in implementing the strategy of delivering literacy, has three phases:

a. Activities Introduction

Preliminary activities aimed at preparing students to prepare for psychological conditions and physical receive learning materials. Readiness includes; motivation, attention, feelings, physical, mental, and social and emotional, so focused on learning activities that will be carried out. Here is an excerpt RPP results have been compiled by the class teacher in grade 1B at SDI As-Salam Malang:

Table 4.4 Excerpts RPP (Activities Introduction) Class 1 Scene 1 Subtheme 1 Education 3

Kegiatan	Deskripsi Kegiatan	Scientific	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam, lalu mengajak siswa berdo'a sebelum belajar. رَبِّ زِدْنِي عِلْمًا، وَارْزُقْنِي فَهْمًا، وَاجْعَلْنِي مِنَ الصَّالِحِينَ. أَمِينَ يَا رَبَّ الْعَالَمِينَ. 2. Guru mengkomunikasikan kehadiran siswa. Dengan cara memanggil satu per satu nama depan siswa kelas 1B, kemudian siswa lainnya mendengarkan dan meneruskan nama belakang teman-temannya yang sedang dipanggil. Seperti, Guru : “Abiy” Abiy : (mengangkat tangan) Semua siswa: “Raisha Putra Bagaskara” 3. Guru memberi salam dan	-	20 menit

	mengucapkan selamat datang kepada siswa. 4. Guru lalu menanyakan, “Apakah kalian sudah berpamitan kepada orang tua masing-masing saat hendak ke sekolah?” (lihat buku siswa halaman 2) “Bagaimana cara kalian berpamitan dengan orang tua?” 5. Guru menerima jawaban siswa yang beragam. Ada yang mengucapkan salam saja, ada yang mengucapkan salam, dan ada yang tidak berpamitan. 6. Pada awal pelajaran, guru menyampaikan kepada siswa mereka akan belajar mengenal huruf.⁶³		
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b. Core activities

Is the most important activity in a learning process, teachers are required to better understand the circumstances in the classroom of a lesson. Thus, information can be absorbed by the students well. Core activities using a model of learning, teaching methods, instructional media, and learning resources that match the characteristics of learners and subjects. This is in accordance with the opinion of Fatichatus Sholichah Ervin,

Iya. Di kelas kami itu, anandanya banyak yang gaya belajarnya kinestetik-visual. Harus bergerak-melihat dengan porsi yang lebih banyak. Gaya belajarnya kami pun harus berbeda-beda. Tidak bisa monoton selalu duduk terus. Karena terus terang ananda ini butuh sarana untuk belajar mereka. Adakalanya mereka duduk. Adakalanya

⁶³ Documentation RPP Thematic April 5th, 2017.

mereka bergerak. Seperti misalnya, materi tematik ketika itu juga ada bahasa Indonesia di dalamnya. Misalnya tentang membuat kalimat ungkapan terima kasih dan kalimat pujian. Kami akan mengajak mereka praktik di depan kelas. Dibentuk kelompok-kelompok, kelompok *Ar-rijal* sama *An-nisa'* gitu ya. Silahkan *Ar-rijal* sama *An-nisa'* diberikan waktu untuk menyampaikan kalimat pujian. *An-nisa'* diberikan kesempatan untuk menyampaikan kalimat pujian kepada temannya *Ar-rijal*. Setelah waktu cukup, guru akan memanggil salah satu murid. Misalnya, Mbak Izza silahkan menyampaikan pujiannya ke Mas Arsyad. “Mas Arsyad, kamu pandai sekali!”. Lalu, tanggapannya Mas Arsyad dalam bentuk kalimat terima kasih.

Terus adakalanya kami buat *game* berkelompok. Menyusun kalimat, jadi kami siapkan 1 amplop isinya potongan-potongan kata. Potongan –potongan kata itu sebanyak 6 kelompok, karena 1 kelas terdiri dari 6 kelompok. Kami letakkan di tempat-tempat tersembunyi. Lalu, dari masing-masing kelompok kami minta untuk tertib dulu. Terus yang tertib boleh untuk mencari di luar. *Hunting* lah. *Hunting* amplop. Setelah dapat, dibawa ke dalam kelas. Lalu dikerjakan sesuai dengan perintahnya. Jadi, ada gerak dan materi. Seperti itu

Adakalanya kita *game*, adakalanya kita materi seutuhnya. Ketika materi, mereka harus mendengarkan. Kami punya cara khusus yaitu meminta anak-anak untuk duduk di bawah. Semua diminta untuk mendengarkan materi awal, sebelum pengembangan. Seperti misalnya, materinya Tema 8 Subtema 4 tentang Peristiwa Alam. Materinya tentang bencana alam. Jadi, kami jelaskan semuanya, anak-anak memperhatikan dulu. Kami tuliskan ciri-cirinya. Terus akibatnya. Hmm... bencana alam itu ada berapa. Setelah itu, baru pengembangan dan pendalaman materi.⁶⁴

From the interview above, it can be concluded that the core activities, required media and a variety of methods. Thus, the expected material presented to students well understood. Here is an excerpt RPP compiled by the class teacher 1B at SDI As-Salam Malang:

⁶⁴ Interview with Ervin Fatichatus Sholichah, Teacher Assistants Class 1B at SDI As-Salam Malang, dated May 6th, 2017, at 8:49 pm.

Table 4.5 Excerpts RPP (Main Activity) Class 1 Scene 1 Subtheme 1 Education 3

Kegiatan Inti	7. Agar dapat mengenal huruf dengan baik, guru menulis huruf a-z pada selembar kertas karton/kertas berukuran lebar. Kertas/karton itu lalu ditempel di papan tulis.	Mengamati	30 menit
	8. Siswa diajak untuk bernyanyi lagu "a-b-c" sambil guru menunjukkan huruf yang dimaksud pada lembar kertas. (lihat buku siswa halaman 12) Lagu ini dinjukkan untuk mengawali kegiatan di hari itu dan bukan bagian dari kegiatan pembelajaran SBdP. Notasi berikut untuk membantu guru menyanyikan lagu "a-b-c". C G F C F C G C 1 1 5 5 6 6 5 4 4 3 3 2 2 1 . a b c d e f g h i j k l m n C G C G C F C G 5 5 4 4 3 3 2 . 5 5 4 4 3 3 2 . o p q r s t u v w x y dan z C G F C F C G C 1 1 5 5 6 6 5 . 4 4 3 3 2 2 1 . Se ka rang a ku ta hu Ayo be la jar de ngan ku		
	9. Ulangi sekali lagi. Tunjuk salah satu siswa untuk menunjukkan huruf a-z saat teman yang lain bernyanyi lagu "a-b-c"	Menalar	
	10. Untuk membantu menguatkan siswa tentang konsep huruf, mereka berlatih mengidentifikasi nama tokoh di buku dengan melihat huruf-hurufnya. (lihat buku siswa halaman 13)	Mencoba	
	11. Setelah selesai berlatih, siswa diminta untuk membentuk beberapa kelompok.		
	12. Setiap kelompok mendapatkan kartu nama sesuai dengan nama-nama siswa yang tergabung di kelompok tersebut.	Mengumpulkan Informasi	60

	13. Setiap anggota kelompok bekerjasama untuk memasang kartu nama pada masing-masing siswa di kelompok tersebut dengan tepat. 14. Guru meminta setiap siswa memperhatikan huruf-huruf “a, i, u, e, o” yang ada pada kartu masing-masing nama mereka. 15. Setelah itu, satu persatu dari anggota kelompok menunjukkan kartu namanya kepada teman kelompoknya. Agar teman kelompoknya dapat memperhatikan huruf-huruf “a, i, u, e, o” pada nama-nama teman kelompoknya. Begitu seterusnya. 16. Kemudian, setelah itu. Guru meminta siswa memegang kartu nama masing-masing agar siswa di kelompok lain dapat memperhatikan huruf-huruf “a, i, u, e, o” yang menyusun nama semua siswa di kelas. 17. Guru lalu mengajak semua kelompok bermain kartu huruf penyusun nama. Setiap kelompok mendapatkan satu set kartu huruf a-z dan satu set kartu huruf “a, i, u, e, o”. 18. Guru menunjuk kelompok untuk maju ke depan kelas. Minta kelompok tersebut untuk memilih 2 nama siswa anggotanya untuk ditebak huruf “a, i, u, e, o”. 19. Beberapa siswa anggota kelompok tersebut berdiri berjajar. Mereka mengalungkan huruf sesuai nama yang akan ditebak, tapi tanpa huruf “a, i, u, e, o”. (lihat buku siswa halaman 14) 20. Guru menunjuk kelompok lain untuk menebak huruf “a, i, u, e, o” yang hilang dari nama tersebut. 21. Kelompok yang bertugas menebak harus mencari huruf “a, i, u, e, o” dari kartu huruf “a, i, u, e, o” yang telah dibagikan dan menyebutkan huruf “a, i, u, e, o” yang hilang dengan suara keras. Setelah itu, kartu huruf yang	Mengkomunikasikan	menit
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	tadi disebutkan dikalungkan di leher teman yang sedang berdiri berjajar agar menjadi nama siswa yang lengkap.		
22.	Setelah dua nama dari kelompok yang mendapat giliran maju telah selesai ditebak, giliran kelompok yang menebak untuk maju ke depan kelas. Lalu, kelompok yang lain lagi akan menebak huruf “a, i, u, e, o” dari nama siswa yang hilang. Begitu seterusnya hingga semua kelompok mendapat giliran maju untuk bermain.		
23.	Setelah bermain kartu huruf, siswa kembali ke tempat duduk masing-masing.		
24.	Guru dan siswa bersama-sama menyanyikan lagu “a, i, u, e, o” dan menyebutkan kembali huruf “a, i, u, e, o”.		
25.	Sebelum masuk ke kegiatan berikutnya, guru memancing siswa dengan pertanyaan, “Berapa kelompok yang tadi bermain tebak huruf?, “Masing-masing kelompok terdiri dari berapa orang?”	Menanya	
26.	Siswa ada yang menjawab (dengan menjawab yang beragam), ada juga siswa yang diam.		
27.	Guru mengenalkan konsep bilangan 1 sampai dengan 10.	Mengumpulkan Informasi	50 menit
28.	Minta siswa mengamati gambar di buku siswa halaman 15.		
29.	Minta siswa bersama-sama menghitung banyaknya benda yang ada di gambar dari bilangan 1 sampai dengan 10 secara berurutan.		
30.	Guru juga bisa menyediakan berbagai benda yang ada di kelas lalu meminta siswa secara bergiliran membilang banyaknya benda tersebut.	Mencoba	
31.	Kemudian, guru meminta siswa memasang antara 2 gambar berbeda yang sama banyak jumlahnya.	Menalar	
32.	Selesai berlatih, guru mengajak		

	bermain sambil mengenal bilangan. (lihat buku siswa halaman 17) 33. Minta siswa berdiri membentuk lingkaran, lalu guru menyampaikan aturan permainan. Siswa akan berkumpul bersama teman yang banyaknya sesuai dengan bilangan yang akan disebutkan oleh teman. 34. Guru memberi contoh, “Berkelompok lima-lima”. Siswa lalu segera mencari teman untuk berkumpul membentuk kelompok yang banyak anggotanya ada lima. Setelah berkelompok, siswa mengulangi instruksi permainan “Berkelompok lima-lima”. 35. Setelah menjelaskan, guru akan menunjuk salah satu siswa untuk memberikan aba-aba. Siswa tersebut akan menerima instruksi dari guru. 36. Kemudian, siswa yang ditunjuk memberi aba-aba, “Berkelompok tiga-tiga”, “Berkelompok tujuh-tujuh”, begitu seterusnya sampai semua bilangan 1 sampai dengan 10 diberikan. Ingatlah siswa untuk mengulangi instruksi permainan setelah berkelompok.⁶⁵	Mengumpulkan Informasi Mencoba	
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From the observation, study of documents and interviews in reading skill learning about the strategies used by teachers when learning takes place. Will note that teachers use lesson plans cascading guidelines or not the use of scientific approach, namely:

1) Observe

Is an activity that uses the senses to know something. From the observation and study of the document, the obtained results: The teacher actually implement it in accordance with the lesson plan that

⁶⁵ Documentation RPP Thematic April 5th, 2017.

has been made before the learning activities, the teacher wrote on a piece of cardboard letters az. Then taped on the board. Then, invite students to sing the song "abc" while the teacher shows the letter in question on a sheet of paper.



Figure 4.3 Students Viewing Images on Blackboard⁶⁶

2) Reasoning

A way of thinking that associates the data from the previous data, into a conclusion. The results of the observation and documentation study conclusion: teachers have been using one of these approaches, sings a song repeating "abc" pointing to the letters.

3) Ask

Ask that teachers use for the purpose of fishing the students to play an active role and creative thinking in the learning process that takes place. The results of observation and document study result: teachers have applied this approach, namely Before going into the next activity,

⁶⁶ Observation of Learning Reading Skills at Class 1B April 5th, 2017.

the teacher lure students with the question, "What is the group that had been playing hangman letter?," Each group consisted of how many people? ".

4) Try

Trying is to apply activity or practice of what has been delivered by the teacher. These research results obtained from the data: teachers have successfully used this method, which is to help strengthen the students about the concept of the letter, they practiced identify the name of character in a book by looking at the letters. (See the student book on page 13).



Figure 4.4 Students Attempt Exercise⁶⁷

5) Communicating

At the end of the lesson, students are expected to make the conclusion of the learning process that has taken place, both corporately and individually. From research conducted there were the following results: teachers have applied the methods of communicating, the

⁶⁷ Observation of Learning Reading Skills at Class 1B at April 5th, 2017.

teacher asks the group in charge guessing should look for the letter "a, i, u, e, o" of card letter "a, i, u, e, o" that have been shared and mentions the letter "a, i, u, e, o" is missing out loud. After that, the mentioned letter card worn around the neck of a friend who was standing in line to become the complete name of the student.

So, from the exposure data within the core activities of this learning, the teacher is very cascading in implementing the reading skill learning strategy that has been designed in the RPP. Therefore, the teacher said to have been successful in using and implementing learning strategies.

c. Closing activities

In the closing activity, the teacher together with the students either individually or in groups of reflection to evaluate:

- (5) The whole set of learning activities and the results obtained hereinafter discovered the benefits directly and indirectly from the results of the learning that has taken place;
- (6) Provide feedback on the process and learning outcomes;
- (7) Conduct follow-up activities in the form of duties, both individual and group assignments; and
- (8) Informing plan learning activities for the next meeting.

Here is an excerpt RPP created by the class teacher 1B SD Islam As-Salam Malang:

**Table 4.6 Excerpts RPP (Closing Activities) Class 1 Scene 1
Subtheme 1 Education 3**

Kegiatan Penutup	37. Kegiatan ditutup dengan diskusi mengenai kegiatan hari ini. siswa menceritakan perasaan dan kesulitannya saat bermain kartu huruf dan kelompok banyaknya benda. 38. Sebelum pulang, guru melontarkan pertanyaan yang memantik pemikiran siswa “Tadi pagi saat hendak ke sekolah, kalian memberi salam dan berpamitan dengan orang tua. Ketika nanti pulang, apa yang sebaiknya kalian lakukan sebelum masuk ke dalam rumah?” “Mengapa hal itu harus dilakukan?” Jawaban siswa akan beragam, namun guru menyimpulkan dan menekankan kepada siswa pentingnya memberi salam terlebih dulu saat hendak masuk rumah. 39. Guru memberi salam penutup. Siswa berpamitan dan memberi salam kepada guru saat pulang. 40. Setelah pulang ke rumah, siswa memberi salam saat masuk ke dalam rumahnya dan bercerita kepada orang tua tentang kegiatan yang dilakukan di kelas pada hari itu.⁶⁸	Refleksi	10 menit
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The study results of the above documents, the activities that are not in closing activity is to conduct a follow-up in the form of duties, both individual assignments, and group. However, the teachers have been very is successful in the learning process.

So, from the observation and study of the strategy document delivery reading skills teacher in the classroom 1B at SDI As-Salam Malang already

⁶⁸ Documentation RPP Thematik April 5th, 2017.

eligible, namely:

- 1) Learning media reading skills such as: the song "abc", cardboard letters az, calling cards, cards letters from az 3 sets, and cards vowels for 3 sets.
- 2) On learning KD 4.3 pronounce the vowels and consonants in the Indonesian language or regional language, the success rate the percentage of students who have reached the KKM is 88% with an average value of 89.9, as many as 22 students get value ≥ 75 .

Table 4.7 Frequency Distribution KD 4.3

Value	Frequency	Completeness (%)
$75 \leq 100$	3	12%
$0 \leq 75$	22	88%
Amount	25	100%
Standart Completeness (%)		75

- 3) At the beginning of the learning, teaching and learning form a large group (the group is not yet established). After that, the newly formed small groups for card games letter.



Figure 4.5 Small groups⁶⁹

3. Management Strategy of Teacher in The Learning of Reading Skills in Grade 1B SDI As-Salam Malang

Teacher management strategies in teaching reading skills is a learning assessment that uses authentic assessment approach (authentic assessment) which assesses the readiness of learners, processes and learning outcomes in their entirety. Reading skills learning management strategy is guided by the thematic book. This is in accordance with the results of the study documentation of lesson plans and student learning outcomes.

In one scene RPP Subtheme 1 Education 3 states that, for teaching reading skills at Basic Competency 4.3 "pronounce the vowels and consonants in the word discussion Indonesia or vernacular"⁷⁰, Can be evaluated using the following table.

⁶⁹ Observation of Learning Reading Skills at Class 1B April 5th, 2017.

⁷⁰ RPP Documentation Thematic April 5th, 2017.

