

ABSTRAK

Aisha Safira: Pengaruh Model Pembelajaran *Think Talk Write* Berbantuan Alat Peraga Papan Pencernaan Terhadap Kemampuan Pemahaman Konsep IPA Kelas V Sekolah Dasar. **Skripsi, ISBI Singkawang, 2024.**

Penelitian ini bertujuan: 1) Untuk mengetahui perbedaan kemampuan pemahaman konsep IPA siswa; 2) Untuk mengetahui seberapa besar pengaruh model pembelajaran *Think Talk Write* berbantuan alat peraga papan pencernaan; 3) Untuk mengetahui respon siswa terhadap model pembelajaran *Think Talk Write* berbantuan alat peraga papan pencernaan kelas V SDN 23 Singkawang. Metode penelitian yang digunakan adalah penelitian pendekatan kuantitatif. Desain penelitian yang digunakan penelitian ini *Quasi Eksperimenen design*. Populasi dalam penelitian ini adalah seluruh siswa kelas V yang berjumlah 54 siswa. Teknik pengumpulan data dalam penelitian ini menggunakan tes dan non tes. Instrument tes yaitu tes kemampuan pemahaman konsep, dan non tes menggunakan angket. Teknik analisis data menggunakan uji t dua sampel dan uji *Effect Size*. Hasil penelitian ini menunjukkan bahwa; 1) Perbedaan kemampuan pemahaman konsep IPA siswa dengan kategori H_a diterima dengan jumlah 9,71%; 2) Pengaruh Model *Think Talk Write* berbantuan alat peraga papan pencernaan tergolong kategori sedang dengan jumlah 0,43; 3) Terdapat respon positif siswa dengan kategori sangat baik presentase 83,56%. Dapat disimpulkan bahwa terdapat pengaruh model *Think Talk Write* berbantuan alat peraga papan pencernaan terhadap kemampuan pemahaman konsep IPA siswa.

Kata Kunci: *Think Talk Write*, Pemahaman Konsep

ABSTRACT

Aisha Safira: The Influence of the Think Talk Write Learning Model Assisted by Digestive Board Teaching Aids on the Ability to Understand Science Concepts in Class V Elementary School. **Thesis, ISBI Singkawang, 2024**

This research aims: 1) To determine differences in students' ability to understand science concepts; 2) To find out how big the influence of the Think Talk Write learning model is with the help of the digestive board props; 3) To find out students' responses to the Think Talk Write learning model with the help of class V teaching aids at SDN 23 Singkawang. The research method used is a quantitative research approach. The research design used in this research is Quasi Experimental design. The population in this study was all fifth grade students, totaling 54 students. Data collection techniques in this research used tests and non-tests. The test instrument is a concept understanding ability test, and the non-test uses a questionnaire. The data analysis technique uses a two-sample t test and the Effect Size test. The results of this research show that; 1) The difference in the ability to understand science concepts of students in the H_a category was accepted at 9.71%; 2) The influence of the Think Talk Write Model assisted by the digestive board is in the medium category with a total of 0.43; 3) There is a positive response from students in the very good category, a percentage of 83.56%. It can be concluded that there is an influence of the Think Talk Write model assisted by the digestive board on students' ability to understand science concepts.

Keywords: *Think Talk Write*, Concept Understanding