

ABSTRAK

Naro Marbun. NIM 5203111013. Penerapan Model Pembelajaran Type Think Talk Write (TTW) Untuk Meningkatkan Hasil Belajar Perhitungan Statika Bangunan Siswa Kelas X DPIB SMK Negeri 5 Medan. Skripsi. Fakultas Teknik – Universitas Negeri Medan.

Penelitian ini dilatarbelakangi oleh hasil belajar siswa kelas X DPIB di SMK Negeri 5 Medan pada elemen Statika Bangunan yang teridentifikasi rendah karena siswa pasif, komunikasi kelas satu arah, dan kurangnya variasi model pembelajaran. Penelitian ini bertujuan untuk menerapkan model pembelajaran *Think Talk Write* guna meningkatkan hasil belajar siswa. Metode penelitian yang digunakan ialah Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, di mana setiap siklus terdiri tahapan perencanaan, pelaksanaan, pengamatan dan refleksi. Data diambil dari tes hasil belajar siswa kelas X DPIB yang berjumlah 25 siswa yang telah dianalisis melalui validitas, reliabilitas, tingkat kesukaran, dan daya pembeda soal. Hasilnya menunjukkan peningkatan hasil belajar yang signifikan. Rata-rata nilai siswa meningkat dari 78,24 (ketuntasan 80%) di Siklus I menjadi 84,64 (ketuntasan 100%) di Siklus II dengan kenaikan nilai rata-rata siswa sebesar 6,4% dari siklus I ke siklus II. Hasil tersebut menampilkan keberhasilan model pembelajaran *Think Talk Write* dalam meningkatkan hasil belajar siswa. Maka dapat disimpulkan model pembelajaran kooperatif tipe *Think Talk Write* (TTW) dapat meningkatkan hasil belajar pada elemen statika bangunan.

Kata Kunci : *Think Talk Write* (TTW), Penelitian Tindakan Kelas, Hasil Belajar.



ABSTRACT

Naro Marbun. NIM 5203111013. Application of the Think Talk Write (TTW) Learning Model to Improve the Learning Outcomes of Building Statics Calculations for Grade X DPIB Students at SMK Negeri 5 Medan. Thesis. Faculty of Engineering – State University of Medan.

This study was motivated by the low learning outcomes of X DPIB students at SMK Negeri 5 Medan in the element of Building Statics, which was identified as low due to passive students, one-way classroom communication, and a lack of variety in learning models. This study aims to apply the Think Talk Write learning model to improve student learning outcomes. The research method used was Classroom Action Research (CAR), which consisted of two cycles, each of which consisted of planning, implementation, observation, and reflection stages. Data were taken from the learning outcome tests of 25 DPIB class X students, which were analyzed in terms of validity, reliability, level of difficulty, and discriminating power of the questions. The results showed a significant increase in learning outcomes. The average student score increased from 78.24 (80% mastery) in Cycle I to 84.64 (100% mastery) in Cycle II, with an average score increase of 6.4% from Cycle I to Cycle II. These results demonstrate the success of the Think Talk Write learning model in improving student learning outcomes. It can therefore be concluded that the Think Talk Write (TTW) cooperative learning model can improve learning outcomes in the element of building statics

Keywords: Think Talk Write (TTW), Classroom Action Research, Learning Outcomes.

