Pedagogika: Jurnal Pedagogik dan Dinamika Pendidikan
P-ISSN 2252-6676 E-ISSN 2746-184X, Volume 14, No. 2, Oktober 2026
doi: https://doi.org/10.30598/pedagogikavol14issue2year2026
https://ojs3.unpatti.ac.id/index.php/pedagogika
email: jurnalpedagogika@gmail.com

Improving Student Learning Outcomes Through the *Think Talk Write* Learning Model in Pancasila Education for Grade IV Students at SD Kristen Nyama

Penina Knyarilay[1*], Nathalia Y. Johannes[2], Fransheine Rumtutuly[3]

[1*,3]Elementary School Teacher Education Program, PSDKU Southwest Maluku, Pattimura University, Ambon, Indonesia
[2]Elementary School Teacher Education Program, Pattimura University, Ambon, Indonesia

ARTICLE INFO

Article history:
Received July 13, 2026
Revised August 9, 2026
Accepted August 10, 2026
Available online October 30, 2026

Keywords:
Think Talk Write (TTW), learning outcomes, Pancasila Education.

Kata Kunci:
Think Talk Write (TTW); hasil belajar; Pendidikan Pancasila

Corresponding Author:
* knyarilaypenina@gmail.com

ABSTRACT

This study aims to improve student learning outcomes through the implementation of the Think Talk Write (TTW) learning model in Pancasila Education lessons in the fourth grade at Nyama Christian Elementary School. The study used a Classroom Action Research (CAR) method carried out in two cycles, each including the stages of planning, action implementation, observation, and reflection. The research subjects consisted of 17 fourth-grade students. Research data were collected through observation, tests, and documentation and then analyzed descriptively and quantitatively. The results showed that the implementation of the Think Talk Write (TTW) model was able to gradually improve student learning outcomes. Learning mastery increased from 23.52% on the initial test to 64.70% in Cycle I and reached 100% in Cycle II, while the students' average score increased from 47.94 to 53,24 and finally reached 90.58. Based on these results, it can be concluded that the Think Talk Write (TTW) model is effective in creating active, collaborative, and meaningful learning, thereby improving student learning outcomes in Grade IV at Nyama Christian Elementary School.

ABSTRAK

Rendahnya hasil belajar siswa menunjukkan perlunya penerapan model pembelajaran yang mampu dalam mendorong mendorong keterlibatan aktif siswa dalam proses belajar. Penelitian ini bertujuan meningkatkan hasil belajar siswa melalui penerapan model pembelajaran Think Talk Write (TTW) pada mata pelajaran Pendidikan Pancasila di kelas IV SD Kristen Nyama. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian terdiri atas 17 siswa kelas IV. Data penelitian dikumpulkan melalui observasi, tes, dan dokumentasi, kemudian data dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa penerapan model Think Talk Write (TTW) mampu meningkatkan hasil belajar siswa secara bertahap. Ketuntasan belajar meningkat dari 23,52% pada tes awal menjadi 64,70% pada Siklus I dan mencapai 100% pada Siklus II, sedangkan nilai rata-rata siswa meningkat dari 47,94 menjadi 53,24 dan akhirnya mencapai 90,58. Dengan

adanya hasil tersebut maka dapat disimpulkan bahwa model Think Talk Write (TTW) efektif menciptakan pembelajaran yang aktif, kolaboratif, dan bermakna sehingga mampu dalam meningkatkan hasil belajar siswa di kelas IV SD Kristen Nyama.

INTRODUCTION

Education is a planned process that transfers knowledge, skills, values, and social norms from one generation to the next through teaching and training. Its primary objective is to develop intelligent, morally upright, mature individuals equipped with skills that benefit themselves, society, and the nation. Pristiwanti et al. (2022) explain that education involves acquiring knowledge and skills and developing habits through teaching, training, and research. This process aims to develop students' character based on moral and religious values, as well as a sense of nationalism.