Table 4.8 Assessment of Performance

Criteria	Very Well 4	Good 3	Enough 2	Need Assistance
1. Ability recognize letters	Students are able to meet four criteria: singing az sequentially, recognizing vowels aiueo missing, said the missing vowel, sounding, as well as actively participating in the game.	Students are able to meet the three criteria in the letter game	Students mmapu meet the 2 components in a letter game	Students are able to meet one component in a letter game
2. The ability to follow the rules to the game	Students mamou do the game in accordance with the instructions without redirection	Students are able to conduct the game according to the rules but with 1 redirects	Students are able to conduct the game according to the rules, but with more than 1 times redirects	Students are not able to perform in accordance with the rules of the game

The daily assessment (process and results) of students in the Basic Competency 4.3 as follows.⁷¹

Table 4.9 Daily Value Student of Class 1B

NO	NAME	KI 4		
		KD 4.3	KD 4.3	AVERAGE
1	Abiy Rasha Putra Bagaskara	100	100	100
2	Adrian Aryaputra Nugraha	90	100	95
3	Aida Sachi Qonata	100	55	78
4	Diva Aisha Nur Hasanah	80	100	90
5	Alya Nasywah Adfiani	85	55	70
6	Arsyad Syahdan Ata Allah	90	100	95
7	Dasha Ava Adore	95	100	98
8	Almer Daffa Dzaky	100	100	100
9	Haidar Abdul Hakim	100	100	100
10	Herbrilly Zubair Al Hadrami	90	100	95
11	Kansa Izzati Adine	100	100	100
12	Mahda Ramadan	80	55	68
13	Maysina Hazimatunnisa Asyifa	80	100	90
14	Muhammad Islam	90	100	95
15	Muhammad Nuril Fauzan	90	100	95
16	Muhammad Raditya	50	50	50
17	Muhammad Rafa Firdaus	100	100	100
18	Nada Rohadatul 'Aisy	100	85	93
19	Nayaro Adzka Falih	83	100	92
20	Nazila Nur Ilmania Fathoni	80	100	90
21	Raisa Aqila	76	100	88
22	Raisya Nurrahma Dania	98	100	99
23	Naila Shafaa Utomo	98	100	99
24	Saladin Prameswara Anindita	95	100	98
25	Verina Luthvia Lubna	85	55	70

⁷¹ Documentation Summary of Value in Grade 1B, April 5th, 2017.

Table 4.10 Frequency Distribution KD 4.3

Value	Frequency	Completeness (%)
$75 \leq 100$	3	12%
$0 \leq 75$	22	88%
Amount	25	100%
Standart Completeness (%)		75

Student learning outcomes of learning basic competencies 4.3 is 88% of students have reached KKM with an average value of 89.9, as many as 22 students received value ≥ 75 .

Successful learning reading skills is certainly strongly influenced by scheduling the use of learning strategies, motivational management, and control study conducted by the teacher during the learning takes place. So that learning is not boring and more focused students in receiving the material presented. Given the state's diverse student and kinesthetic-visual learning style.

Documentation of the study results can be concluded that reading skill learning management strategies have been implemented properly. This is evidenced by the presence of:

- a. Learning reading skills preceded by an introduction letter az written on a piece of cardboard, then sang "abc", and identify the letters that make up the character's name and the names of friends.
- b. Learning assessment conducted in the process of reading skills and student learning outcomes that are tailored to their respective core competencies.

- c. Implementation scheduling delivery strategy of learning to read the various role is to enhance students' motivation.
- d. Teachers do not give students the freedom to make choices on the content learned. Rather, students should be able to understand all the material that has been determined. To control learning, teacher scheduling delivery and management use motivational strategies, so that the learning process can be accomplished in accordance with the purpose of learning.



CHAPTER V

DISCUSSION OF RESEARCH

A. Organizing Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang

Based on the findings, that the organizing strategies of teachers in the learning of reading skills in grade 1B at SDI As-Salam Malang systematically depicted as follows.

1. Assessment thematic books teachers handle
2. Assessment of student grip thematic books
3. Formulating the Core Competence, Competency, and Indicators
4. Creating Learning Implementation Plan (RPP)
5. Make learning media reading skills

In theory Degeng, organizing strategy is a way to create a sequence (sequencing) and synthesize (synthesizing) facts, concepts, procedures and principles related to, a learning content. Sequencing related to ways of making the presentation order of the contents of a field of study, and synthesizing associated with a way to demonstrate to students the relationship / linkages between facts, concepts, procedures, or the principle of a learning content.⁷²

Basically, the organizing strategies of teachers in elementary 1B grade reading skills Islam As-Salam Malang has met the criteria sequencing and

⁷²Made Wena, *op.cit.*, pg. 7-8.

synthesizing in organizing strategy by Degeng. That sort and connecting facts, concepts, procedures, and principles of learning. Begins from:

1. Assessment thematic books teachers handle
2. Assessment of student grip thematic books
3. Formulating the Core Competence, Competency, and Indicators
4. Creating Learning Implementation Plan (RPP)
5. Make learning media reading skills.

B. Delivery Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang

Results of research on delivery strategies teacher in the learning of reading skills in grade 1B at SDI As-Salam Malang is:

1. Learning media reading skills such as: the song "abc", cardboard letters a-z, calling cards, cards letters from a-z 3 sets, and cards vowels for 3 sets.
2. On learning KD 4.3 pronounce vowels and consonants in words Indonesian or regional language, the success rate the percentage of students who have reached the KKM is 88% with an average value of 89.9, as many as 22 students get value ≥ 75 .
3. At the beginning of the learning, teaching and learning form a large group (the group is not yet established). After that, the newly formed small groups for card games letter.

This is in accordance with the delivery strategy by Degeng. Delivery strategy include the physical environment, teachers, instructional materials, and activities related to learning. According to the complete Degeng there are three

components that need to be considered in describing delivery strategy, as follows.

- (4) Instructional media delivery strategy is a component that can be loaded with a message that will be delivered to students, either in the form of people, tools, or materials.
- (5) Student interaction with the media is a component of instructional delivery strategy that refers to what activities will be done by the students and how the role of the media in stimulating learning activities.
- (6) Shape (structure) is a component of teaching and learning instructional delivery strategy that refers to whether students are learning in a large group, small group, individual, or independent study.⁷³

Thus, it can be concluded that the delivery strategy of teachers in the learning of reading skills in grade 1B at SDI As-Salam Malang has met the criteria in the delivery strategy by Degeng. That is:

1. Learning media reading skills, such as: the song "abc", cardboard letters az, calling cards, cards letters from az 3 sets, and cards vowels for 3 sets.
2. Student interaction with the media is fair. Therefore, the level of success at KD 4.3 percentage has reached the KKM is 88% with an average value of 89.9, as many as 22 students get value ≥ 75 .
3. Shape (structure) learning is a large group and small groups.

⁷³*Ibid.*, pg. 9-10.

C. Management Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang

Based on the findings, the management strategy of teachers in elementary 1B grade reading skills Islam As-Salam Malang is:

1. Learning reading skills preceded by an introduction letter az written on a piece of cardboard, then sang "abc", and identify the letters that make up the character's name and the names of friends.
2. Learning assessment conducted in the process of reading skills and student learning outcomes that are tailored to their respective core competencies.
3. Implementation scheduling delivery strategy of learning to read the various role is to enhance students' motivation.
4. Teachers do not give students the freedom to make choices on the content learned. Rather, students should be able to understand all the material that has been determined. To control learning, teacher scheduling delivery and management use motivational strategies, so that the learning process can be accomplished in accordance with the purpose of learning.

Management strategy with regard to the determination of when a strategy or proper strategy components used in a learning situation.⁷⁴ According Degeng, there are at least four things that the business management strategy, namely:

⁷⁴Ibid., P. 11.

1. Scheduling Use of Learning Strategies

In every act of learning, a teacher must be able to make a calculation of common sense about what learning strategies that will be used in a learning activity. In a learning activity of a teacher is not possible to use one strategy, but must be able to draw on a variety of strategies to become a single entity the right to improve student learning outcomes. Therefore, a teacher is required to devise about when, what strategies, and how many times a teaching strategy used in a study. To determine the strategy what, when, and how often a strategy used must be very related to learning conditions that exist.

Remember that learning strategy is strongly influenced by the learning conditions, namely (a) the purpose and characteristics of the field of study, (b) the constraints and characteristics of the field of study, (c) the characteristics of the students. Use the three variables of the learning conditions for designing scheduling use of learning strategies.

2. Making the Student's Progress Notes

In teaching a teacher must know how far the learning content that has been taught can be achieved by students. Because it is an obligation, then teachers need to conduct an evaluation / test results to students' learning, in order to know the level of students' progress. However, the problem is when, how often, and how to test the learning outcomes? This certainly needs to be considered by one's teacher. In this case the teacher's knowledge

of the science of learning evaluation will help to answer the question: when, how often, and how to test the learning outcomes?

Note students' progress is very important for teachers, because it can be used to look at the effectiveness and efficiency of their lessons. From the analysis of the effectiveness and efficiency of learning, teachers will be able to determine the next steps, such as (a) whether the learning strategies used in compliance / not, (b) whether the poor performance of student learning is caused by a factor of teachers or students, (c) whether scheduling the use of learning strategies have met / not yet, and so forth. These factors make the manufacture of record students' progress is very important.

3. Motivational Management

Motivational management associated with efforts to increase student motivation in learning activities. If the student's motivation is low, any strategy that will be used in learning, not be able to improve student learning outcomes. Therefore, the management of motivational become integral and essential part in every process of learning. Each learning strategy basically implicitly contains motivational components, although in a way different. However, there are also some strategies that are specifically designed to increase students' motivation.

According Degeng, the role of delivery strategies for increasing motivation to learn a lot more real than organizing strategies. It means the art and way of scheduling the use of delivery strategy can influence

students' motivation. In that regard, a teacher must be able to develop specific tips in scheduling use delivery strategy.

4. Control of Learning

In Degeng, control of learning related to the freedom of students to make a choice on the part of the contents studied, speed of learning, learning strategies used components and the cognitive strategies used. So that students in learning activities can make these choices, then a teacher should be able to design learning activities that can provide a variety of alternative learning options for students. If the teacher is able to design learning so then individualized learning system will do. With such a learning system, teachers act more as a instruction designer rather than just as a transmitter of learning content.⁷⁵

Thus, from the foregoing it can be concluded that the strategy of the management of teacher in grade 1B at SDI As-Salam Malang have been eligible, namely:

1. Beginning with the introduction of the letters az written on a piece of cardboard, then sang "abc", and identify the letters that make up the character's name and the names of friends (scheduling use of learning strategies).
2. Making the students' progress notes, both process and result in the learning or reading skills.

⁷⁵*Ibid.*, pg. 11-13.

3. Delivery strategy with execution scheduling of learning to read are manifold (motivational management).
4. Scheduling the use of the delivery and management motivational strategy, so that the learning process can be accomplished in accordance with the purpose of learning (control of learning).



CHAPTER VI

CLOSING

A. Conclusion

Based on the results of the study the researchers did on "Teacher's Strategies in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang", it can be concluded that:

1. Organizing Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang is:
 - a. Assessment thematic books teachers handle
 - b. Assessment of student grip thematic books
 - c. Formulating the Core Competence, Competency, and Indicators
 - d. Creating Learning Implementation Plan (RPP)
 - e. Make learning media reading skills
2. Delivery Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang has qualified as follows:
 - a. Learning media reading skills, such as: the song "abc", cardboard letters az, calling cards, cards letters from az 3 sets, and cards vowels for 3 sets.
 - b. Student interaction with the media is fair. Therefore, the level of success at KD 4.3 percentage has reached the KKM is 88% with an average value of 89.9, as many as 22 students get value ≥ 75 .
 - c. Shape (structure) learning is a large group and small groups.

3. Management Strategy of Teacher in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang has qualified as follows:

- a. Beginning with the introduction of the letters az written on a piece of cardboard, then sang "abc", and identify the letters that make up the character's name and the names of friends (scheduling use of learning strategies).
- b. Making the students' progress notes, both process and result in the learning or reading skills.
- c. Delivery strategy with execution scheduling of learning to read are manifold (motivational management).
- d. Scheduling the use of the delivery and management motivational strategy, so that the learning process can be accomplished in accordance with the purpose of learning (control of learning).

f. Suggestion

From the results of the study the researchers did in grade 1B SDI As-Salam Malang, researchers want to give advice to the parties involved, namely to:

1. Agencies SDI As-Salam Malang
 - a. CALISTUNG test in new admissions, should be maximized, so that the learning process can run smoothly and optimally.
2. Researcher

- a. This study could be extended study, not only pengorganisasian strategy, delivery strategies, and strategies to manage, but the method, the media, and the characteristics of teachers in teaching reading skills.



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APPENDIX



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/942/2017
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

11 April 2017

Kepada
Yth. Kepala SDI As-Salam Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ika Prakatiwi Tri Prayitna
NIM : 13140051
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik : Genap - 2016/2017
Judul Skripsi : *Teacher's Strategies in the Learning of Reading Skills in Grade 1B at SDI As-Salam Malang*

Lama Penelitian : April 2017 sampai dengan Juni 2017 (3 bulan)
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n Dekan
Wakil Dekan Bid. Akademik,

Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



**YAYASAN AS SALAM INSAN MADANI
SEKOLAH DASAR ISLAM (SDI) AS SALAM**

NPSN : 60726485

Jl. Bendungan Wonorejo 1A Malang 65415, Telp. (0341) 580550

Website : sdiassalam.sch.id email : sdassalammalang@yahoo.com

SURAT KETERANGAN

Nomor: 207/SDI-AS/V/2017

Yang bertanda tangan di bawah ini:

Nama : Drs. M. Arief Chusaeni, M.Kpd

Jabatan : Kepala SDI As-Salam Kota Malang

Alamat : Jalan Bendungan Wonorejo 1A Malang

Menerangkan bahwa:

Nama : Ika Prakatiwi Tri Prayitna

NIM : 1314051

Asal : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Fakultas : Ilmu Tarbiyah dan Keguruan

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Benar-benar telah melaksanakan penelitian dan pengambilan data di SD Islam As-Salam Kecamatan Sukun Kota Malang guna penyusunan Tugas Akhir Skripsi dengan judul "*Teacher's Strategies In The Learning Of Reading Skills In Grade 1B At SD Islam As-Salam Malang*".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 10 Mei 2017

Kepala SDI As-Salam Kota Malang



Drs. M. Arief Chusaeni, M.Kpd



MAULANA MALIK IRAHM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY OF EDUCATION AND TEACHER TRAINING
Jalan Gajayana 50, Telepon (0341) 552398 Fax (0341) 552398
Website: fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : Ika Prakatiwi Tri Prayitna
Number of Student : 13140051
Departement : Islamic Primary Teacher Education Program
Advisor : Dr. Muhammad Walid, MA
Title of Skripsi : Teacher's Strategies in The Learning of Reading Skills in Grade 1B at SDI As-Salam Malang

No	Date of Consultation	Consultation Material	Signature
1	April, 3 rd 2017	Consultation Chapter I, II, III	
2	April, 13 rd 2017	Consultation Chapter IV	
3	April, 17 th 2017	Consultation Chapter V	
4	May, 23 rd 2017	Revision Chapter IV and V	
5	May, 29 th 2017	Consultation Chapter I - VI	
6	May 30, 2017	Acceptable Examination	
7			
8			

Acknowledged by,
Head of Departement,

Dr. Muhammad Walid, MA
NIP. 197308232000031 002

BIODATA

Name : Ika Prakatiwi Tri Prayitna

NIM : 13140051

Date and Place of Birth : Magetan, July 31st, 1994

Fac./ Study Program : Faculty of Education and Teacher Training/Islamic
Primary Teacher Education Program

Entrance Year : 2013

Address : Karas-Magetan, East Java

Contact : 085701551188

Email/fb :
ika.prakatiwi11@gmail.com/ika.alfaqir@yahoo.com

Education Beground : TK Kartika V-21 Madiun (1999-2001)
SDN Taji 01 Magetan (2001-2007)
MTsN Ngawi (2007-2010)
MAN Temboro Magetan (2010-2013)

Malang, May 30, 2017
Writer,

Ika Prakatiwi Tri Prayitna

RESEARCH DESIGN

DATA COLLECTED	DATA SOURCE	DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENTS
Profile SD Islam As-Salam Malang by principals	a. Profile nature of the documents of the school (school name, address, establishment's history, vision, mission, objectives of the school, the organizational structure, teaching staff) b. Photos of the school environment c. Recording interviews	a. In-depth interviews with principals b. Documentation	a. Researchers themselves b. Guidance interviews about school profile c. Sound recording device d. Camera
An understanding of the QAS (Quality Assurance System) by the principal and classroom teacher 1B	a. Words or actions b. Documents schools c. Photos interviews	Depth interviews with principals and classroom teachers 1B	a. Researchers themselves b. Guidance interviews about QAS c. Sound recording device d. Camera
Strategy (organization, delivery, and management) of teachers teaching reading skills by the class teacher 1B	a. Words or actions b. Documents schools c. Teachers personal documents (syllabi, lesson plans, curriculum) d. Profile classroom teachers e. Student attendance in 1 semester f. Results of study on reading skills learning class 1	a. interviews by teacher class 1B b. Observation in the classroom c. Documentation	a. Researchers themselves b. Observation learning activities reading skills c. The camera (photos and video) d. field notes e. Sound recording device

DATA COLLECTED	DATA SOURCE	DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENTS
	(document achievements) g. Schedule of subjects h. Facilities and infrastructure learning reading skills i. Photos interviews j. Recording interviews k. Photos of the learning process in the classroom reading skills		
Students' response to learning strategies 1B grade reading skills	a. Words or actions b. Recording interviews c. Photos interviews	In-depth interviews with three students on the response to the reading skill learning strategies class 1B	a. Researchers themselves b. Interview guidelines c. Students' response to learning strategies 1B grade reading skills d. Sound recording device e. Camera

INTERVIEW GUIDE

NO	SUBJECT	TOPIC	INTERVIEW GUIDE
1	The school principal SDI As-Salam Malang	A general description of As-Salam Islamic SD Malang and understanding of the QAS	a. School profile (name, address, history, vision, mission, goals, organizational structure, and educators) b. Characteristic of school c. QAS understanding d. Achievement of reading skills class 1 e. Grade 1 teacher profiles
2	1B classroom teachers (homeroom teacher and teacher assistant)	Grade reading skills learning process 1B	a. Teachers' understanding of QAS b. Learning strategies 1B grade reading skills (organization, delivery, and management) c. Facilities and infrastructure learning reading skills d. Reading skills impact on achievement and personality e. Supporting factors and obstacles in the implementation of learning reading skills f. 1B grade teacher profile
3	Three students of class 1B	Grade reading skills learning process 1B	Students' response to the learning process that is

OBSERVATION GUIDE

NO	TYPES OF DATA	DATA SOURCE
1	Strategy teacher in the classroom reading skills 1B	The learning process in school hours (organizing strategies, delivery, and management)

GUIDE DOCUMENTATION

NO	TYPES OF DATA	DATA SOURCE
1	As-Salam SDI profile Malang	a. Photos of the school environment b. Profile School (school name, address, history, vision, mission, goals, educators, and organizational structure) c. Documents schools d. Photo of the principal interview e. Recording interviews principals f. 1B grade teacher profile
2	Grade reading skills learning process 1B	a. Personal papers of teachers (lesson plans, syllabi, curricula) b. The results of student learning subjects 1B class discussion Indonesia c. 1B grade student attendance in the first half d. Schedule 1B class subjects e. Photos of the learning process f. Photos interviews teachers and students g. Recording interviews teachers and students h. Facilities and infrastructure learning reading skills i. Teacher profile class 1B



SILABUS MATA PELAJARAN
SEKOLAH DASAR/MADRASAH IBTIDAIYAH
(SD/MI)

MATA PELAJARAN
BAHASA INDONESIA

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016

I. PENDAHULUAN

A. Rasional

Kurikulum 2013 mata pelajaran Bahasa Indonesia secara umum bertujuan agar peserta didik mampu mendengarkan, membaca, memirsa, berbicara, dan menulis. Kompetensi dasar dikembangkan berdasarkan tiga hal yang saling berhubungan dan saling mendukung mengembangkan pengetahuan peserta didik, memahami, dan memiliki kompetensi mendengarkan, membaca, memirsa, berbicara, dan menulis. Ketiga hal tersebut adalah bahasa (pengetahuan tentang Bahasa Indonesia); sastra (memahami, mengapresiasi, menanggapi, menganalisis, dan menciptakan karya sastra; literasi (memperluas kompetensi berbahasa Indonesia dalam berbagai tujuan khususnya yang berkaitan dengan membaca dan menulis).

