

IMPROVING SOCIAL STUDIES LEARNING OUTCOMES THROUGH THE THINK TALK WRITE MODEL FOR GRADE IV STUDENTS OF SD NEGERI 46 LUBUKLINGGAU

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Abstract: Social studies learning at the elementary level often faces challenges, including low student engagement and limited critical thinking, which can result in suboptimal learning outcomes. This study aims to determine whether the Think Talk Write (TTW) model can improve social studies learning outcomes of fourth-grade students at SDN 46 Lubuklinggau. This research was conducted using Classroom Action Research (CAR) with 20 students as subjects, consisting of 12 males and 8 females. The study employed the Think Talk Write model to actively engage students in thinking, discussing, and writing activities. Data were collected through tests, observations, and documentation, and were analyzed using descriptive qualitative and quantitative techniques. The research was implemented in two cycles, each consisting of four stages: planning, action implementation, observation, and reflection. The results indicate a notable improvement in students' social studies learning outcomes. In Cycle 1, the average pre-test score was 51.25 and the post-test score increased to 60.75. In Cycle 2, the average pre-test score was 64, and the post-test score reached 75.5. These results suggest that the Think Talk Write model effectively enhances student engagement, understanding, and mastery of social studies concepts. It can be concluded that the TTW model is an effective alternative instructional approach and is recommended for use in elementary classrooms to foster active learning and critical thinking. Furthermore, future research may explore the application of TTW across different subjects and grade levels to assess its broader educational impact.

Keywords: learning outcomes, social studies, Think Talk Write model

INTRODUCTION

Education is a conscious and systematic effort to develop human potential in its entirety, including intellectual, emotional, social, and spiritual aspects, so that individuals not only

function as members of society but also become agents of meaningful change. Thus, education is not merely the transfer of knowledge, but also the transformation of experiences, culture, and values, where humans interpret and process experiences to continue growing and improving themselves and their environment. Learning, as part of this educational process, is an interactive mechanism in which teachers guide students to acquire knowledge, develop skills, and build values through meaningful engagement. Effective learning requires active student participation, critical thinking, and opportunities to connect learning with real-life contexts.

Social studies (IPS) is one of the core subjects in elementary education that aims to equip students with knowledge about society, culture, history, geography, economics, and civic values. IPS learning not only focuses on content mastery but also emphasizes the development of critical thinking, social attitudes, and awareness of students as responsible citizens. However, in practice, IPS instruction often relies on teacher-centered approaches such as lectures and textbooks, which can result in passive learning, reduced student engagement, and low learning outcomes. This raises a research problem: How can social studies learning be designed to foster active participation and improve student achievement in elementary classrooms?

Based on preliminary observations at SD Negeri 46 Lubuklinggau, social studies lessons in Grade IV are predominantly teacher-centered. Students often show low engagement, perform unrelated activities during class, and fail to meet the expected learning achievement criteria. This current condition indicates a gap between the intended learning goals and the actual classroom practice.

Previous research has suggested that the Think Talk Write (TTW) model can enhance learning outcomes by engaging students in three interconnected stages: thinking independently, discussing ideas with peers, and writing structured responses. For instance, Rahmawati (2015) reported that implementing the TTW cooperative learning model in social studies for Grade IV students improved cognitive, affective, and psychomotor learning outcomes. Students' average scores increased from 63.16 in cycle I to 71.50 in cycle II, with completion percentages rising from 57.14% to 78.57%. These findings indicate the model's potential effectiveness; however, most studies were conducted in limited contexts and

primarily focused on cooperative learning variations rather than examining the TTW model independently. This presents a research gap and a novelty for this study: investigating the TTW model specifically as a student-centered learning strategy for improving Grade IV students' social studies outcomes at SD Negeri 46 Lubuklinggau.

The significance of this research lies in its potential contribution to elementary education practice. By applying the TTW model, teachers may create a more active, engaging, and reflective learning environment, helping students not only master content but also develop critical thinking, communication, and literacy skills. Furthermore, the study provides guidance for educators on implementing innovative instructional strategies and offers empirical evidence for the effectiveness of TTW in improving social studies achievement. Therefore, the TTW model is proposed as a practical solution to address current challenges in IPS learning, ensuring that students actively participate, understand the material deeply, and achieve higher learning outcomes.

METODOLOGI

Desain penelitian

This research is quantitative research. The method used in this research is the quasi-experiment method. Arikunto (2017:23) explains that quasi-experimental research is a type of quantitative research. This type of research is experimental research (Pre-Experimental iDesigns) with the experimental design used in the form of one igroup idesign ipre-test and post-test. iThe design of this research can be seen in the following picture.

Research Subject

The research was conducted at Lubuklinggau Public Elementary School 46, located on Jl. Majapahit, Lubuklinggau Tinur I District, Lubuk Linggau City, South Sumatra Province. The research will be conducted in fourth-grade students during the even semester of 2025.

