Universitas Ngudi Waluyo

Program Studi S1 PGSD, Fakultas Komputer Dan Pendidikan

Skripsi, Februari 2026

ULFA FAUZIYAH

134212016

PENGARUH MODEL PEMBELAJARAN *THINK TALK WRITE* (TTW) BERBANTUAN INSEBEL IPAS TERHADAP KEMAMPUAN PEMAHAMAN KONSEP SISWA KELAS IV SD NEGERI LANGENSARI 02

ABSTRAK

Pendidikan dasar memegang peranan penting dalam membentuk fondasi kemampuan akademik dan karakter siswa, khususnya pada mata pelajaran IPAS yang menuntut kemampuan pemahaman konsep yang kuat. Penelitian ini bertujuan untuk mengatahui pengaruh model pembelajaran *Think Talk Write* (TTW) Berbantuan Insebel IPAS Terhadap Kemampuan Pemahaman Konsep. Jenis penelitian dalam penelitian ini yaitu kuantitatif. ini Populasi dalam penelitian ini adalah seluruh siswa SD Negeri Langensari 02. Adapun Sampel dalam penelitian ini yaitu siswa kelas IV SD Negeri Langensari 02. Teknik pengumpulan data dalam penelitian ini yaitu tes dan non tes. Uji hipotesis dalam penelitian ini yaitu Uji Independent Sample T-Test dan Uji Regresi Linier Sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh pengaruh yang signifikan terhadap kemampuan pemahaman konsep siswa. Hal ini dibuktikan oleh hasil uji t pada asumsi equal variances assumed yang menunjukkan nilai t hitung sebesar 2,220 dengan derajat kebebasan (df) 37 serta nilai signifikansi (one-sided) sebesar 0,016. Sementara itu, pada asumsi equal variances not assumed, diperoleh nilai t hitung sebesar 2,235 dengan df 35,293 dan nilai signifikansi (one-sided p) yang sama, yaitu 0,016. Nilai signifikansi pada kedua asumsi tersebut berada di bawah taraf signifikansi 0,05 (α = 0,05), sehingga hasil uji t menunjukkan adanya perbedaan yang signifikan antara kedua kelompok.

Kata kunci:

Video Interaktif, Pemahaman Konsep, Model *Think Talk Write*

Ngudi Waluyo University

Bachelor Of Elementary School Teacher Education Study Program

Thesis, February 2026

ULFA FAUZIYAH

134212016

THE EFFECT OF THE THINK TALK WRITE (TTW) MODEL ASSISTED BY INSEBEL IPAS ON THE CONCEPT UNDERSTANDING ABILITY OF STUDENTS IN GRADE IV OF SD NEGERI LANGENSARI 02

ABSTRACK

Basic education plays an important role in forming the foundation of students' academic abilities and character, especially in science subjects that require strong conceptual understanding skills. This study aims to determine the effect of the Think Talk Write model assisted by interactive video on conceptual understanding skills. The type of research in this study is quantitative. The population in this study were all students of Langensari 02 State Elementary School. The sample in this study were fourth-grade students of Langensari 02 State Elementary School. Data collection techniques in this study were tests and non-tests. Hypothesis testing in this study was the Independent Sample T-Test and Simple Linear Regression Test. The results of the study showed that there were significant influences on students' conceptual understanding skills. This is proven by the results of the t-test on the assumption of equal variances assumed which shows a calculated t-value of 2.220 with a degree of freedom (df) of 37 and a significance value (one-sided) of 0.016. Meanwhile, on the assumption of equal variances not assumed, the calculated t-value is 2.235 with a df of 35.293 and the same significance value (one-sided p), namely 0.016. The significance value in both assumptions is below the significance level of 0.05 (α = 0.05), so the results of the t-test indicate a significant difference between the two groups.

Keywords:

Interactive Videos, Conceptual Understanding, Think Talk Write model