Pendekatan pengembangan kurikulum bahasa di berbagai negara maju saat ini menjadi dasar pengembangan Kurikulum 2013 mata pelajaran Bahasa Indonesia. Pendekatan dimaksud adalah *genre-based*, *genre pedagogy*, dan CLIL (*content language integrated learning*). Pendekatan berbasis genre menjadikan teks sebagai fokus kajian. Genre merupakan pengelompokan dari suatu peristiwa komunikasi. Setiap peristiwa komunikasi memiliki tujuan komunikatif yang khas yang juga berbeda dalam wujud komunikasinya. Wujud komunikasi ini ditentukan oleh masyarakat yang menghasilkan genre tersebut (Swales, 2003). Ada beberapa prinsip yang bisa disepakati, yaitu: (1) teks terbentuk karena tuntutan kegiatan sosial; (2) teks itu memiliki tujuan sosial; (3) bentuk teks merupakan hasil konvensi; (4) kebahasaan (tata bahasa) suatu teks bersifat fungsional sesuai tujuan sosial; dan (5) bahasa teks, seperti kosa kata, tata bahasa, atau ciri lainnya tidak boleh diajarkan terpisah dari pertimbangan struktur teksnya (Biber & Conrad, 2009). Hal yang perlu diingat adalah bahwa genre merupakan makna dan tujuan sosial, tipe teks adalah bentuk fisiknya. Oleh sebab itu pendekatan berbasis genre juga terkadang disebut berbasis teks.

Teks dalam pendekatan berbasis genre bukan diartikan istilah umum sebagai tulisan berbentuk artikel. Teks merupakan kegiatan sosial, tujuan sosial. Ada 7 jenis teks sebagai tujuan sosial, yaitu: laporan (*report*), rekon (*recount*), eksplanasi (*explanation*), eksposisi (*exposition*), diskusi (*discussion*),

response or review), *deskripsi (description)*, *prosedur (procedure)*, dan *narasi (narrative)*.

Mata pelajaran Bahasa Indonesia dimaksudkan untuk membina dan mengembangkan kepercayaan diri peserta didik sebagai komunikator, pemikir imajinatif, dan warga negara Indonesia yang melek literasi dan informasi. Pembelajaran Bahasa Indonesia bertujuan membina dan mengembangkan pengetahuan dan keterampilan berkomunikasi yang diperlukan peserta didik dalam menempuh pendidikan dan di dunia kerja serta lingkungan sosial.

Silabus ini disusun dengan format dan penyajian/penulisan yang sederhana sehingga mudah dipahami dan dilaksanakan oleh guru. Penyederhanaan format dimaksudkan agar penyajiannya lebih efisien, tidak terlalu banyak halaman namun lingkup dan substansinya tidak berkurang, serta tetap mempertimbangkan tata urutan (*sequence*) materi dan kompetensinya. Penyusunan silabus ini dilakukan dengan prinsip keselarasan antara ide, desain, dan pelaksanaan kurikulum; mudah diajarkan oleh guru (*teachable*); mudah dipelajari oleh peserta didik (*learnable*); terukur pencapaiannya (*measurable*), dan bermakna untuk dipelajari (*worth to learn*) sebagai bekal untuk kehidupan dan kelanjutan pendidikan peserta didik.

Silabus ini bersifat fleksibel, kontekstual, dan memberikan kesempatan kepada guru untuk mengembangkan dan melaksanakan pembelajaran, serta mengakomodasi keunggulan-keunggulan lokal. Atas dasar prinsip tersebut, komponen silabus mencakup kompetensi dasar, materi pembelajaran, dan kegiatan pembelajaran. Uraian pembelajaran yang terdapat dalam silabus merupakan alternatif kegiatan yang dirancang berbasis aktivitas. Pembelajaran tersebut merupakan alternatif dan inspiratif sehingga guru dapat mengembangkan berbagai model yang sesuai dengan karakteristik masing-masing mata pelajaran. Dalam melaksanakan silabus ini guru diharapkan kreatif dalam pengembangan materi, pengelolaan proses pembelajaran, penggunaan metodedan model pembelajaran, yang disesuaikan dengan situasi dan kondisi masyarakat serta tingkat perkembangan kemampuan peserta didik.

Pembelajaran di SD/MI dari kelas I sampai dengan kelas VI dilaksanakan sebagai pembelajaran tematik terpadu. Silabus Tematik Terpadu telah disusun terpisah dengan dokumen ini sebagai acuan dalam melaksanakan perencanaan pembelajaran dan pelaksanaan di sekolah. Namun demikian, bagi guru yang ingin menyusun pembelajaran tematik terpadu

dapat menggunakan Silabus Mata Pelajaran Bahasa Indonesia ini dan silabus mata pelajaran lainnya di SD/MI.

B. Kompetensi Setelah Mempelajari Bahasa Indonesia di Pendidikan Dasar dan Pendidikan Menengah

Pengembangan kompetensi lulusan Bahasa Indonesia ditekankan pada kemampuan mendengarkan, membaca, memirsa (*viewing*), berbicara, dan menulis. Pengembangan kemampuan tersebut dilakukan melalui media teks. Dalam hal ini teks merupakan perwujudan kegiatan sosial dan memiliki tujuan sosial. Pencapaian tujuan ini diwadahi oleh karakteristik cara mengungkapkan tujuan sosial yang disebut struktur retorika, pilihan kata yang sesuai dengan tujuan, serta tata bahasa yang sesuai dengan tujuan komunikasi. Kegiatan komunikasi dapat berbentuk tulisan, lisan, atau multimodal, yaitu teks yang menggabungkan bahasa dan cara komunikasi lainnya seperti visual, bunyi, atau lisan sebagaimana disajikan dalam film atau penyajian komputer.

C. Kompetensi Setelah Mempelajari Bahasa Indonesia di Sekolah Dasar/Madrasah Ibtidaiyah

Kelas Rendah(I – III)
1. Menggunakan bahasa secara efektif sesuai dengan etika yang berlaku, baik secara lisan maupun tulis 2. Menghargai bahasa Indonesia sebagai bahasa persatuan dan bahasa negara 3. Memahami bahasa Indonesia dan menggunakannya dengan tepat untuk berbagai tujuan 4. Menggunakan bahasa Indonesia untuk meningkatkan kematangan emosional dan sosial. 5. Menikmati dan memanfaatkan karya sastra untuk memperluas wawasan, memperhalus budi pekerti 6. Menghargai sastra Indonesia sebagai khazanah budaya dan intelektual manusia Indonesia.

D. Kerangka Pengembangan Kurikulum Bahasa Indonesia Sekolah Dasar/Madrasah Ibtidaiyah

Mata pelajaran Bahasa Indonesia diberikan sejak SD/MI hingga SMA/MA/SMK/MAK. Pada SD/MI kelas I, II, dan III mata pelajaran Bahasa Indonesia mengintergrasikan muatan Ilmu Pengetahuan Alam (IPA) dan Ilmu Pengetahuan Sosial (IPS).

Kerangka pengembangan kurikulum mata pelajaran Bahasa Indonesia adalah sebagai berikut:

1. Pengembangan kompetensi kurikulum Bahasa Indonesia ditekankan pada kemampuan mendengarkan, membaca, memirsa (*viewing*), berbicara, dan menulis. Pengembangan kemampuan tersebut dilakukan melalui berbagai teks. Dalam hal ini teks merupakan perwujudan kegiatan sosial dan memiliki tujuan sosial. Kegiatan komunikasi dapat berbentuk tulisan, lisan, atau multimodal (teks yang menggabungkan bahasa dan cara komunikasi lainnya seperti visual, bunyi, atau lisan sebagaimana disajikan dalam film atau penyajian komputer);
2. Kompetensi dasar yang dikembangkan dalam pembelajaran bahasa Indonesia dimaksudkan untuk mengembangkan kemampuan peserta didik dalam mendengarkan, membaca, memirsa (*viewing*), berbicara, dan menulis. Untuk mencapai kompetensi tersebut peserta didik melakukan kegiatan berbahasa dan bersastra melalui aktivitas lisan dan tulis, cetak dan elektronik, laman tiga dimensi, serta citra visual lain;
3. Lingkup materi mata pelajaran Bahasa Indonesia kelas I-XII merupakan penjabaran 3 aspek: bahasa, sastra, dan literasi;
4. Lingkup materi aspek bahasa mencakup pengenalan variasi bahasa sebagai bagian dari masyarakat Indonesia yang multilingual, bahasa untuk interaksi (bahasa yang digunakan seseorang berbeda sesuai latar sosial dan hubungan sosial peserta komunikasi), aksen, gaya bahasa, penggunaan idiom (sebagai bagian dari identitas sosial dan personal, struktur dan organisasi teks (teks terstruktur untuk tujuan tertentu, bagaimana bahasa digunakan untuk menciptakan teks agar kohesif, tingkat kerumitan teks dan topik, pola dan ciri-ciri kebahasaannya, berteks secara tepat dengan menggunakan kata, kalimat, paragraf secara efektif);
5. Lingkup materi aspek sastra mencakup pembahasan konteks sastra, tanggapan terhadap karya sastra, menilai karya sastra, dan menciptakan karya sastra; dan
6. Lingkup materi aspek literasi mencakup teks dalam konteks, berinteraksi dengan orang lain, menafsirkan, menganalisis, dan mengevaluasi teks.

Kompetensi berbasis teks (*genre*) dapat dipetakan sebagai berikut ini.

Genre	Tipe Teks	Lokasi Sosial
Menggambarkan (<i>Describing</i>)	Laporan (<i>Report</i>): melaporkan	Buku rujukan, dokumenter, buku panduan, laporan eksperimental (penelitian),

	informasi	presentasi kelompok
	Deskripsi: menggambarkan peristiwa, hal, sastra	Pengamatan diri, objek, lingkungan, perasaan, dll.
Menjelaskan (<i>Explaining</i>)	Eksplanasi: menjelaskan sesuatu	Paparan, pidato/ceramah, tulisan ilmiah (populer)
Memerintah (<i>Instructing</i>)	Instruksi/ Prosedur: menunjukkan bgm sesuatu dilakukan	Buku panduan/ manual (penerapan), instruksi pengobatan, aturan olahraga, rencana pembelajaran (RPP), instruksi, resep, pengarahan/pengaturan
Berargumen (<i>Arguing</i>)	Eksposisi: memberi pendapat atau sudut pandang	(MEYAKINKAN/ Mempengaruhi): iklan, kuliah, ceramah/pidato, editorial, surat pembaca, artikel Koran/majalah
	Diskusi	(MENGEVALUASI suatu persoalan dengan sudut pandang tertentu, 2 atau lebih)
	Respon/ review	Menanggapi teks sastra, kritik sastra, resensi
Menceritakan (<i>Narrating</i>)	Rekon (<i>Recount</i>): menceritakan peristiwa secara berurutan	Jurnal, buku harian, artikel Koran, berita, rekon sejarah, surat, log, garis waktu (time line)
	Narasi: menceritakan kisah atau nasehat	Prosa (Fiksi ilmiah, fantasi, fabel, cerita rakyat, mitos, dll.), dan drama.
	Puisi	Puisi, puisi rakyat (pantun, syair, gurindam)

Kerangka pengembangan kurikulum Bahasa Indonesia SD/MI Kelas I sampai dengan VI mengikuti struktur pengorganisasian Kompetensi Inti sebagai berikut ini.

Kompetensi Inti

Kelas I
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab,

santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru
KI 3: Memahami pengetahuan, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah
KI 4: Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Ruang Lingkup Materi Bahasa Indonesia untuk SD/MI:

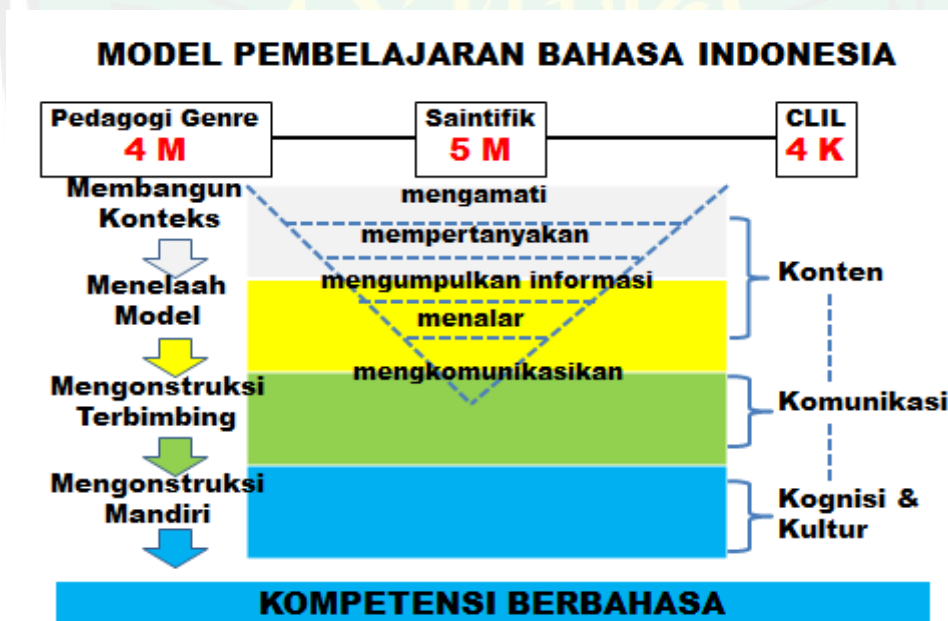
Kelas I
1. Membaca dan menulis permulaan 2. Lambang bunyi vokal dan konsonan 3. Kosakata anggota tubuh dan panca indra 4. Kosakata kesehatan 5. Kosakata berbagai jenis benda 6. Kosakata peristiwa siang dan malam 7. Ungkapan terima kasih, permintaan maaf, tolong, pujian, ajakan, pemberitahuan, perintah, dan petunjuk 8. Kosakata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggal 9. Kosakata hubungan kekeluargaan 10. Puisi anak/syair lagu

E. Pembelajaran dan Penilaian

1. Pembelajaran

Pembelajaran bahasa Indonesia merupakan sintesis dari tiga pendekatan, yaitu pedagogi genre, saintifik, dan CLIL. Alur utama model adalah pedagogi genre dengan 4M (Membangun konteks, Menelaah Model, Mengonstruksi Terbimbing, dan Mengonstruksi Mandiri). Kegiatan mendapatkan pengetahuan

(KD-3) dilakukan dengan pendekatan saintifik 5M (Mengamati, Mempertanyakan, Mengumpulkan Informasi, Menalar, dan Mengomunikasikan). Pengembangan keterampilan (KD-4) dilanjutkan dengan langkah mengonstruksi terbimbing dan mengonstruksi mandiri. Pendekatan CLIL digunakan untuk memperkaya pembelajaran dengan prinsip: (1) isi [konten] teks—berupa model atau tugas--bermuatan karakter dan pengembangan wawasan serta kepedulian sebagai warganegara dan sebagai warga dunia; (2) unsur kebahasaan [komunikasi] menjadi unsur penting untuk menyatakan berbagai tujuan berbahasa dalam kehidupan; (3) setiap jenis teks memiliki struktur berpikir [kognisi] yang berbeda-beda yang harus disadari agar komunikasi lebih efektif; dan (4) budaya [kultur], berbahasa, berkomunikasi yang berhasil harus melibatkan etika, kesantunan berbahasa, budaya (antarbangsa, nasional, dan lokal). Pembelajaran bahasa Indonesia ini dapat digambarkan dalam model sebagai berikut:



Prinsip umum pembelajaran di antaranya adalah sebagai berikut:

1. Peserta didik difasilitasi untuk belajar mencari tahu secara mandiri;
2. Peserta didik belajar dari berbagai sumber belajar;
3. Proses pembelajaran dapat menggunakan berbagai

- pendekatan untuk mencapai tujuan pembelajaran;
4. Pembelajaran berbasis kompetensi;
 5. Pembelajaran terpadu;
 6. Pembelajaran menekankan pada jawaban divergen yang memiliki kebenaran multi dimensi;
 7. Pembelajaran berbasis keterampilan aplikatif;
 8. Peningkatan keseimbangan, kesinambungan, dan keterkaitan antara *hard-skills* dan *soft-skills*;
 9. Pembelajaran mengutamakan pembudayaan dan pemberdayaan peserta didik sebagai pembelajar sepanjang hayat;
 10. Pembelajaran yang menerapkan nilai-nilai dengan memberi keteladanan (*ing ngarso sung tulodo*), membangun kemauan (*ing madyo mangun karso*), dan mengembangkan kreativitas peserta didik dalam proses pembelajaran (*tut wuri handayani*);
 11. Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan efisiensi dan efektivitas pembelajaran;
 12. Pengakuan atas perbedaan individual dan latar belakang budaya peserta didik; dan
 13. Suasana belajar menyenangkan dan menantang.

