

**PENGARUH MODEL PEMBELAJARAN *THINK, TALK, WRITE*
DENGAN PENDEKATAN *CULTURALLY RESPONSIVE TEACHING*
TERHADAP PEMECAHAN MASALAH DALAM PEMBELAJARAN IPAS
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Think Talk Write* (TTW) dengan pendekatan *Culturally Responsive Teaching* (CRT) terhadap kemampuan pemecahan masalah siswa dalam pembelajaran IPAS di Sekolah Dasar. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemecahan masalah siswa yang disebabkan oleh pembelajaran yang masih bersifat satu arah, kurang melibatkan siswa secara aktif, serta belum optimalnya penerapan pendekatan yang memperhatikan keberagaman budaya siswa. Penelitian ini menggunakan metode kuasi eksperimen dengan rancangan nonequivalent *pretest-posttest control group design*. Populasi penelitian adalah seluruh siswa kelas IV di Gugus 4 Kecamatan Susut, dengan sampel yang dipilih menggunakan teknik random sampling dengan Teknik undian menggunakan spin online. Data dikumpulkan menggunakan tes kemampuan pemecahan masalah berbentuk soal uraian yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan melalui uji normalitas, homogenitas, dan uji hipotesis menggunakan uji-t. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran *Think Talk Write* dengan pendekatan *Culturally Responsive Teaching* terhadap kemampuan pemecahan masalah siswa. Hal ini ditunjukkan oleh nilai rata-rata hasil belajar siswa pada kelas eksperimen yang lebih tinggi dibandingkan kelas kontrol. Model TTW dengan pendekatan CRT mampu meningkatkan keterlibatan aktif siswa melalui tahapan berpikir, berdiskusi, dan menulis yang dikaitkan dengan pengalaman budaya siswa, sehingga pembelajaran menjadi lebih kontekstual dan bermakna. Berdasarkan hasil tersebut, disarankan agar guru dapat menerapkan model pembelajaran TTW dengan pendekatan CRT sebagai alternatif dalam meningkatkan kemampuan pemecahan masalah siswa, serta penelitian selanjutnya dapat mengkaji penerapan model ini pada konteks dan jenjang pendidikan yang berbeda.

Kata-kata kunci: *Think Talk Write*, *Culturally Responsive Teaching*, pemecahan masalah, IPAS

THE EFFECT OF THINK TALK WRITE LEARNING MODEL WITH A CULTURALLY RESPONSIVE TEACHING APPROACH ON PROBLEM-SOLVING IN ELEMENTARY SCHOOL IPAS LEARNING

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ABSTRACT

This study aimed to determine the effect of the Think Talk Write (TTW) learning model combined with the Culturally Responsive Teaching (CRT) approach on students' problem-solving abilities in science and social studies (IPAS) learning at the elementary school level. This research was motivated by the low level of students' problem-solving abilities, which was associated with teacher-centered learning practices, limited student engagement in the learning process, and the less optimal implementation of approaches that accommodate students' cultural diversity. This study employed a quasi-experimental method using a nonequivalent pretest-posttest control group design. The population consisted of all fourth-grade students in Cluster 4 of Susut District. The sample was selected through random sampling using an online spinning wheel lottery technique. Data were collected using an essay-based problem-solving ability test that had been validated and tested for reliability. Data analysis was conducted through normality and homogeneity tests, followed by hypothesis testing using an independent samples t-test. The results indicated that the Think Talk Write learning model combined with the Culturally Responsive Teaching approach had a significant effect on students' problem-solving abilities. This was evidenced by the higher mean score achieved by students in the experimental group compared to those in the control group. The TTW model integrated with the CRT approach was able to enhance students' active participation through the stages of thinking, discussing, and writing, which were connected to their cultural experiences, making learning more contextual and meaningful. Based on these findings, it is recommended that teachers implement the TTW learning model with the CRT approach as an alternative strategy to improve students' problem-solving abilities. Furthermore, future researchers are encouraged to investigate the application of this model in different educational contexts and grade levels.

Keywords: Think Talk Write, Culturally Responsive Teaching, problem-solving, IPAS