

ABSTRAK

Nisa,D.,A. 2021.Pengaruh Model Pembelajaran *Think Talk Write* (TTW) Terhadap Kemampuan Koneksi Matematis dan Sikap Percaya Diri Siswa Materi Pecahan Kelas IV. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing I: Muhamad Afandi, S.Pd., M.Pd. Pembimbing II: Rida Fironika Kusumadewi, S.Pd., M.Pd.

Kemampuan koneksi matematis bukan suatu kemampuan yang dapat berkembang dengan sendirinya. Sikap percaya diri merupakan aspek yang maksimal. Tujuannya yaitu dengan tercapainya kemampuan koneksi matematis dan sikap percaya diri siswa selesai menerima model pembelajaran *Think Talk Write* (TTW). Jenis penelitian ini yaitu kuantitatif yang melibatkan dua kelas maka desain yang dipilih *Quasi Experimental Design* dalam bentuk *Nonequivalent Control Group Design*. Instrumen penelitian yang dipakai yaitu lembar angket, lembar soal, dan dokumentasi. Uji hipotesis akandianalisis menggunakan uji normalitas, uji homogenitas, uji *independent sampel t-test*, dan uji *paired sample t-test*. Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh model pembelajaran *Think Talk Write* terhadap kemampuan koneksi matematis, yang dibuktikan dengan hasil uji *Independent Sample T-Test* terdapat nilai Sig. (2-tailed) $0,038 < 0,05$ maka H_0 ditolak dan H_a diterima dan pada uji *Paired Sample T-Test* ada nilai Sig. (2-tailed) $0,000 < 0,05$ maka H_0 ditolak dan H_a diterima.(2) Adanya pengaruh model pembelajaran *Think Talk Write* terhadap sikap percaya diri, dari perhitungan *Independent* terdapat hasil Sig. (2-tailed) $0,000 < 0,05$ berarti H_0 ditolak dan H_a diterima sedangkan pada *Paired* hasil dari Sig. (2-tailed) $0,000 < 0,05$ artinya H_0 ditolak dan H_a diterima.

Dari hasil diatas dapat diambil kesimpulannya bahwa terjadi perubahan hasil pembelajaran yang signifikan sebelum dan setelah diberikannya model pembelajaran *Think Talk Write* pada siswa kelas IV.

Kata Kunci: Kemampuan Koneksi Matematis , Sikap Percaya Diri, *Think Talk Write*

ABSTRACT

Nisa, D., A. 2021. *The Influence of the Think Talk Write (TTW) Learning Model On The Mathematical Connection Ability And Confidence Attitude Students on Fractions of Class IV. Faculty of Teacher Training and Education, Sultan Agung Islamic University Semarang. Advisor I: Muhamad Afandi, S.Pd., M.Pd. Advisor II : Rida Fironika Kusumadewi, S.Pd., M.Pd.*

Mathematical connection ability is not an ability that can develop by itself. Self-confidence is the maximum aspect. The goal is to achieve the mathematical connection ability and self-confidence attitude of students to finish receiving the Think Talk Write (TTW) learning model. This type of research is quantitative which involves two classes, so the design chosen is Quasi Experimental Design in the form of Nonequivalent Control Group Design. The research instruments used are questionnaire sheets, question sheets and documentation. Hypothesis testing will be analyzed using the normality test, homogeneity test, independent sample t-test, and paired sample t-test. The result showed that : (1) There is an effect of the Think Talk Write learning model on the mathematical connection ability, as evidenced by the results of the Independent Sample T-Test, there is a sig. (2-tailed) $0.038 < 0.05$ then H_0 is rejected and H_a is accepted in the Paired Sample T-Test there is a sig. (2-tailed) $0.000 < 0.05$ then H_0 is rejected and H_a is accepted. (2) There is an influence of the Think Talk Write learning model on self-confidence from the independent calculation there is a sig. (2-tailed) $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted, while in Paired the results are Sig. (2-tailed) $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted.

From the results above, it can be concluded that there is a significant change in learning outcomes before and after the Think Talk Write learning model is given to class IV students.

Keywords : Mathematical Connection Ability, Confidence Attitude, Think Talk Write