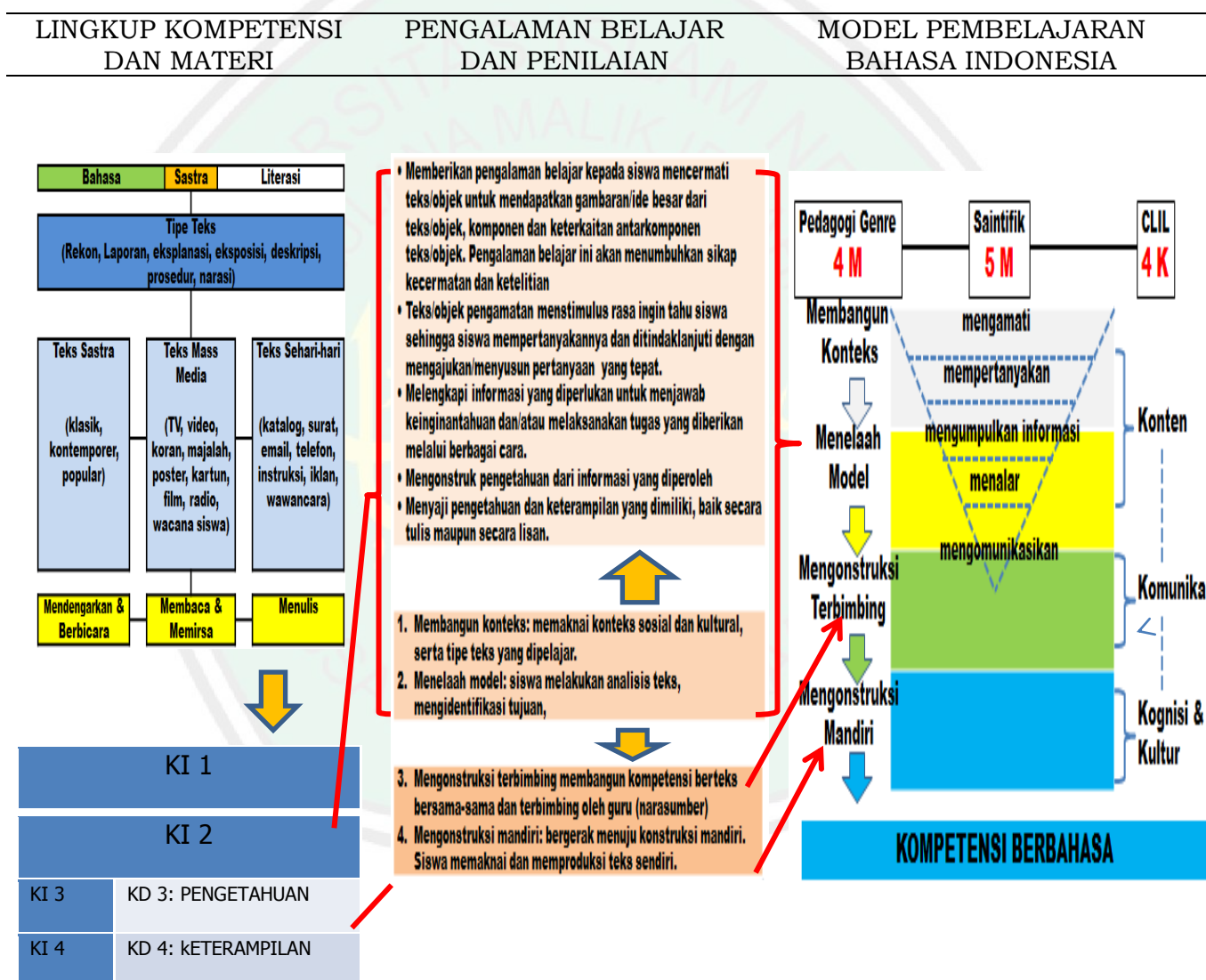
Prinsip khusus pembelajaran bahasa Indonesia dilaksanakan dengan menerapkan prinsip:

1. Bahasa merupakan kegiatan sosial. Setiap komunikasi dalam kegiatan sosial memiliki tujuan, konteks, dan audiens tertentu yang memerlukan pemilihan aspek kebahasaan (tata bahasa dan kosa kata) yang tepat; serta cara mengungkapkan dengan struktur yang sesuai agar mudah dipahami.
2. Bahan pembelajaran bahasa yang digunakan wajib bersifat otentik. Pengembangan bahan otentik didapat dari media massa (cetak dan elektronik); tulisan guru di kelas, produksi lisan dan tulis oleh siswa. Semua bahan dikelola guru untuk keberhasilan pembelajaran.
3. Proses pembelajaran menekankan aktivitas siswa yang bermakna. Inti dari siswa aktif adalah siswa mengalami proses belajar yang efisien dan efektif secara mental dan eksperiensial.
4. Dalam pembelajaran berbahasa dan bersastra, dikembangkan budaya membaca dan menulis secara

terpadu. Dalam satu tahun pelajaran mulai dari kelas IV sampai dengan VI peserta didik dimotivasi agar dapat membaca paling sedikit 2 buku (1 buku sastra dan 1 buku nonsastra) sehingga setelah peserta didik menyelesaikan pendidikan pada jenjang SD/MI membaca paling sedikit 6 judul buku.

Implementasi model pembelajaran Bahasa Indonesia dapat dibagikan sebagai berikut ini.

IMPLEMENTASI PEMBELAJARAN BAHASA INDONESIA



2. Penilaian

Hal yang paling utama dalam penilaian adalah guru harus menciptakan instrument dan suasana penilaian yang menghindarkan peserta didik dari ketidakjujuran dan plagiarisme peserta didik dalam berkarya/berteks. Oleh sebab itu, penilaian proses menjadi sangat penting. Sedapat mungkin peserta didik lebih banyak mengerjakan tugas di sekolah, bukan menjadi pekerjaan rumah (PR).

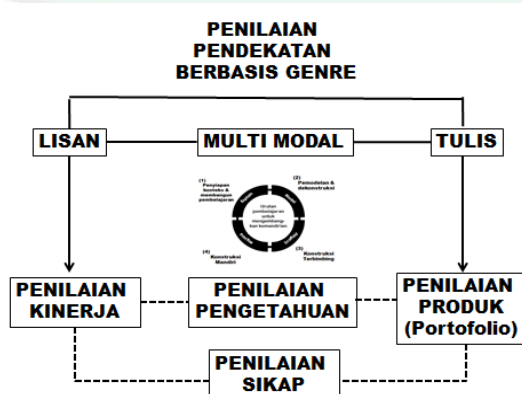
Penilaian di dalam mata pelajaran bahasa Indonesia secara umum untuk:

- (1) mengetahui ketercapaian kompetensi pengetahuan, keterampilan, dan sikap berbahasa Indonesia peserta didik;
- (2) mengetahui kemampuan siswa di dalam KD tertentu;
- (3) memberikan umpan balik bagi kegiatan siswa dalam pembelajaran bahasa Indonesia; dan
- (4) memberikan motivasi belajar bagi siswa dan motivasi berprestasi bagi peserta didik dan guru.

Penilaian merupakan sebuah proses yang meliputi tahapan: (1) perencanaan, (2) pengumpulan data, (3) pengolahan data, (4) penafsiran, dan (5) penggunaan hasil penilaian.

Secara umum teknik penilaian pembelajaran bahasa dan sastra Indonesia dapat dikelompokkan menjadi dua, yaitu teknik tes dan teknik nontes. Instrumen penilaian yang akan dipergunakan harus dikembangkan oleh guru. Beberapa hal yang perlu mendapat perhatian dalam mengembangkan instrumen penilaian adalah sebagai berikut: (1) kompetensi yang dinilai, (2) penyusunan kisi-kisi, (3) perumusan indikator pencapaian, dan (4) penyusunan instrumen.

Pengembangan Penilaian Mapel Bahasa Indonesia Berbasis Genre



Penilaian untuk mengetahui keberhasilan kompetensi pengetahuan (misalnya tentang struktur teks dan kebahasaan) digunakan tes tulis dan tes lisan. Sedangkan untuk penilaian kompetensi keterampilan diukur keberhasilannya dengan tes kinerja, penugasan (lisan, tulis, proyek, atau multimodal) dan/atau portofolio. Pelaksanaan penilaian sikap dilakukan dengan lembar pengamatan, lembar penilaian diri, lembar penilaian antarteman, dan jurnal.

Hasil penilaian yang dilakukan oleh guru harus diolah terlebih dahulu sebelum diputuskan sebagai laporan hasil pencapaian kompetensi siswa.

Penilaian merupakan bagian tak terpisahkan dari suatu pembelajaran. Artinya, penilaian harus selalu dilakukan oleh pendidik sebagai bagian dari profesinya. Berdasarkan hasil penilaian inilah, pendidik akan selalu kreatif untuk mencari berbagai strategi baru di dalam tindakan mengajarnya. Oleh karena itu, pembelajaran yang efektif adalah pembelajaran yang berangkat dari hasil penilaian sebelumnya--sebagai pengalaman awal siswa--bukan dari apa yang seharusnya dipelajari siswa.

Penilaian sikap digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut sesuai dengan kondisi dan karakteristik peserta didik.

F. Kontekstualisasi Pembelajaran Sesuai dengan Kondisi Lingkungan dan Peserta didik

Kegiatan Pembelajaran pada silabus dapat disesuaikan dan diperkaya dengan konteks daerah atau sekolah, serta konteks global untuk mencapai kualitas optimal hasil belajar pada peserta didik. Tujuan kontekstualisasi pembelajaran ini adalah agar peserta didik tetap berada pada budayanya, mengenal dan mencintai alam dan sosial di sekitarnya, dengan perspektif global sekaligus menjadi pewaris bangsa sehingga akan menjadi generasi tangguh dan berbudaya Indonesia.

Sejalan dengan karakteristik pendidikan abad 21 yang memanfaatkan teknologi informasi dan komunikasi, pembelajaran Bahasa Indonesia dalam Kurikulum 2013 juga memanfaatkan teknologi informasi dan komunikasi sebagai media dan sumber belajar. Pemanfaatan TIK mendorong peserta didik dalam mengembangkan kreativitas dan

berinovasi serta meningkatkan pemahaman dan pengetahuan Bahasa Indonesia.

Pembelajaran Bahasa Indonesia memanfaatkan berbagai sumber belajar seperti buku teks yang tersedia dalam bentuk buku guru dan buku siswa. Sesuai dengan Karakteristik Kurikulum 2013, buku teks bukan satu-satunya sumber belajar. Guru dapat menggunakan buku pengayaan atau referensi lainnya dan mengembangkan bahan ajar sendiri seperti LKS (Lembar Kerja Siswa). Dalam pembelajaran Bahasa Indonesia, LKS bukan hanya kumpulan soal.



II. KOMPETENSI DASAR, MATERI PEMBELAJARAN, DAN KEGIATAN PEMBELAJARAN

A. Kelas I

Alokasi Waktu: 8 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Memahami kegiatan persiapan membaca permulaan (cara duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) dengan cara yang benar	Persiapan membaca permulaan (sikap duduk, jarak mata dengan buku, cara memegang buku, cara membalik halaman buku)	• Mengamati kegiatan persiapan membaca permulaan (cara duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) sesuai yang disajikan guru • Memeragakan kegiatan persiapan membaca permulaan dengan cara yang benarsesuai dengan yang dicontohkan oleh guru (duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) • Melakukan kegiatan persiapan membaca
4.1 mempraktikkan kegiatan persiapan membaca permulaan (duduk wajar dan baik, jarak antara mata dan buku, cara memegang buku, cara membalik halaman buku, gerakan mata dari kiri ke kanan, memilih tempat dengan cahaya yang terang) dengan benar		

		permulaan yang benar berdasarkan pengalaman peserta didik untuk menguatkan pembiasaan yang benar
3.2 Memahami kegiatan persiapan menulis permulaan (cara duduk, cara memegang pensil, cara meletakkan buku, jarak antara mata dan buku, pemilihan tempat dengan cahaya yang terang) dengan cara yang benar	Persiapan menulis permulaan (cara duduk, cara memegang pensil, cara meletakkan buku, jarak antara mata dan buku, pemilihan tempat dengan cahaya yang terang)	• Mengamati kegiatan persiapan menulis permulaan (cara duduk, cara memegang pensil, cara meletakkan buku, jarak antara mata dan buku, pemilihan tempat dengan cahaya yang terang) sesuai yang disajikan • Memeragakan kegiatan persiapan menulis permulaan (cara duduk, cara memegang pensil, cara meletakkan buku, jarak antara mata dan buku, gerakan tangan atas-bawah, kiri-kanan, latihan pelenturan gerakan tangan dengan gerakan menulis di udara/pasir/meja, melemaskan jari dengan mewarnai, menjiplak, menggambar, membuat garis tegak, miring, lurus, dan lengkung, menjiplak berbagai bentuk gambar, lingkaran, dan bentuk huruf di tempat bercahaya terang) sesuai yang dicontohkan guru • Melakukan kegiatan persiapan menulis permulaan yang benar berdasarkan pengalaman peserta didik untuk menguatkan pembiasaan yang benar
4.2 mempraktikkan kegiatan persiapan menulis permulaan (cara duduk, cara memegang pensil, cara meletakkan buku, jarak antara mata dan buku, gerakan tangan atas-bawah, kiri-kanan, latihan pelenturan gerakan tangan dengan gerakan menulis di udara/pasir/meja, melemaskan jari dengan mewarnai, menjiplak, menggambar, membuat garis tegak, miring, lurus, dan lengkung, menjiplak berbagai bentuk gambar, lingkaran, dan garis pembentuk huruf di tempat bercahaya terang) dengan benar		

3.3	Memahami lambang bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah	Lambang bunyi vokal dan konsonan	• Mengamati dan mengenali bentuk lambang bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah yang disajikan oleh guru • Menulis lambang bunyi vokal dan konsonan dengan cara menebalkan dan menirukan huruf yang sudah disajikan oleh guru • Melafalkan bunyi vokal dan konsonan sesuatu dengan artikulasi dalam kata bahasa Indonesia atau bahasa daerah sesuai contoh yang diperdengarkan
4.3	Melafalkan bunyi vokal dan konsonan dalam kata bahasa Indonesia atau bahasa daerah		
3.4	Memahami kosakata tentang anggota tubuh dan pancaindra serta perawatannya melalui teks pendek (berupa gambar, tulisan, slogan sederhana, dan/atau syair lagu)	Kosakata berkaitan dengan anggota tubuh dan panca indra serta perawatannya	• Mengenali kosakata anggota tubuh dan pancaindra serta perawatannya melalui teks pendek (berupa gambar, tulisan, slogan sederhana, dan/atau syair lagu) yang disajikan. • Menunjukkan anggota tubuh dan panca indra serta perawatannya dengan kosakata bahasa Indonesia • Menyebutkan kosakata yang tepat dalam menjelaskan anggota tubuh dan pancaindra serta perawatannya (berupa gambar dan tulisan) dalam bahasa Indonesia lisan dan tulis
4.4	Menyampaikan penjelasan dengan kosakata yang tepat tentang anggota tubuh dan panca indra serta perawatannya (berupa gambar dan tulisan) dalam bahasa Indonesia lisan dan tulis		
3.5	Memahami kosakata tentang cara memelihara kesehatan melalui teks pendek (berupa gambar, tulisan, dan slogan sederhana)	Kosakata berkaitan dengan pemeliharaan kesehatan	• Mengamati kosakata tentang cara memelihara kesehatan melalui teks pendek (berupa gambar, tulisan, dan slogan sederhana) yang disajikan • Mengidentifikasi kosakata tentang cara memelihara

4.5	Mengemukakan penjelasan dengan kosakata Bahasa Indonesia dan pelafalan yang tepat cara memelihara kesehatan		kesehatan melalui teks pendek (berupa gambar, tulisan, dan slogan sederhana) yang disajikan Menggunakan kosakata Bahasa Indonesia dan pelafalan yang tepat dalam menjelaskan tentang cara memelihara kesehatan secara lisan
3.6	Memahami kosakata tentang berbagai jenis benda di lingkungan sekitar melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan/atau syair lagu)	- Kosakata tentang berbagai jenis benda di lingkungan sekitar - Teks pendek (berupa gambar, slogan sederhana, tulisan, dan atau syair lagu)	Mengamati kosakata tentang berbagai jenis benda di lingkungan sekitar melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan/atau syair lagu) yang disajikan
4.6	Menggunakan kosakata bahasa Indonesia dengan ejaan yang tepat tentang berbagai jenis benda di lingkungan sekitar dalam teks tulis sederhana		- Mengidentifikasi kosakata tentang berbagai jenis benda di lingkungan sekitar melalui teks pendek (berupa gambar, slogan sederhana, tulisan, dan/atau syair lagu) yang disajikan - Menggunakan kosakata bahasa Indonesia dan ejaan yang tepat tentang berbagai jenis benda di lingkungan sekitar dalam teks tulis sederhana
3.7	Memahami kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (gambar, tulisan, dan/atau syair lagu)	Kosakata yang berkaitan dengan peristiwa siang dan malam	Mengamati kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (gambar, tulisan, dan/atau syair lagu)
4.7	Menyampaikan penjelasan dengan kosakata Bahasa Indonesia dan ejaan yang tepat peristiwa siang dan malam dalam teks tulis dan gambar		- Mengidentifikasi kosakata yang berkaitan dengan peristiwa siang dan malam melalui teks pendek (gambar, tulisan, dan/atau syair lagu) - Menggunakan kosakata Bahasa Indonesia dan ejaan yang tepat tentang peristiwa siang dan malam dalam teks tulis dan gambar

