

ABSTRACT

Isnitasya, Yashinta. 2019. *The Application of the TTW Model to Improve Learning Outcomes in The Theme of Always Saving Energy towards Students in Class IV SD 1 BakalanKrapyak Kudus*. Skripsi of Elementary School Teacher Education Study Program, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) IkaOktavianti, M.Pd. (2) IrfaiFathurohman, M.Pd.

Keywords: Learning Outcomes, Themes of Always Saving Energy, Think Talk Write

The purpose of this study is (1) to describe the improvement of teacher's skills in managing learning in the Themes of Always Saving Energy Sub Theme for Energy Resources and Indonesian Language Resources Source for Students in Class IV SD 1 BakalanKrapyak, (2) to find out the increase of learning outcomes in the Themes of Always Saving Energy Sub Theme for Energy Resources and PPKn Content for Indonesian Language in Class IV Students of SD 1 BakalanKrapyak

Learning outcomes are the level of success of the learning process which is carried out by students with the teacher guidance marked by an increase of knowledge and skills and the development of students' attitudes towards a better direction in accordance with the planned learning objectives. The quality of learning is indicated by an increase in cognitive, affective, psychomotor and social aspects. TTW learning model consists of 3-5 heterogeneous people with different levels of ability. There are three stages in TTW learning syntax, namely: (1) Thinking Phase (Think), (2) Talking stage, (3) Writing stage.

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This research is a classroom action research (CAR) conducted for 2 cycles, each cycle consisting of 2 meetings. Each cycle consists of 4 stages, namely: planning, implementing actions, observing, and reflecting. The subjects of this study were teachers and fourth grade students of SD 1 Bakalan Krapyak, with a total of 21 students. Data collection methods are done through tests, observations, interviews, and documentation. The instruments used were observation guide sheets, teacher skills observation sheets, student activity observation sheets, tests.

The results of this study indicate the results of the cognitive realm of the first cycle obtained with a classical completeness of 71% which is well categorized. In cycle II, 90% classical completeness was categorized as very good. Improvement of affective domain learning outcomes in cycle I gained 81% classical completeness in both categories, and in cycle II obtained 95% classical completeness with very good categories. Improvement of psychomotor learning outcomes of students in the first cycle Indonesian content obtains a classical completeness of 95% with a very good category and in the second cycle gets a percentage of 100% with a very good category while in the Civics content gets a 95% classical completeness with a very good category and in the second cycle get a percentage of 100% with a very good category. Teacher skills can be seen from the results in the first cycle obtained a percentage of 70.63% with a good category and the second cycle obtained a percentage of 86.25% with a very good category with an increase of 15.62%.

The conclusion of this study is the use of the Think Talk Write model can improve student learning outcomes in the Themes Always Saving Energy Sub Theme for

Energy Resources and Civic Education Content for Indonesian Language Sources in Class IV SD 1 BakalanKrapyak Students. The suggestion in this research is that in the learning process the teacher needs to apply a learning model to create interesting and fun learning conditions. For students to listen carefully when the teacher explains the material, students do not play, talk to themselves, or interfere with other friends who are listening to the teacher's explanation



ABSTRAK

Isnitasya, Yashinta.2019. *Penerapan Model TTW Untuk Meningkatkan Hasil Pembelajaran Sub Tema Sumber Energi Pada Siswa Kelas IV SD 1 Bakalan Krapyak Kudus*. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1)Ika Oktavianti, M.Pd, (2) Irfai Fathurohman, M.Pd

Kata Kunci:Hasil belajar, Tema Selalu Berhemat Energi, Think Talk Write

Tujuan penelitian ini adalah (1)mendeskripsikan peningkatan keterampilan guru dalam mengelola pembelajaran pada Tema Selalu Berhemat Energi Sub Tema Sumber Energi Muatan PPKn dan Bahasa Indonesia Pada Siswa Kelas IV SD 1 Bakalan Krapyak., (2) untuk mengetahui peningkatan hasil belajar dalam Tema Selalu Berhemat Energi Sub Tema Sumber Energi Muatan PPKn dan Bahasa Indonesia Pada Siswa Kelas IV SD 1 Bakalan Krapyak.

Hasil belajar adalah tingkat keberhasilan proses pembelajaran yang dilakukan oleh siswa dengan bimbingan guru yang ditandai dengan peningkatan pengetahuan dan keterampilan serta pengembangan sikap dari siswa menuju ke arah yang lebih baik sesuai dengan tujuan pembelajaran yang telah direncanakan. Model pembelajaran TTW beranggotakan 3-5 orang secara heterogen dengan tingkat kemampuan yang berbeda-beda. Terdapat tiga tahap dalam sintak pembelajaran TTW, yaitu: (1) Tahap Berpikir (Think), (2) tahap berbicara (talk), (3) tahap menulis (write).

Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilakukan selama 2 siklus, setiap siklus terdiri dari 2 pertemuan.Tiap siklus terdiri dari 4 tahap, yaitu: perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah guru dan siswa kelas IV SD 1 Bakalan Krapyak yang berjumlah 21 siswa. Metode pengumpulan data dilakukan melalui tes, observasi, wawancara, dan dokumentasi. Instrumen yang digunakan berupa lembar pedoman observasi, lembar observasi keterampilan guru, lembar observasi aktivitassiswa, tes.

Hasil penelitian ini menunjukkan hasil ranah kognitif siklus I diperoleh dengan ketuntasan klasikal 71% yang dikategorikan baik. Pada siklus II diperoleh dengan ketuntasan klasikal 90% yang dikategorikan sangat baik. Peningkatan hasil belajar ranah afektif siswa pada siklus I memperoleh ketuntasan klasikal 81% dengan kategori baik dan pada siklus II memperoleh ketuntasan klasikal 95% dengan kategori sangat baik. Peningkatan hasil belajar ranah psikomotorik siswa pada siklus I muatan Bahasa Indonesia memperoleh ketuntasan klasikal 95% dengan kategori sangat baik dan pada siklus II memperoleh persentase 100% dengan kategori sangat baik sedangkan pada muatan PKn memperoleh ketuntasan klasikal 95% dengan kategori sangat baik dan pada siklus II memperoleh persentase 100% dengan kategori sangat baik. Keterampilan guru dapat dilihat dari hasil pada siklus I diperoleh persentase 70,63% dengan kategori baik dan pada siklus II diperoleh persentase 86,25% dengan kategori sangat baik dengan meningkat sebesar 15,62%.

Simpulan peneliti bahwa penggunaan model *Think Talk Write* dapat meningkatkan hasil belajar siswa pada Tema Selalu Berhemat Energi Sub Tema SumberEnergi Muatan PPKn dan Bahasa Indonesia Pada Siswa Kelas IV SD 1 Bakalan Krapyak. Saran dalam penelitian ini adalah dalam proses pembelajaran guru perlu menerapkan suatu model pembelajaran untukmenciptakan kondisi belajar yang menarik dan menyenangkan. Untuk siswa hendaknya mendengarkan dengan sungguh-sungguh ketika guru menjelaskan

materi, siswa tidak bermain, berbicara sendiri, atau mengganggu teman lain yang sedang mendengarkan penjelasan guru.

