# ABSTRAK

Dwi Hartanti, Chintya, 2022, *Analisis Kesulitan Membaca (Disleksia) pada Mata Pelajaran Bahasa Indonesia Ditinjau dari Motivasi Belajar Siswa Kelas IV A SD Islam Ta’allumul Huda Bumiayu,* Program Studi Pendidikan Guru Sekolah Dasar Universitas Peradaban, Dwi Hesty Kristiyaningrum, M.Pd.

# Kata kunci : Kesulitan Membaca, Motivasi Belajar, Sekolah Dasar

Minat baca di Indonesia masih cukup rendah terbukti dari masih sulitnya siswa dalam memahami sebuah bacaan. Akibatnya terdapat siswa yang mengalami kesulitan membaca dan tidak memiliki motivasi yang tinggi dalam belajar. Kesulitan membaca yang dialami oleh siswa dapat dilatar belakangi oleh kurangnya motivasi dalam belajar. Tujuan penelitian ini untuk mengetahui karakteristik, faktor-faktor, dan pengaruh motivasi belajar terhadap kesulitan membaca siswa mata pelajaran Bahasa Indonesia kelas IV A di SD Islam Ta’allumul Huda Bumiayu. Jenis penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitiannya adalah 7 siswa kelas IV A. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, tes, dan dokumentasi. Keabsahan data menggunakan triangulasi teknik. Teknik analisis data yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian disimpulkan bahwa motivasi belajar berpengaruh terhadap kesulitan membaca siswa kelas IV A dipengaruhi oleh dua faktor yaitu faktor internal dan eksternal. Karakteristik siswa yang mengalami kesulitan membaca yaitu, menunjuk setiap kata yang dibaca, menempatkan buku terlalu dekat dengan mata, mulutnya komat-kamit ketika membaca, membaca kata demi kata, dan melakukan analisis, tetapi tidak dapat mensintesiskannya. Adapun faktor yang mempengaruhinya yaitu, faktor internal meliputi faktor fisiologi seperti adanya gangguan kesehatan yang dialami siswa, faktor psikologi seperti, minat belajar yang kurang dan keaktifan siswa yang kurang. Faktor eksternal meliputi, faktor nonsosial seperti, media belajar yang kurang lengkap dan model dan metode yang digunakan guru ketika proses pembelajaran serta faktor sosial yaitu karena faktor handphone karena kurangnya pengawasan dari orang tua.

***ABSTRACT***

Dwi Hartanti, Chintya, 2022, *Analysis of Reading Difficulty (Dyslexia) in Indonesian Language Subjects in View of the Learning Motivation of Class IV A Students of SD Islam Ta'allumul Huda Bumiayu,* Elementary School Teacher Education Study Program, Peradaban University, Dwi Hesty Kristiyaningrum, M.Pd .

# Keywords: Reading Difficulty, Learning Motivation, Elementary School

Interest in reading in Indonesia is still quite low as evidenced by the difficulty students have in understanding a text. As a result, there are students who have difficulty reading and do not have high motivation in learning. Reading difficulties experienced by students can be motivated by a lack of motivation in learning. The purpose of this study was to determine the characteristics, factors, and influence of learning motivation on reading difficulties of Indonesian language students in class IV A at Ta'allumul Huda Bumiayu Islamic Elementary School. This type of qualitative research with a descriptive approach. The research subjects were 7 students of class IV A. The data collection techniques used were interviews, observations, tests, and documentation. The validity of the data using triangulation techniques. Data analysis techniques namely data reduction, data presentation, and drawing conclusions. Based on the results of the study, it was concluded that learning motivation had an effect on students' reading difficulties in class IV A. It was influenced by two factors, namely internal and external factors. The characteristics of students who have reading difficulties are pointing to every word they read, placing the book too close to their eyes, muttering their mouths when reading, reading word by word, and doing analysis, but unable to synthesize it. The factors that influence it are internal factors including physiological factors such as health problems experienced by students, psychological factors such as lack of interest in learning and lack of student activity. External factors include, non-social factors such as incomplete learning media and the models and methods used by teachers during the learning process as well as social factors, namely due to cellphone factors due to lack of supervision from parents.