3.8	Memahami ungkapan penyampaian terima kasih, permintaan maaf, tolong, dan pemberian pujian, ajakan, pemberitahuan, perintah, dan petunjuk kepada orang lain dengan menggunakan bahasa yang santun secara lisan dan tulisan yang dapat dibantu dengan kosakata bahasa daerah	Ungkapan penyampaian terima kasih, permintaan maaf, tolong, dan pemberian pujian, ajakan, pemberitahuan, perintah, dan petunjuk kepada orang lain	• Mengamati ungkapan penyampaian terima kasih, permintaan maaf, tolong, dan pemberian pujian, ajakan, pemberitahuan, perintah, dan petunjuk kepada orang lain yang disajikan dengan menggunakan bahasa yang santun secara lisan dan tulis • Mengidentifikasi ungkapan penyampaian terima kasih, permintaan maaf, tolong, dan pemberian pujian, ajakan, pemberitahuan, perintah, dan petunjuk kepada orang lain yang disajikan dengan menggunakan bahasa yang santun secara lisan dan tulis • Menggunakan ungkapan terima kasih, permintaan maaf, tolong, dan pemberian pujian, dengan menggunakan bahasa yang santun kepada orang lain secara lisan dan tulis
4.8	Mengucapkan ungkapan terima kasih, permintaan maaf, tolong, dan pemberian pujian, dengan menggunakan bahasa yang santun kepada orang lain secara lisan dan tulis		
3.9	Memahami kosakata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosakata bahasa daerah	Kosakata untuk pengenalan Misalnya: <i>Nama saya...</i> <i>Ini adalah....</i>	• Mengamati kosakata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosakata bahasa daerah • Mengidentifikasi kosakata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosakata bahasa daerah • Menggunakan kosakata dan ungkapan yang tepat untuk pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara sederhana
4.9	Menggunakan kosakata dan ungkapan yang tepat untuk pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara sederhana dalam bentuk lisan dan tulis		

		dalam bentuk lisan dan tulis
3.10 Memahami kosakata hubungan kekeluargaan melalui gambar/bagan silsilah keluarga dalam bahasa Indonesia atau bahasa daerah	Kosa kata kekerabatan	• Mengidentifikasi kosakata tentang hubungan kekeluargaan melalui gambar/bagan silsilah keluarga yang disajikan dalam bahasa Indonesia atau bahasa daerah • Menggunakan kosakata yang tepat terkait hubungan kekeluargaan dalam percakapan • Melakukan percakapan terkait hubungan kekeluargaan dengan menggunakan kosakata yang tepat
4.10 Menggunakan kosakata yang tepat dalam percakapan tentang hubungan kekeluargaan dengan menggunakan bantuan gambar/bagan silsilah keluarga		
3.11 Memahami puisi anak/syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) yang diperdengarkan dengan tujuan untuk kesenangan	• Teks puisi/syair lagu • Ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan	• Mengidentifikasi puisi anak/syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) yang diperdengarkan dengan tujuan untuk kesenangan • Mengamati pembacaan puisi anak atau syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) sebagai bentuk ungkapan diri • Membacakan puisi anak atau syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) sebagai bentuk ungkapan diri • Melakukan atau mengulang percakapan
4.11 Melisankan puisi anak atau syair lagu (berisi ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan) sebagai bentuk ungkapan diri		

		sederhana dengan menggunakan ungkapan kekaguman, kebanggaan, hormat kepada orang tua, kasih sayang, atau persahabatan berdasarkan isi puisi dan syair lagu yang disajikan
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Islam As-Salam Malang
 Kelas/Semester : I/1
 Tema : 1. Diriku
 Sub Tema : 1. Aku dan Teman Baru
 Pembelajaran ke- : 1
 Alokasi Waktu : 5 JP (1x pertemuan)

A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator

MUATAN	KOMPETENSI DASAR		INDIKATOR	
PPKn	3.2	Memahami aturan yang berlaku dalam kehidupan sehari-hari di rumah	3.2.4	Menggali informasi hal-hal yang harus dilakukan sehubungan dengan aturan di rumah
	4.2	Melakukan kegiatan sesuai aturan yang berlaku dalam kehidupan sehari-hari di rumah	4.2.4	Mempraktikkan kegiatan memberi salam saat keluar rumah di sekolah
BAHASA INDONESIA	3.2	Mengenal kosa kata dan ungkapan perkenalan	3.2.1	Menunjukkan kosa kata dan ungkapan

	4.9	diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosa kata bahasa daerah Menggunakan kosa kata dan ungkapan yang tepat untuk pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara sederhana dalam bentuk lisan dan tulisan	4.9.1	perkenalan diri lisan atau tulis dengan tepat Menggunakan kosa kata dan ungkapan perkenalan diri lisan atau tulis dengan tepat
SBdP	3.2	Memahami elemen musik melalui lagu	3.2.1	Mengidentifikasi perbedaan warna suara manusia

C. Tujuan Pembelajaran

1. Melalui lagu, siswa dapat memperkenalkan diri dengan menyebut nama panggilan.
2. Melalui permainan “Suara Siapakah Itu?”, siswa dapat mendengar perbedaan warna suara teman.
3. Saat bernyanyi dan melakukan permainan, siswa dapat menyebut nama teman dengan benar.
4. Setelah selesai bernyanyi dan melakukan permainan, siswa dapat mengingat semua nama teman dengan benar dan warna suara masing-masing teman.
5. Dengan berbagi cerita, siswa dapat memberi informasi dan memeragakan tentang aturan di rumah dengan memberi salam pada orang tua saat ke luar rumah.

D. Materi Pembelajaran

1. Muatan PPKn : Mempraktikkan kegiatan memberi salam saat keluar rumah di sekolah
2. Muatan B. Indonesia : Menggunakan kosa kata dan ungkapan perkenalan diri lisan atau tulis dengan tepat
3. Muatan SBdP : Mengidentifikasi perbedaan warna suara manusia

E. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya Jawab, Diskusi, dan Modelling

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Scientific	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam lalu mengajak siswa berdo'a 2. Guru mengomunikasikan kehadiran siswa 3. Guru memberi salam dan mengucapkan selamat datang kepada siswa 4. Guru menyapa beberapa siswa dan menanyakan namanya 5. Guru lalu menanyakan, "Apakah kalian sudah berpamitan kepada orang tua masing-masing saat hendak ke sekolah?" (lihat buku siswa halaman 2) "Bagaimana cara kalian berpamitan dengan orang tua?" 6. Guru menerima jawaban siswa yang beragam. Ada yang mengucapkan salam saja, ada yang mengucapkan salam sambil mencium tangan, dan ada juga yang tidak berpamitan dengan orang tua. 7. Guru menyampaikan kepada siswa pentingnya berpamitan kepada orang tua. Guru meminta	-	20 menit

	siswa agar esok berpamitan kepada orang tua saat hendak pergi ke sekolah.		
Kegiatan Inti	1. Guru mengajak siswa untuk saling berkenalan. 2. Guru menunjukkan cara berkenalan. (Guru mencontohkan seperti yang dilakukan Edo dan Beni di buku siswa halaman 3) 3. Kemudian, siswa diajak untuk saling berkenalan melalui sebuah permainan lembar bola dan guru menjelaskan aturan bermainnya. (Siswa diminta membentuk posisi melingkar, boleh duduk atau berdiri, lalu guru mencontohkan cara melemparkan dan menangkap bola dengan tepat) 4. Permainan dimulai dari guru dengan memperkenalkan diri, "Selamat pagi, nama saya Ibu/Bapak... biasa dipanggil Ibu/Bapak... Kemudian, melempar bola pada salah satu siswa (melempar bola dengan pelan, hindari dengan keras) 5. Siswa yang menangkap lemparan bola harus menyebutkan nama lengkap dan panggilannya. Kemudian, dia melempar bola kepada teman yang lain. 6. Teman yang menangkap lemparan bola, juga menyebutkan nama lengkap dan panggilannya. 7. Demikian seterusnya, hingga seluruh siswa memperkenalkan diri. 8. Setelah semua siswa memperkenalkan diri, guru mengajak siswa untuk bernyanyi sambil menyebutkan kembali nama masing-masing. Guru menggunakan lagu yang ada di buku siswa halaman 6. 9. Siswa tetap berada pada posisi lingkaran. Guru mencontohkan	Mengumpulkan informasi Mengasosiasi Menanya Mengkomunikasikan Mengkomunikasikan	30 menit

	cara menyanyi lagu “Siapa Namamu?” sambil menepuk pundak salah satu siswa, lalu siswa itu menyebutkan namanya. Siswa tersebut kemudian menyanyikan kembali lagu “Siapa Namamu?” sambil menepuk pundak teman di sebelah kanannya, lalu teman tersebut menyebutkan namanya sambil mengikuti irama lagu. Begitu seterusnya. 10. Selain mengingat nama teman, saat bernyanyi, minta siswa juga mengingat suara teman masing-masing. 11. Kegiatan dilanjutkan dengan meminta siswa mengamati gambar pada halaman 3 “Ayo Berlatih”. Apakah mereka sudah berkenalan seperti yang dilakukan Edo dan teman-teman. 12. Kegiatan berkenalan dengan berbagai cara memudahkan siswa untuk mengingat nama teman-teman di kelas.	Mengamati	
Kegiatan Penutup	1. Kegiatan ditutup dengan diskusi pentingnya saling mengenal. Seperti kata pepatah “Tak kenal, maka tak sayang”. Upayakan guru memberikan penguatan tentang pentingnya saling mengenal. 2. Setelah diskusi tentang pentingnya saling mengenal, guru menutup kegiatan diskusi di hari itu dengan mengajak siswa untuk menyanyikan lagu “Siapa Namamu?” sekali lagi. Guru dan siswa sama-sama menyanyikan bait “Siapa Namamu? Namaku ...”. Setelah itu, guru dan siswa secara bergiliran menyebutkan nama masing-masing hingga selesai. 3. Guru meminta siswa untuk	Refleksi	10 menit

	berpamitan dan memberi salam kepada guru saat pulang. Guru menutup pembelajaran dengan mengajak siswa berdo'a.		
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G. Penilaian

1. Penilaian Sikap

Nama : Abiy Rasha Kelas/Sem : Kelas I/Sem 1 Pelaksanaan Pengamatan : Di luar/di dalam pembelajaran			
No	Aspek yang Diamati	Tanggal	Catatan Guru

2. Penilaian Pengetahuan : Tes tulis tentang nama-nama teman di kelas

3. Penilaian Keterampilan : Penilaian unjuk kerja tentang memperkenalkan diri lewat permainan dan nyanyian

NO	Kriteria	 Baik sekali 4	 Baik 3	 Cukup 2	 Perlu Bimbingan 1
1.	Kemampuan memperkenalkan diri	Siswa mampu menyebutkan nama panjang dan nama panggilan	Siswa mampu menyebutkan nama panjang	Siswa hanya mampu menyebutkan nama panggilan	Siswa belum mampu memperkenalkan diri
2.	Kemampuan menjalankan peraturan pada permainan	Siswa mampu melakukan permainan sesuai dengan instruksi tanpa pengarahan ulang	Siswa mampu melakukan permainan sesuai aturan tetapi dengan 1 kali arahan ulang	Siswa mampu melakukan permainan sesuai aturan, tetapi dengan lebih dari 1 kali arahan ulang	Siswa belum mampu melakukan permainan sesuai dengan aturan
3.	Kemampuan melakukan gerakan melempar dan menangkap	Siswa mampu melempar dan menangkap bola dengan akurat (tidak pernah meleset)	Siswa melempar dan menangkap bola, tetapi 1-2 kali meleset	Siswa melempar dan menangkap bola, tetapi lebih dari 3 kali meleset	Siswa belum mampu melempar dan menangkap bola

H. Media dan Sumber Belajar

1. Bola plastik atau bola dari kertas bekas yang dibuat menjadi bentuk bola
2. Alat musik (jika ada) untuk mengiringi siswa bernyanyi
3. Buku siswa
4. Buku guru

Mengetahui,
Kepala Sekolah

Malang, 22 Juli 2016
Guru Kelas

Drs. M. Arief Chusaeni, M. Kpd.

Ervin Fatichatus S., S. P., S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Islam As-Salam Malang
 Kelas/Semester : I/1
 Tema : 1. Diriku
 Sub Tema : 1. Aku dan Teman Baru
 Pembelajaran ke- : 2
 Alokasi Waktu : 5 JP (1x pertemuan)

A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator

MUATAN		KOMPETENSI DASAR		INDIKATOR
BAHASA INDONESIA	3.4	Mengenal kosa kata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosa kata bahasa daerah.	3.9.2	Mengenal kosa kata dan ungkapan pengenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulis yang dapat dibantu dengan kosa kata bahasa daerah.
	4.9	Menggunakan kosa kata dan ungkapan	4.9.2	Menggunakan kosa kata dan ungkapan

		perkenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulisan.		perkenalan diri, keluarga, dan orang-orang di tempat tinggalnya secara lisan dan tulisan.
PJOK	3.1	Memahami prosedur gerak dasar lokomotor sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional.	3.1.1	Menjelaskan prosedur gerak dasar lokomotor sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional.
	4.1	Mempraktikkan prosedur gerak dasar lokomotor sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional.	4.1.1	Mempraktikkan prosedur gerak dasar lokomotor sesuai dengan konsep tubuh, ruang, usaha, dan keterhubungan dalam berbagai bentuk permainan sederhana dan atau tradisional.

C. Tujuan Pembelajaran

1. Setelah melakukan gerakan pada permainan sederhana, siswa dapat berjalan lurus ke satu arah dengan tepat.
2. Dengan permainan sederhana, siswa dapat bekerja sama dengan teman.
3. Dengan bermain “Cerita Teman”, siswa dapat mengikuti aturan sebuah permainan.
4. Setelah bermain “Cerita Teman”, siswa dapat mengingat nama lengkap dan panggilan teman saat memperkenalkan satu teman kepada teman yang lain.

D. Materi Pembelajaran

1. Muatan B. Indonesia : Menunjukkan kosa kata dan ungkapan perkenalan lisan atau tulis dengan tepat.
2. Muatan PJOK : Memahami prosedur gerak dasar lokomotor.

E. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya Jawab, Diskusi, dan Modelling

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Scientific	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam, lalu mengajak siswa berdo'a. 2. Guru mengkomunikasikan kehadiran siswa. 3. Guru memberi salam dan mengucapkan selamat datang kepada siswa. 4. Guru menanyakan kabar kepada siswa, "Bagaimana keadaan kalian? Sehat?" "Apakah kalian masih ingat nama teman-teman baru?" 5. Guru lalu menunjuk salah satu siswa dan meminta siswa tersebut untuk mengingat 3-5 nama teman baru sambil menunjuk teman yang dimaksud. Kegiatan ini dilakukan dua kali, sekedar pengulangan untuk mengamati apakah para siswa masih ingat nama teman barunya. Bisa juga metode bentuk pengulangan materi dengan menyanyikan lagu "Siapa Namamu?" 6. Setelah kegiatan pengulangan, lalu guru memulai pembelajaran.	-	20 menit
Kegiatan Inti	Ayo Berlatih! 1. Pada awal pelajaran, guru menyampaikan kepada siswa mereka akan bermain di luar kelas. 2. Guru membagi siswa menjadi beberapa kelompok, perempuan dan laki-laki terpisah. 3. Guru meminta setiap kelompok berdiri membentuk satu barisan ke belakang. Siswa di setiap kelompok berdiri sambil memegang pundak teman di depannya. 4. Semua barisan kelompok berdiri di garis awal yang sudah ditentukan oleh guru. Setelah diberi aba-aba, semua kelompok akan berlomba berjalan lurus	Mengkomunikasikan Mengamati Mengumpulkan	30 menit 60 menit

	ke satu arah menuju garis akhir yang sudah diberi tanda oleh guru. 5. Guru mengulangi kegiatan ini sebanyak dua kali. Siswa yang tadi berdiri paling depan pindah ke urutan paling akhir, lalu siswa yang berdiri di urutan kedua maju menjadi siswa yang paling depan. 6. Setelah kegiatan bermain di luar selesai, siswa dipersilahkan beristirahat di dalam kelas. Ayo Bercerita! 7. Selesai beristirahat, guru mengajak siswa bermain “Cerita Teman” untuk mengenal lebih dekat teman barunya. Siswa akan berbagi informasi mengenai nama lengkap dan panggilan teman yang duduk di sebelahnya. 8. Minta siswa kembali berkumpul bersama teman kelompok yang sama saat bermain di luar kelas dan membentuk lingkaran. 9. Guru memberi contoh cara bermain “Cari Teman” (lihat buku siswa halaman 10) sambil membagikan sapu tangan ke setiap kelompok. 10. Setiap kelompok memilih teman yang akan memberi aba-aba dalam permainan tersebut. 11. Siswa yang menerima sapu tangan mengucapkan terima kasih sebelum dan sesudah mengenalkan teman di sebelah kanannya. 12. Siswa kedua yang menerima sapu tangan juga melakukan hal yang sama. Begitu seterusnya, sampai semua siswa mendapat giliran. 13. Siswa yang lain mendengar dan membantu mengoreksi jika ada informasi yang kurang sesuai.	informasi Mengasosiasi Menanya	50 menit
Kegiatan Penutup	14. Setelah selesai, guru bersama siswa menyimpulkan bahwa semua siswa mempunyai nama lengkap dan panggilan. Nama-nama mereka semuanya bagus. Adanya nama membuat kita menjadi saling mengenal.	Refleksi	10 menit

	15. Guru meminta siswa untuk berpamitan dan memberi salam kepada guru saat pulang. Guru menutup pembelajaran dengan mengajak siswa berdo'a. 16. Guru memberi salam penutup. Siswa boleh pulang.		
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G. Penilaian

1. Penilaian Sikap

Nama : Abiy Rasha Kelas/Sem : Kelas I/Sem 1 Pelaksanaan Pengamatan : Di luar/di dalam pembelajaran			
No	Aspek yang Diamati	Tanggal	Catatan Guru

2. Penilaian Pengetahuan : Tes tulis tentang nama-nama teman di kelas

3. Penilaian Keterampilan : Penilaian unjuk kerja tentang memperkenalkan diri lewat permainan dan nyanyian

No.	Kriteria	 Baik Sekali 4	 Baik 3	 Cukup 2	 Perlu Bimbingan 1
1	Kemampuan menyebutkan identitas teman dalam kelompok	Siswa mampu menyebutkan identitas dari 4 atau lebih temannya.	Siswa mampu menyebutkan identitas dari 3 temannya.	Siswa mampu menyebutkan identitas dari 2 temannya.	Siswa mampu menyebutkan identitas dari 1 temannya.
2	Kerja sama kelompok	Seluruh anggota kelompok berpartisipasi aktif.	Setengah atau lebih anggota kelompok berpartisipasi aktif.	Kurang dari setengah anggota kelompok berpartisipasi aktif.	Seluruh anggota kelompok terlihat pasif.
3	Ketertiban dalam kegiatan	Selalu tertib sepanjang kegiatan	Sesekali saja tidak tertib	Sering tidak tertib dan mengganggu kelas namun masih bisa diarahkan	Sepanjang kegiatan tidak tertib dan mengganggu kelas

H. Media dan Sumber Belajar

1. Sapu tangan
2. Buku siswa
3. Buku guru

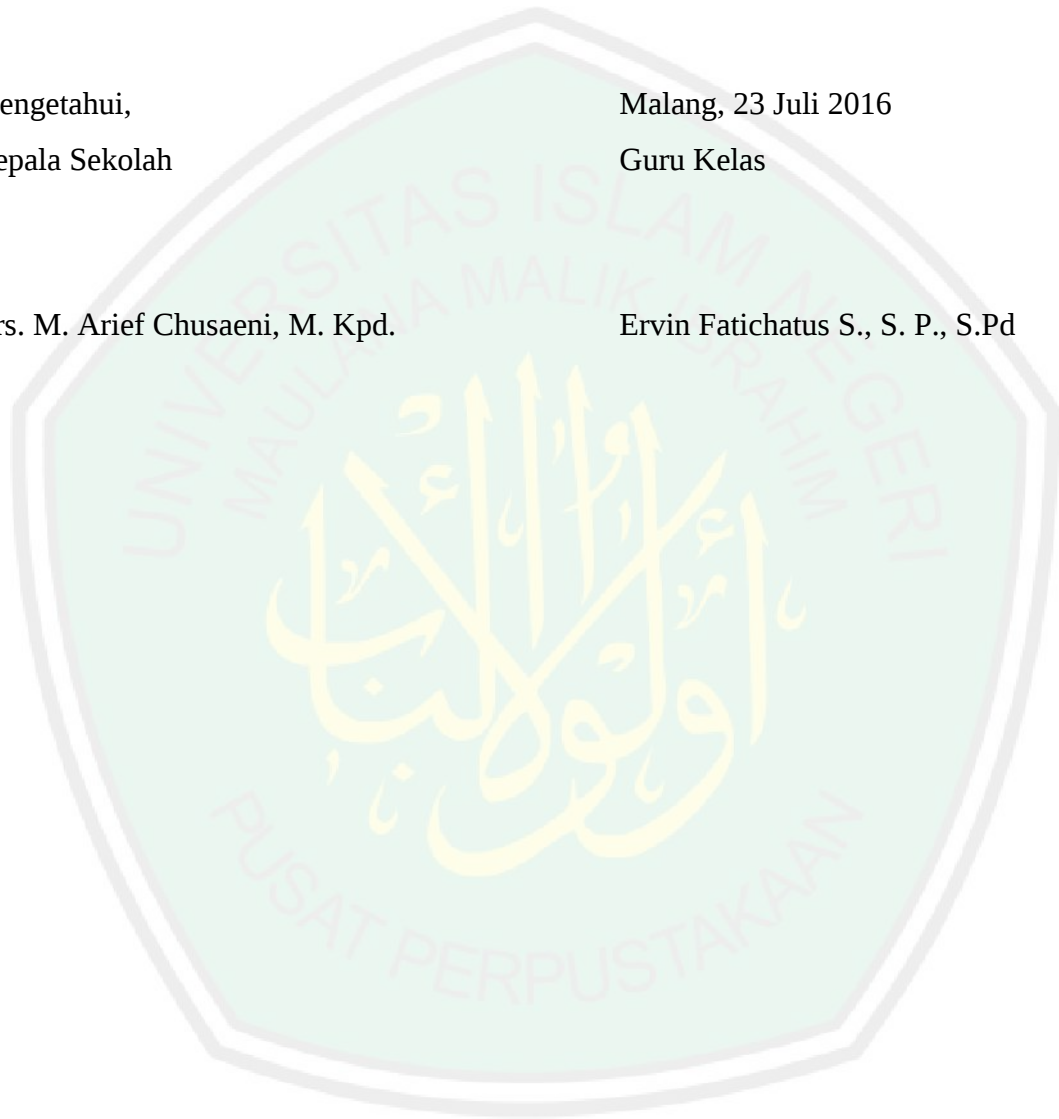
Mengetahui,
Kepala Sekolah

Malang, 23 Juli 2016

Guru Kelas

Drs. M. Arief Chusaeni, M. Kpd.