Data Collecting

Observations were conducted to obtain information about the teaching activities of teachers and students during learning to see student responses as a form of learning motivation that leads to increased learning outcomes by using concrete media.

Documentation is a method of collecting research data through written and recorded documents. This is done by taking photographs of students during the learning process and collecting the results of tests that have been administered.

A test is a tool used to measure something that is intended to be achieved. This research uses a measuring tool called a test. A learning ability test, or learning achievement test, is a test used to measure the abilities a person has achieved after undergoing a learning process (Alman, 2020).

Data Analysis

Data analysis is the process of arranging data into patterns, categories, and basic units of description. Meanwhile, according to Suprayogo in Tanzeh, data analysis is a series of activities of reviewing, grouping, systematizing, interpreting, and verifying data to ensure a phenomenon has social, academic, and scientific value. Data analysis in this study was conducted before entering the field, during the fieldwork, and after completion.

This data analysis is carried out after the data obtained from the sample through the selected instrument and will be used to answer the problem in the research or to test the hypothesis proposed through data presentation. The collected data does not have to be all presented in the research report, this data presentation is in order to show the data to the readers about the reality that actually occurs in accordance with the focus and theme of the research, therefore the data presented in the research is of course only data related to the discussion theme that needs to be presented. Activities in data analysis are data reduction, data presentation, and conclusion drawing/data verification.

RESEARCH RESULT

Finding

The pre-experiment I learning outcomes for students who have completed and completed the pre-test and post-test implementation there is an increase in the number of completion of the social studies learning outcomes of grade IV students this proves that in the learning activities on the Process material applied in pre-experiment 1 of 20 grade IV students, the average value of pre-experiment I (pre-test), with the number of students who completed as many as 5 students (25%) and students who did not complete as many as 15 students (75%). In cycle I the average value (post-test) with the number of students who completed as many as 11 students (55%) and students who did not complete as many as 9

students (45%). Based on the data above, it can be concluded that of the 20 students the learning outcomes of pre-experiment I pre-test to post-test have increased. This means that out of 20 students, as many as 2 students have been able to absorb the activities applied in pre-experiment 1.

Pre-experiment II learning outcomes for students who completed and did not complete the pre-test and post-test implementation there was an increase in the number of completion of the social studies learning outcomes of grade IV students this proves that in learning activities using power point media using the Think Talk Write Model on the Economic Activities material applied in pre-experiment II of 20 grade IV students, the average value of 2 pre-experiment II (pre-test), with the number of students who completed as many as 14 students (70%) and students who did not complete as many as 6 students (30%). In pre-experiment II the average value (post-test) was (85%) with the number of students who completed as many as 17 students (85%) and students who did not complete as many as 3 students (15%). Based on the above data, it can be concluded that and 20 students learning outcomes cycle II pre-test to post-test experienced an increase. This means that 20 students have been able to absorb the activities applied in cycle II.

Discussion

It can be clearly seen that during the 2 pre-experimental learning sessions, there was an increase in the social studies learning outcomes of fourth-grade students at SD Negeri 46 Lubuklinggau. In the first 2 pre-experiments, only 25% (Pre-test) or 5 students managed to achieve the mastery level. This indicates that some students still have obstacles in understanding the material and applying it optimally. This is a reflection note for researchers to improve the learning process. Students need motivational encouragement to foster student participation in every problem-solving discussion they face.

The highest improvement was achieved in the second pre-experiment, where 14 students completed the pre-test, or 70%, to 17 students completing the post-test, or 85%. This demonstrates that the modeling intervention yielded excellent results. This intervention consistently improved students' social studies learning outcomes.

Based on the results of the research conducted and supported by relevant research, it can be concluded that through the implementation of the Think Talk Write model, it presents an increase in the learning outcomes of fourth-grade social studies students at SD Negeri 46 Lubuklinggau. This is because through the Think Talk Write model, they can experience direct learning in the field, increase learning motivation, and deepen understanding of the material by linking it to real contexts. Learning outside the classroom also helps students develop social skills, such as cooperation and communication, and increases curiosity about the surrounding environment.

CONCLUSION

The results of this study indicate that there is an increase in social studies learning outcomes in fourth-grade students of SDN 46 Lubuklinggau using the Think Talk Write cooperative model in the second semester of the 2025/2026 academic year. This is indicated by the average student scores, Cycle 1 average Pre-test score of 51.5 and Post-test 59.75. In Cycle 2 the average Pre-test score was 64 and Post-test 75.5.

In Cycle 1, the number of students who completed with KKTP 70 was from 5 students or 25% (pre-test) to 9 students or 45% (post-test), and the number of students who completed in Cycle 2 was from 14 students or 70% (pre-test) to 17 students or 85% (post-test). From the results of learning social studies, the performance indicator of the number of students whose scores above KKTP 70 can achieve completion is 85% or as many as 17 students out of 20 total students in grade IV. From this, it can be concluded that the cooperative model of the Think Talk Write type can be used as an alternative learning model.

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