Education plays a crucial role in eradicating illiteracy, reducing poverty, improving the quality of life across social levels, and enhancing the nation's dignity. In education, teachers must create an environment where students are interested in participating in learning activities, can work collaboratively, and face challenges appropriate to their abilities (Hafifah et al., 2024). Given this role's importance, the government consistently strives to address various issues in education, from primary to higher education. Education is not merely a formal process that takes place in classrooms or educational institutions; it is also an integral part of human beings' holistic development (Adesemowo, 2022).

Learning is a process that organizes teaching and learning activities carried out by teachers and students through the study of subject matter. Through the learning process, students are expected to develop and improve their knowledge, behavior, and discipline (Wiwik Okta Susilawati, 2022). Subjects taught at the elementary school level provide fundamental knowledge that will be further developed at subsequent educational levels. Elementary schools provide students with various areas of knowledge, including Pancasila Education. Pancasila Education in elementary schools plays a strategic role in developing students' abilities and potential (Larasati et al., 2025).

Pancasila Education helps students develop critical thinking skills and, consequently, achieve its objectives: developing skilled, intelligent students with strong moral values. According to Karnia and Suryawan (2024), Pancasila Education focuses specifically on developing citizens with noble character. Through Pancasila Education, students are expected to understand and fulfill their rights and responsibilities as morally responsible Indonesian citizens.

Education is a planned process that transfers knowledge, skills, values, and social norms from one generation to the next through teaching or training activities. Its primary objective is to develop intelligent, morally upright individuals with mature personalities and skills that benefit themselves, society, and the nation. Pristiwanti et al. (2022) explain that education is a process of acquiring knowledge and skills and developing habits through teaching, training, and research. This process aims to develop students' character based on moral values, religious values, and a spirit of nationalism.

Education plays a crucial role in eradicating ignorance, reducing poverty, improving the quality of life across social levels, and enhancing the nation's dignity. In education, teachers must create an environment where students are genuinely interested in participating in learning activities, enabling them to work collaboratively and providing challenges appropriate to their ability level (Hafifah et al., 2024). Given this role's importance, the government consistently strives to address various issues in education, from primary to higher education. Education is not merely a formal process that takes

place in classrooms or educational institutions; rather, it is an integral part of human beings' holistic development (Adesemowo, 2022).

Learning is a process that organizes teaching and learning activities carried out by teachers and students through the study of subject matter. Through the learning process, students are expected to develop and improve their knowledge, behavior, and discipline (Wiwik Okta Susilawati, 2022). The subjects taught at the elementary school level provide fundamental knowledge that will be further developed at subsequent educational levels. Elementary schools offer various areas of knowledge that students are expected to learn, including Pancasila Education. Pancasila Education at the elementary school level plays a strategic role in developing students' abilities and potential (Larasati et al., 2025).

Pancasila Education helps students develop critical thinking skills and achieve its objectives: developing skilled, intelligent students with strong character. According to Karnia and Suryawan (2024), Pancasila Education focuses specifically on developing citizens with noble character. Through Pancasila Education, students are expected to understand and fulfill their rights and responsibilities as morally responsible Indonesian citizens.

Observations and interviews conducted on June 12, 2025, indicated that the learning process still faced several challenges, particularly with material on the meaning of the Unitary State of the Republic of Indonesia. During the learning process, some students still struggled to understand the material, particularly in identifying examples of the application of Pancasila values and relating them to everyday situations. This was reflected in the students' low participation: some remained passive when the teacher asked questions, were not yet confident in expressing their opinions, and still struggled to convey their understanding in writing. These problems were further supported by the results of an initial test consisting of evaluation questions on the meaning of the Unitary State of the Republic of Indonesia. The test was designed to measure students' cognitive abilities to understand, identify, and apply the concepts or values they learned. Based on the test results, only 7 students scored≥60 and met the Learning Objective Mastery Criteria (KKTP), while the other 10 scored below the KKTP. These results indicate that most students still struggled to understand the Pancasila Education material being taught. A similar problem was also identified in a study by Fitri and Susilawati (2025), which showed that limited implementation of learning models that directly involve students may be associated with low learning outcomes in Pancasila Education at the elementary school level.