Ervin Fatichatus S., S. P., S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Islam As-Salam Malang
 Kelas/Semester : I/1
 Tema : 1. Diriku
 Sub Tema : 1. Aku dan Teman Baru
 Pembelajaran ke- : 3
 Alokasi Waktu : 5 JP (1x pertemuan)

A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator

MUATAN	KOMPETENSI DASAR		INDIKATOR	
PPKn	3.2	Memahami aturan yang berlaku dalam kehidupan sehari-hari di rumah	3.2.5	Menggali informasi hal-hal yang dilakukan sehubungan dengan aturan di rumah
	4.2	Melakukan kegiatan sesuai aturan yang berlaku dalam kehidupan sehari-hari di rumah	4.2.5	Mempraktikkan kegiatan memberi salam saat masuk rumah
BAHASA INDONESIA	3.3	Mengenal lambang bunyi vokal dan konsonan dalam	3.3.1	Menunjukkan huruf vokal dalam suatu kata

		kata bahasan Indonesia atau bahasa daerah		yang terkait dengan aku dan teman baru
	4.3	Melafalkan bunyi vokal dan konsonan dalam kata bahasan Indonesia atau bahasa daerah	4.3.1	Melafalkan huruf vokal dalam suatu kata yang terkait dengan aku dan teman baru
MATEMATIKA	3.1	Menjelaskan makna bilangan cacah sampai dengan 99 sebagai banyak anggota suatu kumpulan objek	3.1.1	Membilang secara urut bilangan 1 sampai dengan 10 dengan bantuan benda
	4.1	Menyajikan bilangan cacah sampai dengan 99 sebagai banyak anggota suatu kumpulan objek disajikan konkret.	4.1.1	Mengelompokkan benda sesuai dengan bilangan 1 sampai dengan 10

C. Tujuan Pembelajaran

1. Dengan mendengarkan contoh dari guru, siswa dapat menyanyikan lagu “a-b-c” dengan benar.
2. Setelah bernyanyi dan berlatih, siswa dapat memasang kartu nama teman sesuai orangnya dengan tepat.
3. Dengan permainan kartu, siswa dapat mencari dan menyebutkan huruf vokal (a, i, u, e, o) yang hilang dari nama temannya.
4. Setelah mendengar penjelasan dari guru, siswa dapat membilang secara urut bilangan 1 sampai dengan 10 dengan bantuan benda konkret.
5. Dengan melakukan permainan, siswa dapat mengelompokkan benda sesuai dengan bilangan 1 sampai dengan 10.

D. Materi Pembelajaran

1. Muatan PPKn : mempraktikkan kegiatan memberi salam saat masuk rumah dan sekolah
2. Muatan B. Indonesia : Melafalkan huruf vokal dengan suatu kata terkait “Aku dan Teman Baruku”
3. Muatan Matematika : Membilang secara urut dan mengelompokkan angka 1-10

E. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific

Metode : Tanya Jawab, Diskusi, dan Modelling

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Scientific	Waktu
Kegiatan Pendahuluan	1. Guru memberi salam, lalu mengajak siswa berdo'a 2. Guru mengkomunikasikan kehadiran siswa 3. Guru memberi salam dan mengucapkan selamat datang kepada siswa 4. Guru lalu menanyakan, “Apakah kalian sudah berpamitan kepada orang tua masing-masing saat hendak ke sekolah?” (lihat buku siswa halaman 2) “Bagaimana cara kalian berpamitan dengan orang tua?” 5. Guru menerima jawaban siswa yang beragam. Ada yang mengucapkan salam saja, ada yang mengucapkan salam, dan ada yang tidak berpamitan. 6. Pada awal pelajaran, guru menyampaikan kepada siswa mereka akan belajar mengenal huruf.	-	20 menit
	7. Agar dapat mengenal huruf dengan baik, guru menulis huruf	Mengumpulkan informasi	30 menit

	a-z pada selembar kertas karton/kertas berukuran lebar. Kertas/karton itu lalu ditempel di papan tulis. 8. Siswa diajak untuk bernyanyi lagu "a-b-c" sambil guru menunjukkan huruf yang dimaksud pada lembar kertas. (lihat buku siswa halaman 12) Lagu ini dinjukkan untuk mengawali kegiatan di hari itu dan bukan bagian dari kegiatan pembelajaran SBdP. Notasi berikut untuk membantu guru menyanyikan lagu "a-b-c". CGFCFCGC 1 1 5 5 6 6 5 4 4 3 3 2 2 1 . a b c d e f g h i j k l m n CGCGCF CG 5 5 4 4 3 3 2 . 5 5 4 4 3 3 2 . o p q r s t u v w x y dan z CGFCFCGC 1 1 5 5 6 6 5 . 4 4 3 3 2 2 1 . Se ka rang a ku ta hu Ayo be la jar de ngan ku 9. Ulangi sekali lagi. Tunjuk salah satu siswa untuk menunjukkan huruf a-z saat teman yang lain bernyanyi lagu "a-b-c" 10. Untuk membantu menguatkan siswa tentang konsep huruf, mereka berlatih mengidentifikasi nama tokoh di buku dengan melihat huruf-hurufnya. (lihat buku siswa halaman 13) 11. Setelah selesai berlatih, siswa diminta untuk membentuk beberapa kelompok. 12. Setiap kelompok mendapatkan kartu nama sesuai dengan nama-nama siswa yang tergabung di kelompok tersebut. 13. Setiap anggota kelompok	Mencoba	60 menit
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	bekerjasama untuk memasang kartu nama pada masing-masing siswa di kelompok tersebut dengan tepat. 14. Guru meminta setiap siswa memperhatikan huruf-huruf “a, i, u, e, o” yang ada pada kartu masing-masing nama mereka. 15. Setelah itu, satu persatu dari anggota kelompok menunjukkan kartu namanya kepada teman kelompoknya. Agar teman kelompoknya dapat memperhatikan huruf-huruf “a, i, u, e, o” pada nama-nama teman kelompoknya. Begitu seterusnya. 16. Kemudian, setelah itu. Guru meminta siswa memegang kartu nama masing-masing agar siswa di kelompok lain dapat memperhatikan huruf-huruf “a, i, u, e, o” yang menyusun nama semua siswa di kelas. 17. Guru lalu mengajak semua kelompok bermain kartu huruf penyusun nama. Setiap kelompok mendapatkan satu set kartu huruf a-z dan satu set kartu huruf “a, i, u, e, o”. 18. Guru menunjuk kelompok untuk maju ke depan kelas. Minta kelompok tersebut untuk memilih 2 nama siswa anggotanya untuk ditebak huruf “a, i, u, e, o”. 19. Beberapa siswa anggota kelompok tersebut berdiri berjajar. Mereka mengalungkan huruf sesuai nama yang akan ditebak, tapi tanpa huruf “a, i, u, e, o”. (lihat buku siswa halaman 14) 20. Guru menunjuk kelompok lain untuk menebak huruf “a, i, u, e, o” yang hilang dari nama tersebut. 21. Kelompok yang bertugas	Mengasosiasi Mengkomunikasikan	
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	menebak harus mencari huruf “a, i, u, e, o” dari kartu huruf “a, i, u, e, o” yang telah dibagikan dan menyebutkan huruf “a, i, u, e, o” yang hilang dengan suara keras. Setelah itu, kartu huruf yang tadi disebutkan dikalungkan di leher teman yang sedang berdiri berjajar agar menjadi nama siswa yang lengkap. 22. Setelah dua nama dari kelompok yang mendapat giliran maju telah selesai ditebak, giliran kelompok yang menebak untuk maju ke depan kelas. Lalu, kelompok yang lain lagi akan menebak huruf “a, i, u, e, o” dari nama siswa yang hilang. Begitu seterusnya hingga semua kelompok mendapat giliran maju untuk bermain. 23. Setelah bermain kartu huruf, siswa kembali ke tempat duduk masing-masing. 24. Guru dan siswa bersama-sama menyanyikan lagu “a, i, u, e, o” dan menyebutkan kembali huruf “a, i, u, e, o”. 25. Sebelum masuk ke kegiatan berikutnya, guru memancing siswa dengan pertanyaan, “Berapa kelompok yang tadi bermain tebak huruf?, “Masing-masing kelompok terdiri dari berapa orang?” 26. Siswa ada yang menjawab (dengan menjawab yang beragam), ada juga siswa yang diam. 27. Guru mengenalkan konsep bilangan 1 sampai dengan 10. 28. Minta siswa mengamati gambar di buku siswa halaman 15. 29. Minta siswa bersama-sama menghitung banyaknya benda yang ada di gambar dari bilangan	Mengasosiasi Mengumpulkan informasi Mencoba	50 menit
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	1 sampai dengan 10 secara berurutan. 30. Guru juga bisa menyediakan berbagai benda yang ada di kelas lalu meminta siswa secara bergiliran membilang banyaknya benda tersebut. 31. Kemudian, guru meminta siswa memasang antara 2 gambar berbeda yang sama banyak jumlahnya. 32. Selesai berlatih, guru mengajak bermain sambil mengenal bilangan. (lihat buku siswa halaman 17) 33. Minta siswa berdiri membentuk lingkaran, lalu guru menyampaikan aturan permainan. Siswa akan berkumpul bersama teman yang banyaknya sesuai dengan bilangan yang akan disebutkan oleh teman. 34. Guru memberi contoh, “Berkelompok lima-lima”. Siswa lalu segera mencari teman untuk berkumpul membentuk kelompok yang banyak anggotanya ada lima. Setelah berkelompok, siswa mengulangi instruksi permainan “Berkelompok lima-lima”. 35. Setelah menjelaskan, guru akan menunjuk salah satu siswa untuk memberikan aba-aba. Siswa tersebut akan menerima instruksi dari guru. 36. Kemudian, siswa yang ditunjuk memberi aba-aba, “Berkelompok tiga-tiga”, “Berkelompok tujuh-tujuh”, begitu seterusnya sampai semua bilangan 1 sampai dengan 10 diberikan. Ingatlah siswa untuk mengulangi instruksi permainan setelah berkelompok.	Mengumpulkan informasi Mencoba	
Kegiatan Penutup	37. Kegiatan ditutup dengan diskusi mengenai kegiatan hari ini. siswa menceritakan perasaan dan	Refleksi	10 menit

	kesulitannya saat bermain kartu huruf dan kelompok banyaknya benda.		
	38. Sebelum pulang, guru melontarkan pertanyaan yang memantik pemikiran siswa “Tadi pagi saat hendak ke sekolah, kalian memberi salam dan berpamitan dengan orang tua. Ketika nanti pulang, apa yang sebaiknya kalian lakukan sebelum masuk ke dalam rumah?” “Mengapa hal itu harus dilakukan?” Jawaban siswa akan beragam, namun guru menyimpulkan dan menekankan kepada siswa pentingnya memberi salam terlebih dulu saat hendak masuk rumah.		
	39. Guru memberi salam penutup. Siswa berpamitan dan memberi salam kepada guru saat pulang.		
	40. Setelah pulang ke rumah, siswa memberi salam saat masuk ke dalam rumahnya dan bercerita kepada orang tua tentang kegiatan yang dilakukan di kelas pada hari itu.		

G. Penilaian

1. Penilaian Sikap

Nama : Abiy Rasha			
Kelas/Sem : Kelas I/Sem 1			
Pelaksanaan Pengamatan : Di luar/di dalam pembelajaran			
No	Aspek yang Diamati	Tanggal	Catatan Guru

2. Penilaian Pengetahuan : Tes tulis tentang menyebutkan huruf vokal

“a, i, u, e, o”

3. Penilaian Keterampilan : Penilaian unjuk kerja tentang mengenal konsep bilangan 1-10 dan mengenal huruf lewat permainan.

No.	Nama Siswa	Kriteria				Predikat
		Mengurutkan bilangan 1-10	Menghitung banyaknya benda sesuai bilangan 1-10	Membentuk kelompok sesuai bilangan 1-10	Aktif mengikuti permainan bilangan	
1	Abiy	✓	✓	✓	✓	Sangat Baik
2	Wai	✓	✓	✓	-	Baik
3						

Kriteria	Baik sekali 4	Baik 3	Cukup 2	Perlu Pendampingan 1
3. Kemampuan mengenal huruf	Siswa mampu memenuhi 4 kriteria: bernyanyi a-z secara berurutan, mengenali huruf vokal a-i-u-e-o yang hilang, menyebutkan huruf vokal yang hilang dengan suara yang terdengar, serta aktif mengikuti permainan.	Siswa mampu memenuhi 3 kriteria dalam permainan huruf	Siswa mampu memenuhi 2 komponen dalam permainan huruf	Siswa mampu memenuhi 1 komponen dalam permainan huruf
4. Kemampuan menjalankan peraturan pada permainan	Siswa mampu melakukan permainan sesuai dengan instruksi tanpa pengarahan ulang	Siswa mampu melakukan permainan sesuai aturan tetapi dengan 1 kali arahan ulang	Siswa mampu melakukan permainan sesuai aturan, tetapi dengan lebih dari 1 kali arahan ulang	Siswa belum mampu melakukan permainan sesuai dengan aturan

H. Media dan Sumber Belajar

1. Kartu nama panggilan teman
2. Kartu-kartu huruf dari a-z minimal sebanyak 3 set (atau disesuaikan dengan jumlah kelompok yang dibentuk) dan bisa dikalungkan di leher.
3. Kartu-kartu huruf vokal (a, i, u, e, o) minimal sebanyak 3 set (atau disesuaikan dengan jumlah kelompok yang dibentuk) dan bisa dikalungkan di leher.
4. Kartu bilangan yang menunjukkan banyak benda 1 sampai dengan 10.
5. Alat musik (jika ada) untuk mengiringi siswa bernyanyi.

Mengetahui,
Kepala Sekolah

Malang, 24 Juli 2016
Guru Kelas

Drs. M. Arief Chusaeni, M. Kpd.

