ABSTRAK

Nadiah Nur Qarimah, 2022. *Perbandingan Metode Montessori Berbantuan Media Movable Alphabet dan Metode SAS terhadap Peningkatan Keterampilan Membaca Permulaan Siswa Kelas I SDIT Raffasya Baitul Makmur Kecamatan Tallo Kota Makassar.* Tesis Jurusan Pendidikan Dasar Program Pascasarjana Universitas Muhammadiyah Makassar, Pembimbing I oleh Andi Sukri Syamsuri, dan pembimbing II oleh Muhammad Akhir.

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan secara signifikan kemampuan membaca permulaan siswa melalui metode *montessori* berbantuan media *movable alphabet* dengan metode *SAS (Struktural Analitik Sintetik).* Jenis penelitian yang digunakan adalah penelitian *quasi eksperimental design* dengan model *pretest and posttest two group design.* Populasi dalam penelitian ini adalah seluruh siswa kelas I SDIT Raffasya Baitul Makmur dengan jumlah keseluruhan siswa adalah 44 orang. Sampel penelitian adalah siswa kelas I A dan I B yang masing-masing terdiri dari 22 orang setiap kelas, dengan teknik pengambilan sampel *simple random sampling.* Teknik pengumpulan data pada penelitian ini dilakukan dengan menggunakan observasi dan tes untuk mengetahui kemampuan membaca permulaan siswa kelas I SDIT Raffasya Baitul Makmur.

Analisis data secara kuantitatif menggunakan *Wilcoxon Signed Rank Test*, *Normalized Gain Score*, dan *Effect Size*. menunjukkan bahwa membaca permulaan metode *montessori* berbantuan media *movable alphabet* berpengaruh lebih signifikan dibandingan dengan metode *SAS (Struktural Analitik Sintetik)* terhadap kemampuan membaca permulaan siswa kelas I SDIT Raffasya Baitul Makmur Kecamatan Tallo Kota Makassar. Hasil perhitungan *Wilcoxon Signed Rank Test* diperoleh nilai 0,00 < 0,05. Hasil perhitungan *N-gain score* diperoleh 0,21 (efektivitas rendah) pada metode *SAS*, sedangkan pada metode *Montessori* diperoleh 0,48 (efektivitas sedang). Hasil perhitungan *cohen's d effect size* bernilai 0,15 (kecil). Dengan demikian, hasil penelitian menunjukkan bahwa terdapat pengaruh kedua metode tersebut terhadap kemampuan membaca permulaan, dengan perbandingan Metode *Montessori* menghasilkan nilai rata-rata lebih tinggi dibandingkan metode *SAS*, meskipun perbedaan *effect size* diantara kedua metode tersebut tidak terlampau jauh (kecil).

Kata Kunci: Metode *Montessori* Berbantuan Media *Movable Alphabet,* metode *SAS (Struktural Analitik Sintetik),* *Keterampilan Membaca Permulaan.*

ABSTRACT

Nadiah Nur Qarimah, 2022. Comparison of Montessori Method Assisted by Movable Alphabet Media and SAS Method on Improving Beginning Reading Skills of First Grade Students at SDIT Raffasya Baitul Makmur, Tallo District, Makassar. Thesis of the Primary Education Department of the Graduate Program, Universitas Muhammadiyah Makassar. Supervised by Andi Sukri Syamsuri and Muhammad Akhir.

This study aimed to determine whether there was a significant difference in students' initial reading ability through the Montessori method assisted by the moving alphabet media with the SAS (Structural Analytic Synthetic) method. The type of research used was a quasi-experimental design research with a pretest and posttest two group design model. The population in this study were all first grade students of SDIT Raffasya Baitul Makmur with total 44 students. The research sample was students of class I A and I B, each of which consisted of 22 students in each class, with a simple random sampling technique. Data collection techniques in this study were carried out using observation and tests to determine the initial reading ability of first grade students at SDIT Raffasya Baitul Makmur.

Quantitative data analysis used the Wilcoxon Signed Rank Test, Normalized Gain Score, and Effect Size. showed that reading the origin of the Montessori method with the help of the movable alphabet media with a more significant effect than the SAS (Synthetic Analytic Structural) method on the reading ability of the first grade students of SDIT Raffasya Baitul Makmur, Tallo District, Makassar. The calculation results of the Wilcoxon Signed Rank Test obtained a value of 0.00 < 0.05. The results of the calculation of the N-gain score obtained 0.21 (low effectiveness) in the SAS method, while the Montessori method obtained 0.48 (medium effectiveness). The calculation result of Cohen's d effect size was worth 0.15 (small). Thus, the results of the study indicated that there was an effect of the two methods on early reading ability by comparison the Montessori method produced a higher average value than the SAS method, although the difference in effect size between the two methods was not far (small).

Keywords: *Movable Alphabet-Assisted Montessori Method, SAS (Synthetic Structural Analytical) method, Beginning Reading Skills.*

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