

ABSTRAK

Liska Zhafirah, 2023. Pengaruh Model Pembelajaran Think Talk Write (TTW) terhadap Kemampuan Komunikasi Matematis, Berpikir Kritis, dan Pemecahan Masalah Siswa Sekolah Dasar di Gugus I Kecamatan Lalabata Kabupaten Soppeng, dibimbing oleh Agustan S dan Siti Fithriani Saleh.

Permasalahan dalam penelitian ini adalah rendahnya kemampuan komunikasi matematis, berpikir kritis, dan pemecahan masalah siswa. Penelitian ini bertujuan memberikan gambaran mengenai perbedaan kemampuan komunikasi matematis, berpikir kritis, dan pemecahan masalah secara simultan dan parsial antara siswa yang diajarkan menggunakan model pembelajaran *Think Talk Write* (TTW) dengan siswa yang diajarkan menggunakan model pembelajaran konvensional di sekolah dasar. Penelitian ini dilakukan di Gugus I Kecamatan Lalabata Kabupaten Soppeng dengan menggunakan pendekatan kuantitatif. Jenis penelitian yang digunakan adalah *quasi eksperimental design* dengan desain penelitian *nonequivalent control group design*. Populasi penelitian adalah seluruh kelas IV sekolah dasar di Gugus I Kecamatan Lalabata Kabupaten Soppeng tahun ajaran 2022/2023. Pengambilan sampel dilakukan dengan teknik *simple random sampling*. Teknik pengumpulan data berupa tes dan uji hipotesis yang digunakan adalah uji Manova. Hasil penelitian yang dilakukan pada uji statistik Wilks' Lambda diperoleh nilai sig. $0,000 < 0,05$ sehingga disimpulkan bahwa terdapat perbedaan signifikan secara simultan kemampuan komunikasi matematis, berpikir kritis, dan pemecahan masalah antara siswa yang diajarkan menggunakan model pembelajaran *Think Talk Write* (TTW) dengan siswa yang diajarkan menggunakan model pembelajaran konvensional di sekolah dasar. Pada komunikasi matematis diperoleh nilai sig. $0,001 < 0,05$ sehingga disimpulkan terdapat perbedaan signifikan kemampuan komunikasi matematis antara siswa yang diajarkan menggunakan model pembelajaran *Think Talk Write* (TTW) dengan siswa yang diajarkan menggunakan model konvensional di sekolah dasar. Pada berpikir kritis diperoleh nilai sig. $0,000 < 0,05$ sehingga disimpulkan terdapat perbedaan signifikan kemampuan berpikir kritis antara siswa yang diajarkan menggunakan model pembelajaran *Think Talk Write* (TTW) dengan siswa yang diajarkan menggunakan model pembelajaran konvensional. Pada pemecahan masalah diperoleh nilai sig. $0,000 < 0,05$ sehingga disimpulkan terdapat perbedaan signifikan kemampuan pemecahan masalah antara siswa yang diajarkan menggunakan model pembelajaran *Think Talk Write* (TTW) dengan siswa yang diajarkan menggunakan model pembelajaran konvensional.

Kata Kunci: Model Pembelajaran *Think Talk Write* (TTW), Kemampuan Komunikasi Matematis, Kemampuan Berpikir Kritis, Kemampuan Pemecahan Masalah.

ABSTRACT

Liska Zhafirah, 2023. The Effect of the Think Talk Write (TTW) Learning Model on Mathematics Communication Skills, Critical Thinking, and Problem Solving of Elementary School Students in Cluster I Lalabata District, Soppeng Regency. Supervised by Agustan S and Siti Fithriani Saleh.

The problem in this research was the low ability of students' mathematics communication, critical thinking, and problem solving. This study aims to provide an overview of the differences in mathematics communication skills, critical thinking, and problem solving simultaneously and partially between students who taught using the Think Talk Write (TTW) learning model and students who taught using conventional learning models in elementary schools. This research was conducted in Cluster I, Lalabata District, Soppeng Regency using a quantitative approach. The type of research used was a quasi-experimental design with a nonequivalent control group research design. The research population were all grade IV elementary schools in Cluster I, Lalabata District, Soppeng Regency for the 2022/2023 academic year. Sampling was done by simple random sampling technique. Data collection techniques in the form of tests and hypothesis testing used was the Manova test. The results of research conducted on the Wilks' Lambda statistical test obtained sig. $0.000 < 0.05$ so it can be concluded that there were significant differences simultaneously in the ability of mathematics communication, critical thinking, and problem solving between students who taught using the Think Talk Write (TTW) learning model and students with conventional learning models in elementary schools. In mathematics communication, the value of sig. $0.001 < 0.05$ so it can be concluded that there were significant differences in mathematics communication skill between students who taught using the Think Talk Write (TTW) learning model and students who taught using conventional models in elementary schools. In critical thinking, the value of sig. $0.000 < 0.05$, so it can be concluded that there are significant differences in critical thinking skills between students who taught using the Think Talk write (TTW) learning model and students who taught using conventional learning models. In solving the problem, the sig value is obtained. $0.000 < 0.05$ so it can be concluded that there are significant differences in problem-solving abilities between students who are taught using the Think Talk Write (TTW) learning model and students who are taught using conventional learning models.

Keywords: *Think Talk Write (TTW) Learning Model, Mathematics Communication Ability, Critical Thinking Ability, Problem Solving Ability.*