Ervin Fatichatus S., S. P., S.Pd

DATA GURU DAN PEGAWAI SD ISLAM AS SALAM MALANG

NO	Nama/Titel/Tempat/Tanggal Lahir NIP(baru)	JABATAN	AGAMA	Tgl Mulai Bekerja di Sekolah Ini	Alamat & Telepon
1	Drs. M Arief Chusaini, M.Kpd Malang, 3 Maret 1964	Kepala Sekolah	Islam	01/10/2010	Perumahan Griya Modern Estate (GME)B-No 18 Oro-oro Ombo , Batu, malang 085855205242
2	Susy Wijayanti, S.Psi, S.Pd Madiun, 29-1-1976	Guru Wali kelas 2A	Islam	19-5-2009	Jl Margobasuki, Ulil Abshar No 55, Jetis Mulyoagung, Dau, Malang 085853059660
3	Ruli Hartati, S.PdI Tegal, 25-9-1982	Waka Kelas 1A	Islam	07/05/2012	Jl. Semanding Gg Mangga No 5. Sumbersekar, Dau, Malang 081334705219
4	Adna Arum Ambarwati, S.Pd Magetan, 4 Juli 1990	Waka KELAS 5A	Islam	07/05/2012	Villa Bukit Tidar A1/265 Merjosari, Malang 085755045078
5	Ervin Fatichatus Sholichah, SP, S.Pd Jombang, 16-10-1981	Guru pendamping kelas 1B	Islam	16-7-2012	Jl M Panjaitan XIII No 40, Malang 082131616538
6	Enis Riswandari, S.Pd Malang, 15 Februari 1976	WAKA KELAS 6	Islam	Jan-13	Jl Joyo Raharjo RT 07 RW 02 Malang 085855358086
7	Yoshi Indriani, SP Malang, 04 April 1973	TU Bendahara	Islam	Jul-13	Jl.Bendungan Sempor No.21 Malang 081373293858
8	Siti Muslikha, S.PdI Malang, 16 Juni 1990	WAKA KELAS 2A	Islam	Sep-13	Sumbersari 085755718576
9	Nurul Arifah, S.Pd Malang, 15 November 1987	Guru Pendamping kelas 2B	islam	Feb-14	Jl. Kakak Tua Utara 21 Rt 14 Rw 8 Sukun
10	Moch.Shodiq Malang, 11 Nopember 1990	OP,Kebersihan	Islam	01/01/2014	Jl.Candi Telagawangi III/35 Malang 083857020120

11	Fika Purnamasari, S.Pd Malang,5 Agustus 1989	WAKA Kelas 1B	Islam	7/4/2014	Raya Donomulyo 147 Rt/Rw 4/4 Donomulyo 085749664911
12	Nur Ngaini, S.Si Trenggalek,2 Maret 1989	Waka Kelas 5B	Islam	5/5/2014	Dusun Slorok Rt/Rw 5/2 Trenggalek 085755534522
13	Dian Natalia Refti F, M.Pd 24-Des-86	WAKA Kelas 5A	islam		
14	M. Hendrik Setiawan 16-Des-90	Guru Bahasa Inggris	islam		
15	Fajar Khusnul Hakim, S.Or, S.Pd Malang, 30 Agustus 1990	Guru Olahraga	Islam	01/01/2015	Wisnuwardhana 266 085731304886
16	Umi Kulsum, S.Ag 20 Juni 1973	Guru P.A.I	Islam	01/01/2015	Jl.LA.Sucipto No 144
17	Aflika Fatoni, S.PdI 16-Jan-81	Guru, Tahfidz, UMMI	Islam		
18	Agusnaini Saifullah, S.PdI Blitar,21 Agustus 1983	Guru Pend. Islam(Adab Islam)	Islam	05/01/2015	Jl.Kepuh No.1 /215 malang
19	Robbi Teo Aziz, S.PdI 22-Mei-92	Wali Kelas 3A	Islam	06/01/2015	Soekarno Hatta No.52
20	Nur Salim Alfian, S.PdI 26-Mar-92	Guru Pendamping 3A	Islam	06/07/2015	Tajinan
21	Anis Purmawati, SAB 27-Agu-82	WAKA Kelas 4B	Islam		
22	Nanda Frihastuti, S.Or 19-Apr-94	Guru Olahraga	Islam		
23	Askurul Hasin, S.Pd	TU Administrasi	Islam	18/06/1990	Tambaksari 16C Merjosari Malang
24	Endang Pramudiarti, S.Pd 10-Des-92	Pendamping Kelas 2A	Islam	10-Des-92	Jl. Keben II Permai B. 14
25	Nurul Ngainin, S.Pd	Guru Pendamping 1A	Islam		

REKAPILATULASI NILAI BAHASA INDONESIA KELAS 1B SEMESTER GANJIL TAHUN AJARAN 2016/2017 SD ISLAM AS-SALAM

NO	NAMA	KI 3			KI 4			
		KD 3.1	KD 3.2	KD 3.4	KD 4.1	KD 4.2	KD 4.3	KD 4.4
1	Abiy Rasha Putra Bagaskara	80	100	100	100	100	100	84
2	Adrian Aryaputra Nugraha	83	92	93	85	100	95	68
3	Aida Sachi Qonata	100	95	96	95	100	78	90
4	Aisyah Diva Nur Hasanah	92	88	88	75	80	90	77
5	Alya Nasywah Adfiani	92	70	95	100	100	70	92
6	Arsyad Syahdan Athaillah	100	92	87	93	100	95	81
7	Ava Dasha Adore	100	100	100	95	100	98	77
8	Daffa Almer Dzaky	100	90	97	95	100	100	78
9	Haidar Abdul Hakim	100	93	85	95	98	100	73
10	Herbrilly Zubair Al Hadrami	92	73	82	85	98	95	77
11	Kansa Izzati Adine	100	100	100	90	100	100	65
12	Mahda Ramadhan	100	95	98	95	93	68	76
13	Maysina Hazimatunnisa Asyifa	100	87	95	83	100	90	69
14	Muhammad Islam	100	98	77	80	100	95	73
15	Muhammad Nuril Fauzan	73	65	79	93	95	95	87
16	Muhammad Raditya	73	60	50	80	60	50	73
17	Muhammad Rafa Firdaus	100	93	90	100	90	100	68
18	Nada Rohadatul 'Aisy	100	100	81	95	100	93	78
19	Nayaro Adzka Fali	77	83	87	90	95	92	73
20	Nazila Nur Ilmania Fathoni	90	100	96	90	100	90	81

**REKAPITULASI ABSENSI KELAS 1B SEMESTER GANJIL TAHUN AJARAN
2016/2017**

NO	NAMA	KETERANGAN		
		SAKIT	IZIN	TANPA KET
1	Abiy Rasha Putra Bagaskara	1		
2	Adrian Aryaputra Nugraha	1		
3	Aida Sachi Qonata	3	5	
4	Aisyah Diva Nur Hasanah	7	2	
5	Alya Nasywah Adfiani	8	3	
6	Arsyad Syahdan Athaillah	4	1	
7	Ava Dasha Adore		2	
8	Daffa Almer Dzaky	1	1	
9	Haidar Abdul Hakim	1	4	
10	Herbrilly Zubair Al Hadrami	1		
11	Kansa Izzati Adine			
12	Mahda Ramadhan	2		
13	Maysina Hazimatunnisa Asyifa	8		
14	Muhammad Islam	3	2	
15	Muhammad Nuril Fauzan	2		
16	Muhammad Raditya	11	2	
17	Muhammad Rafa Firdaus	3		
18	Nada Rohadatul 'Aisy	2		
19	Nayaro Adzka Falih	3	3	
20	Nazila Nur Ilmania Fathoni			
21	Raisa Aqila	6	3	
22	Raisya Nurrahma Dania			
23	Shafaa Naila Utomo	1	1	
24	Shalahuddin Prameswara Anindita	1		
25	Verina Luthvia Lubna	2	3	

TRANSKRIP WAWANCARA

Nama Informan : Drs. M. Arief Chusaeni, M. Kpd. (Kepala Sekolah SD Islam As-Salam Malang)

Tanggal : 26 April 2017

Jam : 08.33-08.48

Disusun Jam : 19.01-19.58

Tempat Wawancara : Ruang Kepala Sekolah

Topik Wawancara : Profil SD Islam As-Salam Malang, Pemahaman *Quality Assurance System* (QAS), dan Pemilihan Kriteria Guru Kelas 1.

Peneliti :Bapak, sejarah dari sekolah ini bagaimana?

Informan :Sekolah ini awalnya adalah TK yang sudah ada selama 15 tahun. Karena banyaknya permintaan dari wali murid, maka didirikanlah SD Islam ini. SD Islam ini didirikan sejak tahun 2010. Awalnya itu di gudang sana, biasanya kalo sampean lewat situ ada bangunan segini, ya itu tempatnya. Itu kan nyewa 1 rumah. Belum ada ini. Ini *Insha Allah* sudah 4 tahun lah. SD Islam ini yang mendirikan adalah yayasan As-Salam. Yayasan As-Salam itu adalah bapak-bapak yang pensiunan dari PT Brantas

Peneliti :Terus ini kepala yayasannya siapa, Pak?

Informan :Bapak Rusti Nasution

Peneliti :Di sini ada “Sistem Penjaminan Mutu/*Quality Assurance System*” itu bagaimana maksudnya, Pak?

Informan :Sistem Penjaminan Mutu adalah jaminan artinya kualitas dari pada lulusan dari sini. Shalat atas kesadaran sendiri, tartil membaca Al-Qur'an. Di brosur pendaftaran ada 7 itu mbak.

Peneliti :Berarti yang lulusan sini harus hafal 4 juz itu ya, Pak?

Informan :Ya. Minimal 4 juz mbak. Bisa lebih malahan.

Peneliti :Di profil lulusan ini ada kemampuan membaca efektif itu gimana, Bapak?

Informan :Membaca efektif itu bagaimana bisa memahami isi bacaan dan membaca dengan benar. Di sini juga ada guru sekarang lagi S2 yang mengajarkan menulis. Anak-anak itu diajari menulis, diajari macem-macem. Karena beliau S2 ndak ada yang meneruskan.

Peneliti :Mungkin ada prestasi dari anak-anak tentang membaca, Bapak?

Informan :Ini ini ada ini. ini yang kategori menulis. Ada 4 itu mbak. Pialanya dibawa anak-anak yang lomba. Lombanya tentang menulis puisi. Awalnya kan dari membaca, sehingga anak-anak itu bisa menulis.

Peneliti :Terus, untuk guru kelas 1 itu ada kriteria khusus ndak, Pak?

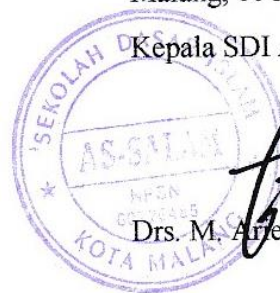
Informan :Ada nu. Kriterianya itu cara ngajarnya. Komunikasinya, cara menjelaskan ke anak-anak. Lincah, mencintai anak-anak. Karena ndak semua guru bisa ngajar kelas 1. Yang paling baik itu beground-beground yang dari TK. Yang ngajar kelas 1B itu kan dari TK. Karena beground dari TK itu cara ngajarnya enak untuk kelas 1.

Peneliti :Terus untuk perbedaan dari sekolah lain, sekolah ini punya ciri khusus gitu, Pak?

Informan :Ya, di Qur'an. Ditahfidz. Di sekolah lain paling tahfidznya kan juz 30 untuk lulusannya. Kalo di sini, juz 30 itu untuk tes masuk. Jadi, tes masuk itu sudah hafal juz hafal.

Malang, 10 Mei 2017

Kepala SDI As-Salam Kota Malang



Drs. M. Arif Chusaeni, M.Kpd

TRANSKRIP WAWANCARA

- Nama Informan** : Fika Purnamasari, S. Pd (Wali Kelas 1B)
- Tanggal** : 26 April 2017
- Jam** : 09.27-09.44
- Disusun Jam** : 15.01-16.15
- Tempat Wawancara** : Ruang Tamu SD Islam As-Salam Malang
- Topik Wawancara** : Strategi Guru dalam Pembelajaran Keterampilan Membaca Kelas 1B dan *Quality Assurance System* (QAS)
- Peneliti** : Menurut Ibu, apa yang dimaksud dengan *Quality Assurance System*/Sistem Penjaminan Mutu pada lulusannya? QAS tersebut terdapat 13 macam. Salah satu yang jadi ciri khas di sini adalah hafidz Qur'an 3-4 juz. Selain itu, terdapat juga siswa harus mampu membaca dengan efektif, itu merupakan hal yang akan saya teliti di sini.
- Informan** : Kalau untuk di sini sendiri, memang ini sekolahnya SD Islam ya mbak ya. Untuk profil lulusannya, mungkin yang diutamakan yang islami sesuai dengan visi dan misi sekolah. Menghafal Al-Qur'an minimal 4 juz misalnya. Berakhlakul karimah seperti itu. Dan ditambah lagi, yang siap menghadapi tantangan ke depannya. Salah satunya kan harus memiliki kemampuan membaca dan menulis. Jadi,

kalau untuk di sini itu sendiri, untuk pertama kali masuk kelas 1, memang baca tulisnya bukan jadi prioritas yang utama. Kelas 1 tahun kemaren ada 11 anak yang belum bisa baca tulis pertama masuk. Ini sedikit kemunduran dibandingkan dengan tahun yang lalu. Tahun lalu cuman 6 anak yang ndak bisa baca tulis. Tahun ini ada 11 anak yang belum bisa baca tulis. Kemudian di semester 1 dalam program kelas bukan program sekolah. Saya dan Bu Ervin membuat program yang kami sebut GBT, Giat Baca Tulis. GBT ini kami laksanakan atas kesepakatan wali kelas dan wali murid. Waktu pertemuan pertama kali kami sampaikan, bukannya kami menekan anak harus bisa membaca, tapi ini tuntutan kurikulum sekarang (tematik). Kalau anak belum bisa membaca, akhirnya belum bisa mengikuti. Akhirnya kami sarankan gimana kalo ananda mengikuti GBT. Hanya 11 anak yang kurang itu saja. Nah, GBT itu Giat Baca Tulis yang dilaksanakan sepulang sekolah, temen-temennya pulang, mereka masih di sini. Mereka kita drill membaca. Membacanya ndak melulu di kelas sich, ndak pakai yang buku tematik ndak, pakai buku bacaan di kelas. Yang waktunya mengeja pakai buku mengeja. Yang belum bisa membaca kalimat tapi bisa kata, pakai yang kata-kata. Atau yang bisa kalimat tapi belum lancar, kita ajak jalan-jalan kayak membaca gini-gini (slogan di sekolah). Hayo dibaca! Karena kan sudah siang, anak-anak kan males kalau membaca buku, kita ajak jalan-jalan. Nah, kalo untuk semester ganjil ketika ujian akhir semester itu, 11 anak yang

belum bisa baca tulis ini, ada kelas bimbingan/pendampingan itu di musholla. Mereka pakai meja kecil. Jadi, soal masih dibacakan, menulis jawabannya masih dibimbing, itu namanya pendampingan. Untuk penilaiannya ada kriteria khusus. Tapi, di semester 2 sudah tidak ada GBT dan sudah tidak ada pendampingan waktu UAS. Jadi, untuk semester 2 berapapun hasil mereka, ya sudah itu. Yang penting kita sudah mengusahakan di semester 1. Seperti itu kalo untuk kegiatan membacanya.

Peneliti :Nah, menurut Ibu apa yang dimaksud dengan membaca itu sendiri?

Informan :Membaca merupakan bagian dari keterampilan bahasa, yaitu membunyikan sekelompok huruf yang tersusun dan mempunyai makna. Sehingga, diharapkan si pembaca akan tahu apa makna, maksud dari tulisan yang telah dibacanya.

Peneliti :Jadi, untuk semester 1 itu untuk soal ujiannya tetep sama ya, Bu?

Informan :Sama. Soalnya sama, hanya saja kan anak-anak itu rata-rata pemahamannya lancar, konsep pemahamannya itu mereka dapet tapi membaca itu belum bisa, menulisnya juga belum bisa. Katakan, soal itu kita bacakan, mereka menjawab lisan ya bisa. Sedangkan, sekarang kan tematik seperti itu, tidak harus menjawab dengan tulisan. Dengan mengamati, dari praktik itu kan dinilai semua. Jadi, ya memang ndak bisa kalo kita nilai dari tes tulis saja. Jadi ya jalan keluarnya kita mengerjakan tes tulis dengan cara mendampingi.

Peneliti :Adakah kendala dalam pembelajaran tersebut, Bu?

Informan :Kendalanya di kelas ada 1 memang yang lebih *low* dibandingkan dengan teman-temannya. Sampai sekarang pun masih belum bisa baca dan menulis yang sifatnya konsonan vokal konsonan. Masih dua suku kata, konsonan vokal saja “bata” itu. Kalo “batak” itu masih belum bisa sampai sekarang. Tapi, itu dikarenakan ananda memang berkebutuhan khusus.

Peneliti :Jadi, pemahamannya juga kurang ya, Bu?

Informan :Pemahamannya juga kurang. Jadi, walaupun kita bacakan soalnya, kita sederhanakan bahasanya pakai bahasa dia, kita bener-bener buat bahasa sesederhana mungkin, penangkapannya masih mungkin kita ulang 5x soal itu dia baru paham.

Peneliti :Bu, kalo setiap kali pembelajaran tematik itu pasti ada pembelajaran membaca gitu? Atau siswa harus membaca?

Informan :Setiap tematik iya. Kalo tematik kan kita masih berpedoman buku paket ya. Kecuali kalo yang berhubungan dengan KI-4, yang praktik/keterampilan. Pastinya ya langsung praktik. Kecuali keterampilan membaca, pastinya ya itu langsung membaca. Beda lagi, keterampilan yang membuat karya-karya itu ya ndak ada membacanya. Hehehe

Peneliti :Sarana dan prasarana pembelajaran keterampilan membaca itu, adakah Bu?

Informan :Keterampilan membaca di sekolah ini yang sudah ada, kartu huruf itu ada, kartu baca itu ada. Apa ya? Kalau membaca apa saja sich

peraganya? Buku yang abjad sama itu ada. Mungkin yang kurang itu, abjad yang untuk ditempel di tembok itu ya.

Peneliti :Yang abjad A sampai Z itu?

Informan :Bukan A sampai Z saja, maksudnya bukan huruf kapital saja sih. Maksudnya huruf kapital, huruf kecil, dan huruf latin gitu loh. Anak-anak itu kan biar belajar itu semua. Itu yang belum ada.

Peneliti :Terus ada faktor penghambat atau pendukungnya gak Bu?

Informan :Faktor penghambat sebenarnya, kalo dari guru kelas 1 pribadi ya. Ini seperti curhat akhirnya. Hehehe. Kadangkan kita menginginkan *out put* yang bagus, *out put* dalam artian naik dari kelas 1 ke kelas 2 ya. Ketika kita menginginkan *out put* yang bagus, tentunya kan bisa diawali dari *in put* yang bagus juga. Jadi, tes masuk untuk CALISTUNG itu menurut saya perlu.

Peneliti :Di sini belum gitu, Bu?

Informan :Ada, ada tesnya CALISTUNG tapi itu hanya untuk menempatkan. Bukan untuk menentukan anak ini diterima atau ndak. Ada anak yang CALISTUNGnya baik, tapi dia tidak diterima. Seperti itu maksud saya. Ada yang faktor hafalannya dia udah banyak, CALISTUNGnya masih nol, dia diterima. Seperti itu yang dirasakan sulit oleh guru kelas satu seperti itu. Akhirnya apa? Katakan kalo ada tes CALISTUNG yang jadi dasar/pondasi gitu ya, brarti yang masuk sini nanti *in put*-nya kan mereka yang sudah bisa baca tulis semua. Maka pembelajaran di kelas juga akan terasa lebih mudah. Kami

tidak perlu apa namanya membeda-bedakan, yang ini masih belum bisa baca. Karena kan sesuai dengan standarnya si anak yang A yang sudah bisa membaca, yang B, C kan ketinggalan. Kita mau menyesuaikan standarnya anak yang C katakan, biar C ndak ketinggalan, yang A bosan. Nah, kendalanya di kelas seperti itu kalo kelasnya majemuk, itu kita sebut kelas majemuk ya. Di sini ada kelas A dan kelas B itu juga tidak dibedakan berdasarkan akademik, tidak. Sama. Kecuali kalo A dan B dibedakan berdasarkan akademik katakan, A lebih tinggi dari pada B, itu masih bisa naiknya masih bisa ya. Jadi, kalo sekelas beda-beda itu kadang kita kesulitan. Tapi, ada manfaatnya juga. Beberapa anak yang belum bisa, dia memiliki kriteria anak yang semangat belajar, dia cepet. Malah dia bisa nyalib temen-temennya yang awalnya sudah punya *basic* itu. Banyak kayak gitu.