To address these problems and improve the quality of students' learning outcomes, an innovative learning model that encourages active student participation is necessary. One alternative that can be implemented is the *Think Talk Write* (TTW) learning model, which aims to develop students' skills in expressing ideas or thoughts, both verbally and in written form. The TTW learning model focuses on improving collaboration among students and their engagement in thinking, speaking, and writing. Therefore, its implementation is expected to improve learning outcomes in Pancasila Education (Karnia, 2023).

Learning outcomes in Pancasila Education through the *Think Talk Write* (TTW) model can be measured through students' abilities to understand, analyze, and apply Pancasila values in everyday life. The TTW model helps students think deeply about Pancasila values, discuss them with peers, and express their understanding in writing. Learning success depends not only on students' mastery of the material but also on their ability to think critically, engage in discussions, and organize ideas logically and systematically.

According to Ericka Darmawan et al. (2021), the advantages of the *Think Talk Write* (TTW) model include: (1) students become accustomed to presenting the results of their written work during the learning process; (2) reading and writing activities help strengthen students' understanding; (3) students are better able to construct their own knowledge through interaction and discussion; and (4) group discussions help enrich vocabulary, broaden ideas, and improve creative thinking skills. However, this model also has several limitations, including: (1) difficulties in developing appropriate evaluation instruments; (2) the relatively long amount of time required because the model involves three stages; and (3) the need for teacher professionalism, as teachers who have not mastered this strategy may experience difficulties in managing the classroom, which may confuse students. The *Think Talk Write* (TTW) model encourages students to think critically, collaborate, and communicate their ideas in writing. Nevertheless, the model also has limitations, such as requiring more time during the learning process and careful preparation of learning materials by the teacher.

According to Fitri et al. (2025), implementing the *Think Talk Write* (TTW) learning model can improve learning outcomes in Pancasila Education because it gives students opportunities to become actively involved in the learning process through thinking, speaking, and writing activities. These findings indicate that the TTW model can serve as an alternative when the learning process does not sufficiently involve students directly. This is relevant to the conditions the researcher identified during the initial observation in Grade IV at SD Kristen Nyama, where students showed low participation and learning outcomes. Based on the initial test results, only 7 of 17 students achieved scores above the Learning Objective Mastery Criteria (KKTP). The TTW model is expected to bring about change through its three stages. The *Think* stage helps students understand and reflect on the learning material independently; the *Talk* stage gives students opportunities to discuss and express their opinions, while the *Write* stage trains students to record their understanding. Therefore, implementing the TTW model is expected to transform previously passive learning into a more active process while improving students' understanding and learning outcomes.

Based on the background described above, the researcher was motivated to conduct a study entitled "Improving Students' Learning Outcomes through the *Think Talk Write* (TTW) Learning Model in Pancasila Education for Grade IV Students at SD Kristen Nyama."

METHOD

This study used a quantitative Classroom Action Research (CAR) approach to improve students' learning outcomes in Pancasila Education by implementing the *Think Talk Write* (TTW) learning model. Classroom Action Research is a reflective research method conducted systematically to improve the quality of the learning process and outcomes through actions implemented in several cycles (Pahleviannur et al., 2022).

The study was conducted at SD Kristen Nyama, Moa District, Southwest Maluku Regency, during the second semester of the 2025/2026 academic year. The study included 17 fourth-grade students. This study adopted the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection (Kemmis et al., 2019).

This study used observation, tests, and documentation to collect data. Observation was used to examine teacher and student activities during the learning process; tests were used to measure the improvement in students' learning outcomes at the end of each cycle, while documentation was used as supporting data for the study (Sugiyono, 2022).

