

ABSTRAK

PENERAPAN MODEL *COOPERATIVE LEARNING* TIPE *THINK TALK WRITE* UNTUK MENINGKATKAN PEMAHAMAN KONSEP PADA SISWA SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa yang disebabkan oleh kurangnya pemahaman konsep siswa dalam mempelajari suatu tema pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan dan menelaah proses serta peningkatan pemahaman konsep pada siswa. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan mengadaptasi desain Kemmis dan Taggart. Subyek penerima tindakan adalah siswa kelas 1 di salah satu SDN di Kecamatan Sukajadi, Kota Bandung, dengan jumlah siswa sebanyak 30 orang. Metode pengumpulan data melalui metode tes, observasi, catatan lapangan, dan dokumentasi. Pada penelitian ini, peneliti melakukan proses pembelajaran dengan beracuan pada penerapan model *Think Talk Write*. Penerapan ini melalui tahapan berpikir (*thinking*), berdiskusi (*talking*), dan menulis (*writing*). Dari hasil penelitian diperoleh peningkatan persentase masing-masing aspek pemahaman konsep, diantaranya (1) aspek menafsirkan cenderung konsisten dengan ketercapaian 96%, (2) aspek mencontohkan meningkat 18% dengan ketercapaian 77% , (3) aspek mengklasifikasikan meningkat 2% dengan ketercapaian 87%, (4) menggeneralisasikan meningkat 28% dengan ketercapain 90%, (5) aspek inferensi meningkat 21% dengan ketercapaian 86%, (6) aspek membandingkan meningkat 17% dengan ketercapaian 75%, dan (7) aspek menjelaskan meningkat 39% dengan ketercapaian 90%. Rata-rata nilai pemahaman konsep yang diperoleh siswa pada siklus I sebesar 67,9 dengan ketuntasan 60% , sedangkan pada siklus II sebesar 85,9 dengan ketuntasan 93% . Sehingga diperoleh peningkatan dari tindakan sebelumnya. Dengan demikian dapat disimpulkan bahwa penerapan model *Cooperative Learning Tipe Think Talk Write* dalam pembelajaran dapat meningkatkan pemahaman konsep pada siswa.

Kata Kunci: model *cooperative learning* tipe *think talk write*, pemahaman konsep.

ABSTRACT

COOPERATIVE LEARNING MODEL APPLICATION TYPE THINK TALK WRITE TO IMPROVE UNDERSTANDING THE CONCEPT OF PRIMARY SCHOOL STUDENTS

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This research is motivated by the lack of student learning outcomes caused by a lack of understanding of the concept of students in studying a theme of learning. This study aimed to describe and analyze the process as well as increased understanding of concepts in students. The method used in this research is the Classroom Action Research by adapting the design Kemmis and Taggart. Subjects recipient action is grade 1 students in one primary school in the District Sukajadi, Bandung, with the number of students as many as 30 people. Data were collected through the test method, observation, field notes, and documentation. In this study, researchers conducted a learning process with beracuan on the application model Think Talk Write. This implementation through stages of thinking (thinking), talk (talking), and writing (writing). The result showed an increase in the percentage of each aspect of understanding the concept, diantaranya (1) aspects of interpreting tends to be consistent with the achievement of 96%, (2) the aspect cited increased 18% with the achievement of 77%, (3) the aspect of classifying an increase of 2% with the achievement of 87 %, (4) generalize increased 28% to ketercapain 90%, (5) aspects of inference increased 21% with the achievement of 86%, (6) aspect comparing increased 17% with the achievement of 75%, and (7) aspects explain an increase of 39% with achievement of 90%. The average grade student understanding of concepts acquired in the first cycle of 67.9 with a completeness of 60%, while in the second cycle of 85.9 with 93% completeness. In order to obtain an increase from the previous action. It can be concluded that the application of the model type Cooperative Learning Think Talk Write in learning can improve students' understanding of the concept.

Keywords: cooperative learning model of the type of talk think write, understanding of the concept.