Peneliti :Banyak yang termotivasi gitu ya Bu?

Informan :Iya. Terus kalo membaca itu menurut saya, lebih harus didahulukan dari pada menulis. Iya kan? Anak yang bisa mbaca nanti nulisnya juga akan mengikuti. Tapi di sini keterbatasannya ya itu. Membaca jadi agak dinomor duakan dari pada menulis. Karena dii kelas, tugas menulis, tugas menulis, padahal dia membaca belum lancar. Tetapi, tematik ini dituntut untuk menulis terus. Tematik sekarang kan gitu, nulis terus, *worksheet* terus. Jadi gitu.

Peneliti :Itu ada kaitannya ya, Bu? Yang pinter membaca, yang lancar

membaca itu pasti nilainya akan bagus.

Informan :Em... Gini, kalo yang lancar membaca itu hubungannya dengan dia akan lebih cepat memahami ada yang seperti itu. Ada yang, kalo kelas 1 itu, dia bisa membaca tapi belum tentu dia bisa memahami. Iya kan? Ada yang cepat membacanya, tapi kalo ditanya isi dari bacaan itu tadi apa, dia juga belum tentu paham. Nah, jadi dari situ kan kita ndak bisa menentukan anak yang membaca cepat nilainya tinggi. Ndak. Kan kita nilai dari pemahamannya dia. Nah, Cuma bedanya di sini, anak yang bisa mandiri membaca cepat, dia akan menyelesaikan tugasnya lebih cepat. Nah, kalo yang itu pasti nunggu dibantu dulu. Kalo pemahaman, lek semester 1 itu lebih ke *drill* bisa membaca dulu. Baca, baca, baca, baca, gitu. Tanpa pemahaman. Semester 2 baru dicek pemahaman mereka tentang bacaan itu.

PROFIL GURU KELAS 1B

Nama : Fika Purnamasari, S. Pd

Tempat, Tgl Lahir : Malang, 5 Agustus 1989

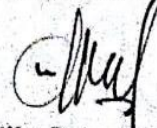
Riwayat Pendidikan :

1. TK PGRI 02 Donomulyo
2. SDN 10 Donomulyo
3. SMPN 1 Donomulyo
4. MAN 3 Malang
5. Universitas Negeri Malang Fakultas Sastra Jurusan Sastra Arab Prodi Pendidikan Bahasa Arab

Pengalaman Kerja :

1. TK Little Camel Islamic Internasional School selama 2 tahun
2. TK ALFK (Al-Qur'an Learning For Kids) selama 2 tahun

Malang, 10 Mei 2017
Wali Kelas 1B



Fika Purnamasari, S. Pd

TRANSKRIP WAWANCARA

- Nama Informan** : Ervin Fatichatus Sholichah, S.P., S.Pd (Guru Pendamping Kelas 1B)
- Tanggal** : 6 Mei 2017
- Jam** : 08.39-09.01
- Disusun Jam** : 17.06- 18.40
- Tempat Wawancara** : Aula SD Islam As-Salam Malang
- Topik Wawancara** : Strategi Guru dalam Pembelajaran Keterampilan Membaca Kelas 1B dan *Quality Assurance System* (QAS)
- Peneliti** : Ibu, bagaimana pemahaman ibu sendiri tentang QAS (*Quality Assurance System*) yaitu Sistem Penjaminan Mutu terhadap profil lulusannya? Seperti, yang harus hafal 4 juz, sholat mandiri. Selain itu, ada harus bisa membaca efektif.
- Informan** : Kalo untuk *UMMI Tahfiznya*, dari kami kalo dalam pembinaan anak kelas 1 sampai dengan kelas 6 itu semuanya terprogram. Dalam arti, untuk kualitas *Tahfidz* sama *UMMI* anak-anak diambil dari 1 koordinator *UMMI* dan *Tahfidz*. Masing-masing 1 orang. Kalo *UMMI*, 1 koordinator itu yang akan meluluskan ananda ini ke tingkat selanjutnya itu dengan beberapa kriteria yang sudah dimiliki. Namanya Ustadz Agus. Kalo *Tahfidz* ini masih digunakan sistem *Imtihan*. Jadi, *Imtihannya* yang meluluskan ada 8 guru, belum 1

pintu.

Kalo untuk yang kelas 6, berhubungan dengan pemahaman membaca yang lancar, itu kami serahkan ke guru mata pelajaran masing-masing. Untuk guru wali kelasnya, 1 ya, dia yang paling memperhatikan kualitas anak-anak dalam membaca.

Peneliti :Kalau menurut Ibu sendiri, apa arti dari membaca?

Informan :Membaca ya. Mmmm membaca adalah aktivitas mulut dalam melafalkan sebuah tulisan. Baik tulisan tersebut mempunyai makna atau tidak. Intinya, ada tulisan dan pelafalan itu sudah bisa disebut membaca. Walaupun belum tentu paham dengan apa yang telah dilafalkannya tadi.

Peneliti :Terus, untuk kelas 1B itu sarana dan prasarana dalam pembelajaran membaca itu ada apa saja, Bu?

Informan :Kami, sarana dan prasarananya ada alat peraga. Alat peraganya seperti, misalnya di tematik itu kan ada gambar terus memasangkan, mencocokkan gambar itu apa. Terus, kami juga memainkan *games* untuk menyusun kalimat. Jadi, disiapkan kertas-kertas kecil gitu, di dalam wadah-wadah, terus anak-anak diminta untuk mencari dan menyusun kata menjadi kalimat. Seperti itu.

Lalu, begini mbak, tahun ini kebetulan hasil observasinya itu, bukan mengambil anak-anak yang mahir baca tulisnya. Tetapi di kelas kami itu, juga ada anak yang ketika masuk jalur mandiri, bacaannya tidak lancar. Nah, itu difasilitasi oleh sekolah. Dalam 1 semester, semester

pertama terutama, ada jam tambahan diluar jam regulernya anak-anak. Misalnya, 1 semester itu kan pulanginya pukul 12.20, nah anak-anak yang belum lancar membacanya itu ada jam tambahan sepulang sekolah nanti. Dari 20 anak dari kelas 1B, ada 11 anak yang belum lancar membacanya, bahkan ada yang belum bisa huruf. Nah, itu kami upgrade mulai jam 12.20 sampai dengan jam 12.50. Mulai hari Senin sampai Kamis. Seperti itu kelas kami. Kalo kelas 1A memang berbeda. Kelas 1A *speednya* sudah tinggi untuk membaca. Karena di sana cuman 2 anak yang belum mahir.

Peneliti :Terus diikutkan ke programnya kelas 1B atau gimana, Bu?

Informan :Mereka juga mengadakan program sendiri. Jenjangnya sama. Wali kelas memiliki tugas yang sama. Tapi, mereka lebih cepat tuntasnya karena mereka hanya dua anak. Kalau kami, 11 anak dengan 2 guru. Nah, itu lebih lama dibandingkan mereka.

Peneliti :Terus, untuk semester 2 ini adakah perkembangan, Bu?

Informan :Alchamdulillah, dari 11 anak itu 10 anak sudah mumpuni. Yang 1, belum bisa kami lepas, karena *nuwun sewu* ananda ini spesial. Jadi, untuk ujian juga harus didampingi menjawab soal satu per satu. Sehingga, kami tidak bisa menyamakan dengan anak yang lain. Jadi, misalnya “Sebutkan ciri-ciri musim kemarau!”. Misalnya “Matahari bersinar terik” gitu ya. Dia menjawab lisan bisa. Tetapi untuk menuliskan jawaban dia itu masih kesulitan. Jadi, kita harus menuntun satu per satu dulu. Ma-ta-ha-ri. Ma- apa dulu, m- a- setelah

itu baru ditulis. Dan semua guru *Insyallah* kami berikan pemahaman untuk semua ulangnya. Memang kesulitan dia ini untuk bisa menjawab soal, membaca pun belum lancar.

Peneliti :Kalo anak yang spesial itu, punya kriteria penilaian khusus ndak Bu? Atau disamakan dengan yang lain?

Informan :Harusnya kami samakan, tetapi untuk pembimbingannya dibedakan. Standar 1 kelas itu sama semua, mahir baca tulis dan berhitung. Karena di kelas selanjutnya kan akan lebih berat.

Peneliti :Terus, ada hubungannya ndak Bu, antara lancar membaca itu pasti dapat prestasi yang lebih tinggi?

Informan :Kalo yang kami amati, itu ada. Ada korelasi dari itu. Ketika ananda mahir membaca, dia punya kemauan untuk membaca banyak, menulis banyak, dia memiliki prestasi akademiknya juga tinggi.

Peneliti :Mungkin ada faktor penghambat lain, selain anak yang spesial tadi, Bu?

Informan :Iya. Di kelas kami itu, anandanya banyak yang gaya belajarnya kinestetik-visual. Harus bergerak-melihat dengan porsi yang lebih banyak. Gaya belajarnya kami pun harus berbeda-beda. Tidak bisa monoton selalu duduk terus. Karena terus terang ananda ini butuh sarana untuk belajar mereka. Adakalanya mereka duduk. Adakalanya mereka bergerak. Seperti misalnya, materi tematik ketika itu juga ada bahasa Indonesia di dalamnya. Misalnya tentang membuat kalimat ungkapan terima kasih dan kalimat pujian. Kami akan mengajak

mereka praktik di depan kelas. Dibentuk kelompok-kelompok, kelompok *Ar-rijal* sama *An-nisa'* gitu ya. Silahkan *Ar-rijal* sama *An-nisa'* diberikan waktu untuk menyampaikan kalimat pujian. *An-nisa'* diberikan kesempatan untuk menyampaikan kalimat pujian kepada temannya *Ar-rijal*. Setelah waktu cukup, guru akan memanggil salah satu murid. Misalnya, Mbak Izza silahkan menyampaikan pujiannya ke Mas Arsyad. “Mas Arsyad, kamu pandai sekali!”. Lalu, tanggapannya Mas Arsyad dalam bentuk kalimat terima kasih.

Terus adakalanya kami buat *game* berkelompok. Menyusun kalimat, jadi kami siapkan 1 amplop isinya potongan-potongan kata. Potongan –potongan kata itu sebanyak 6 kelompok, karena 1 kelas terdiri dari 6 kelompok. Kami letakkan di tempat-tempat tersembunyi. Lalu, dari masing-masing kelompok kami minta untuk tertib dulu. Terus yang tertib boleh untuk mencari di luar. *Hunting* lah. *Hunting* amplop. Setelah dapat, dibawa ke dalam kelas. Lalu dikerjakan sesuai dengan perintahnya. Jadi, ada gerak dan materi. Seperti itu

Adakalanya kita *game*, adakalanya kita materi seutuhnya. Ketika materi, mereka harus mendengarkan. Kami punya cara khusus yaitu meminta anak-anak untuk duduk di bawah. Semua diminta untuk mendengarkan materi awal, sebelum pengembangan. Seperti misalnya, materinya Tema 8 Subtema 4 tentang Peristiwa Alam. Materinya tentang bencana alam. Jadi, kami jelaskan semuanya, anak-anak memperhatikan dulu. Kami tuliskan ciri-cirinya. Terus

akibatnya. Hmmm... bencana alam itu ada berapa. Setelah itu, baru pengembangan dan pendalaman materi.

Peneliti :Pas menjelaskan itu butuh gambar atau hanya dibayangkan saja, Bu?

Informan :Harus dengan gambar, tidak boleh berimajinasi saja. Bahkan, kemarin kami menggunakan video. Disela-sela video kami berikan penjelasan.

Peneliti :Terus, kapan mempersiapkan video, gambar dan lain sebagainya yang berkaitan dengan media pembelajaran, Bu?

Informan :Sebelumnya. Setiap hari kami siapkan. Dengan cara bagaimana kami siapkan. Besok tinggal *action*. Begitu.

Peneliti :Boleh saya minta RPPnya, Bu?

Informan :RPP yang mana ya, Mbak? Soalnya guru kelas 1 kan ada 4 orang. Jadi, masing-masing guru membuat RPP itu 1 subtema dalam 1 tema. RPP itu kami sesuaikan dengan silabus dan kurikulum yang ada. Kemudian, dikumpulkan pada awal semester. Kalo mau 1 tema harus minta ke TU, karena dikumpulkan jadi satu di sana. Yang didokumentasikan oleh TU dalam bentuk *print out* nantinya Mbak.

Peneliti :Iya sudah, 1 tema saja Bu. Nanti saya foto kopi dulu.

Informan :Iya Mbak. Ndak apa-apa.

Peneliti :Terima kasih, Bu.

Informan :Iya sama-sama Mbak. Kalau kurang jelas, mohon ditanyakan lagi ya!

PROFIL GURU KELAS 1 B

Nama : Ervin Fatichatus Sholichah, S.P., S.Pd.

Tempat, Tgl Lahir : Jombang, 16 Oktober 1981

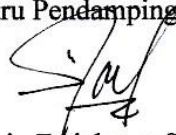
Riwayat Pendidikan :

1. TK Wahid Hasyim Surabaya
2. SDN Balongsari 2 Surabaya
3. SMPN 5 Surabaya
4. SMAN 6 Surabaya
5. Fakultas Pertanian Universitas Brawijaya
6. PGSD Universitas Terbuka

Pengalaman Kerja :

1. Guru Play Group TK Sakinah Malang selama 1,5 tahun
2. Guru TK Raden Patah Surabaya selama 6 bulan
3. Pengajar TPQ KPII-UNSW di Sydney Universitas New South West Australia selama 3 tahun
4. TPA Tawakkal di Bantaran Malang selama 4 tahun

Malang, 10 Mei 2017
Guru Pendamping Kelas 1B


Ervin Fatichatus Sholichah, S.P., S.Pd

TRANSKRIP WAWANCARA

Nama Informan : 1. Raisya Nurrahma Daniya (R)
 2. Kansa Izzati Adine (K)
 3. Nazila Nur Ilmania Fathoni (N)

Tanggal : 26 April 2017

Jam : 09.52-09.57

Disusun Jam : 20.00-20.47

Tempat Wawancara : Ruang Tamu SD Islam As-Salam Malang

Topik Wawancara : Respon siswa terhadap proses pembelajaran keterampilan membaca di kelas 1B

Peneliti : Ketika pembelajaran membaca itu bagaimana? Apakah membaca buku saja, atau membaca lainnya?

Informan R : Membaca lainnya

K : Buku cerita, buku pelajaran

N : Pelajaran tematik

Peneliti : Terus pembelajarannya gimana? Kalian disuruh membaca saja atau kayak kemaren detektif?

R : Detektif, terus kadang menulis

K : Terus biasanya nyari-nyari surat di taman-taman gitu.

N : Sama aja kayak detektif

Peneliti : Kemaren yang menirukan Bu Fika membaca di papan tulis

- dengan menggunakan gerakan, emang sering seperti itu ya?
- R** :Sering
- K dan N** :Enggak. Jarang... jarang...
- Peneliti** :Itu gerakannya dari Bu Fika sendiri?
- R** :Dari Bu Fika sendiri
- Peneliti** :Semua mengikuti?
- R, K, dan N** :Iya (sambil mengangguk)
- Peneliti** :Gimana seru ndak?
- R, K, dan N** :Seru...
- Peneliti** :Coba sich contohkan! Membaca apa ya. Mbak siapa? Mbak Risya membaca yang ini, terus Mbak Kansa membaca yang ini, terus ini Mbak Nazila baca yang ini ya! Coba, dibaca sambil ada gerakannya kayak Bu Fika gitu ya!
- R** :Hai, Susi! Apakah kamu tahu tentang bencana alam yang terjadi di Indonesia?
- K** :Hai juga Santi. Iya, bencan alam yang telah terjadi di Indonesia itu banyak sekali. Yuk, simak penjelasan di bawah ini!
- N** :Bencana alam atau peristiwa alam adalah suatu keadaan atau peristiwa yang disebabkan oleh alam. Penyebab terjadinya bencana ada dua, yaitu alam dan perbuatan manusia.
- Peneliti** :Sudah? Pinter ya membacanya, pakai gerakan pula. Bentar ya! Terus, Mbak Risya, Mbak Kansa, dan Mbak Nazila sudah bisa mbaca mulai kelas berapa?

R :Hmmm...Kelas TK A. TK B aja lo bu, aku udah buku cerita.

K :TK A

N :Aku dari PAUD.

Peneliti :TK-nya dimana? Di sini juga?

R :TK-nya aku di Restu.

K :Aku di Pelita Hati. Jauh.

N :Permata Hapsari. Deket rumah, di Karang Ploso.

Peneliti :Pernah mengikuti lomba apa gitu tentang membaca?

R :Bisa bisa bisa bisa

K :Pernah pernah

N :Aku ndak pernah

Peneliti :Membaca puisi?

R, K, dan N :Iya, membuat puisi

Peneliti :Kalo membuat puisi berarti menulis ya. Kalo membaca puisi ada?
Ada yang bisa membaca puisi? Hafal ndak puisinya? Coba dibaca puisinya!

R :Aku bisanya membuat puisi, bukan membaca puisi.

Peneliti :Kemaren membuat puisi tentang apa?
R :Temanya sich “buku”
Peneliti :Dapet juara ndak Mbak? Juara berapa?
R :Iya. Juara 2.
Peneliti :Bagus ya. Pinter berarti. Wawancaranya sudah, sampean semua
maem dulu ya. Terima kasih!
R, K, dan N :Yeeee....

Malang, 10 Mei 2017

Informan 1



Raisya Nurrahma D.

Informan 2



Kansa Izzati Adine

Informan 3



Nazila Nur Ilmania F.

DOCUMENTATION OF PICTURE



Observation figure in the learning of reading skills learning in class 1B SDI As-Salam Malang dated April 5th , 2017



Interview figure with homeroom teacher 1B (Mrs. Fika Purnamasari, S. Pd) in the living room of SDI As-Salam Malang dated April 26th , 2017 at 09:27 until 09:44



Interview figure with 3 students of class 1B (Raisya Nurrahma D., Kansa Izzati A., and Nazila Nur IF) in the living room of SDI As-Salam Malang dated April 26th , 2017, at 9:52 until 9:57 pm



Interview figure with teacher of assistant class 1B (Mrs. Ervin Fatichatus Sholichah, SP, S. Pd) in the living room of SDI As-Salam Malang dated May 6th, 2017, at 8:39 until 9:01 pm



Figure SDI As-Salam Malang from the school yard



Figure of SDI As-Salam Malang and open space for Tahfidz class every morning before learning begins