The data were analyzed using descriptive quantitative analysis by calculating the mean score and the percentage of students who achieved learning mastery based on the school's Learning Objective Achievement Criteria (KKTP), namely ≥65 (Sudjana, 2019). The study was considered successful if at least 80% of students achieved learning mastery and demonstrated improved learning outcomes in each cycle after implementing the *Think Talk Write* (TTW) learning model (Karnia & Suryawan, 2023). Furthermore, the Classroom Action Research design is presented in the table 1.

Table 1. Categories of Students' Learning Achievement Levels

Intervasi Nilai	Kategori
80-100	Tinggi
65-79	Sedang
< 65	Rendah

RESULTS AND DISCUSSION

Results

The results of the study can be described as follows.

a. Pre-Cycle

The pre-cycle stage was conducted to obtain an overview of the initial learning outcomes of fourth-grade students in the Pancasila Education subject at SD Kristen Nyama before the implementation of the *Think Talk Write* (TTW) learning model. The students' learning outcomes in the pre-cycle can be seen in Table 2.

Table 2. Pre-Cycle Test Results

No	Student Name	Grade	Pass	Fail
1.	A.M	65	√	
2.	A.M	70	√	
3.	A.L	50		√
4.	B.K	30		√
5.	G.M	30		√
6.	G.A	45		√
7.	I.K	55		√
8.	I.L	60		√
9.	J.S	65	√	
10.	L.L	65	√	
11.	L.S	30		√
12.	M.D	35		√
13.	N.D	45		√
14.	R.S	40		√
15.	S.U	30		√
16.	S.U	45		√
17.	V.D	55		√
	Total	**815**	**4**	**13**
	Average	**47,94**		
	Percentage		**23,52%**	**76,47%**

Based on the initial test results, only 4 of 17 students (23.52%) achieved learning mastery, while 13 (76.47%) did not meet the Learning Objective Achievement Criteria

(KKTP). The class average score was 47.94, indicating that most students still struggled to understand the learning materials. This suggests that the previous learning process did not optimize students' involvement in understanding Pancasila Education concepts. The low learning outcomes at the pre-cycle stage indicate the need to improve by implementing a learning model that places greater emphasis on student activities.

b. Cycle I

The Cycle I action was implemented using the *Think Talk Write* (TTW) learning model. The learning process was conducted through three main stages, namely *think* (thinking independently), *talk* (discussing in groups), and *write* (writing down the results of thoughts and discussions). Through these stages, students were guided to understand the learning materials gradually through reading activities, group discussions, and formulating answers based on their understanding acquired during the learning process. The students' learning outcomes in Cycle I are shown in Table 3.

Table 3. Cycle I Learning Outcomes

No	Student Name	Grade	Pass	Fail
1.	A.M	65	√	
2.	A.M	70	√	
3.	A.L	65	√	
4.	B.K	40		√
5.	G.M	70	√	
6.	G.A	65	√	
7.	I.K	70	√	
8.	I.L	30		√
9.	J.S	65	√	
10.	L.L	65	√	
11.	L.S	30		√
12.	M.D	65	√	
13.	N.D	40		√
14.	R.S	65	√	
15.	S.U	20		√
16.	S.U	65	√	
17.	V.D	20		√
	Total	**905**	**11**	**6**
	Average	**53,24**		
	Percentage		**64,71%**	**35,29 %**

The Cycle I final test results showed improvement compared with the pre-cycle stage. A total of 11 students (64.71%) achieved learning mastery, while 6 students (35.29%) had not yet achieved the Learning Objective Achievement Criteria (KKTP). The class average score increased to 53.24. However, these results were still below the research success indicator because classical learning mastery had not yet been achieved.

The 6 students who had not achieved mastery in Cycle I indicated that they still experienced difficulties in several stages of the *Think Talk Write* (TTW) learning model. The most dominant difficulties occurred at the *Think* stage, where students could not yet understand the problems independently, identify the given and required information, or determine an appropriate solution strategy. This made students less confident when entering the *Talk* stage, leading them to be passive during group discussions and rely on

peers with higher abilities. At the *Write* stage, students also could not yet express the discussion results in a systematic, complete, and appropriate form based on the solution steps. Therefore, the improvement efforts needed to be continued in Cycle II.

