

**ANALISIS PEMBELAJARAN TATAP MUKA TERBATAS
TERHADAP KESULITAN MEMBACA PERMULAAN PADA
PESERTA DIDIK KELAS III
ABSTRAK**

Masa Pandemi COVID-19, membuat pemerintah mengeluarkan kebijakan untuk melakukan Pembelajaran Jarak Jauh (PJJ). Namun seiring membaiknya kondisi dimasa Pandemi COVID-19 pemerintah akhirnya mengizinkan melaksanakan pembelajaran tatap muka terbatas, namun dalam pelaksanaannya wajib menerapkan protokol kesehatan tujuannya untuk mencegah penularan virus corona. Penelitian tentang analisis pembelajaran tatap muka terbatas terhadap kesulitan membaca permulaan ini dilakukan pada peserta didik kelas III SDS Rachmani. Metode penelitian yang digunakan adalah kualitatif. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan dokumentasi. Berjalannya pembelajaran tatap muka terbatas dilaksanakan selama 2 jam. Berdasarkan hasil penelitian dalam masa peralihan pembelajaran online dengan pembelajaran tatap muka terbatas ditemukannya peserta didik yang mengalami penurunan kemampuan membaca yang sebelumnya memiliki kemampuan membaca yang cukup baik. Setelah berjalannya pembelajaran tatap muka terbatas, peneliti mengalami peningkatan dalam kemampuan membaca peserta didik, dibuktikan dengan memberikan kegiatan literasi bagi peserta didik di saat pembelajaran dilaksanakan, peserta didik banyak melakukan kegiatan membaca secara berganti-gantian dengan guna memperbaiki kesulitan membaca. Peneliti yang juga sebagai guru memberikan waktu khusus bagi peserta didik yang mengalami kesulitan membaca sebagai upaya peningkatan kemampuan membaca. Dengan terbiasanya kegiatan literasi peserta didik menjadi gemar berkunjung ke perpustakaan dengan memanfaatkan waktu jam istirahat dan jam pulang sekolah saat menunggu dijemput.

Kata Kunci: Pembelajaran tatap muka terbatas, kesulitan membaca permulaan.

ANALYSIS OF FACE-TO-FACE LEARNING IS LIMITED TO INITIAL READING DIFFICULTIES IN GRADE III LEARNERS

ABSTRACT

During the COVID-19 Pandemic, the government issued a policy to carry out Distance Learning (PJJ). However, along with the improvement of conditions during the COVID-19 Pandemic, the government finally allowed limited face-to-face learning, but in its implementation it was mandatory to implement health protocols aimed at preventing the transmission of the corona virus. Research on the analysis of face-to-face learning limited to the difficulty of reading this beginning was carried out on grade III students of SDS Rachmani. The research method used was qualitative. The data collection techniques used are observation, interviews, and documentation. The running of face-to-face learning is limited to 2 hours. Based on the results of research in the transition period of online learning with limited face-to-face learning, it was found that students who experienced a decrease in reading ability who previously had good reading skills. After the limited face-to-face learning, researchers experienced an increase in the reading ability of students, as evidenced by providing literacy activities for students when learning was carried out, students did a lot of reading activities alternately - replacing them with to improve reading difficulties. Researchers who are also teachers provide special time for students who have difficulty reading as an effort to improve reading skills. With the habit of literacy activities, students become fond of visiting the library by taking advantage of rest hours and school hours when waiting to be picked up.

Keywords: Limited Face-to-face Learning, trouble basic reading.