C. Cycle II

The Cycle II action implementation followed up on the results of the Cycle I reflection. The improvements focused on more effective classroom management, providing equal attention to all students, strengthening group discussion activities, and providing more intensive guidance throughout the learning process. The *Think Talk Write* learning model continued to be implemented using the same syntax; however, the implementation was adjusted based on the previous cycle's evaluation results so the learning process could be more focused and conducive. The students' learning outcomes in Cycle II can be seen in Table 4.

Table 4. Cycle II Learning Outcomes

No	Student Name	Grade	Pass	**Fail**
1.	A.M	100	√	-
2.	A.M	95	√	-
3.	A.L	100	√	-
4.	B.K	70	√	-
5.	G.M	100	√	-
6.	G.A	65	√	-
7.	I.K	80	√	-
8.	I.L	100	√	-
9.	J.S	65	√	-
10.	L.L	100	√	-
11.	L.S	100	√	-
12.	M.D	100	√	-
13.	N.D	100	√	-
14.	R.S	95	√	-
15.	S.U	100	√	-
16.	S.U	100	√	-
17.	V.D	70	√	-
	Total	**1540**	**17**	**0**
	Average	**90,59**		
	Percentage		**100 %**	**0 %**

Based on Table 4, the students' learning outcomes in Cycle II improved significantly after implementing the TTW learning model. All 17 students scored above the KKTP criterion of 60, with a class average of 90.59. The learning mastery rate reached 100%, while the percentage of students who had not achieved mastery was 0%. Thus, the improvement in learning mastery from the initial condition to 100% in Cycle II indicates that the actions implemented successfully addressed the students' learning outcome problems and achieved the research success indicator.

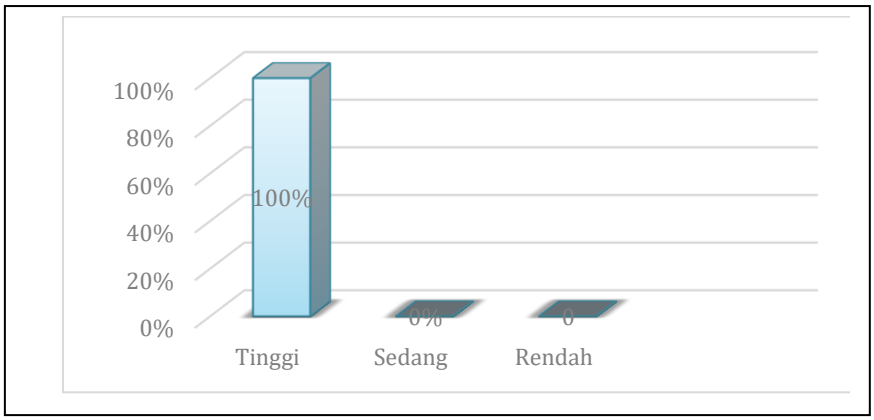


Figure 2. Percentage of Learning Outcomes in Cycle II

Based on Table 3, the students' learning outcomes in Cycle II improved significantly after implementing the TTW learning model. All 17 students scored above the KKTP criterion of 60, with a class average of 90.59. The learning mastery rate reached 100%, and 0% of students did not achieve mastery. Thus, the increase in learning mastery from the initial condition to 100% in Cycle II indicates that the implemented actions successfully addressed students' learning-outcome problems and met the research success indicator.

Discussion

Pre-cycle research results showed that fourth-grade students' learning outcomes in Pancasila Education at SD Kristen Nyama remained relatively low. This was reflected in a class average score of 47.94 and a learning mastery percentage of only 23.52%, indicating that most students had not yet met the Learning Objective Achievement Criteria (KKTP). This condition indicates that the learning process before the intervention had not yet provided students with meaningful learning experiences. The learning process remained predominantly teacher-centered, leaving students passive and limiting their opportunities to construct their own understanding. Consequently, students struggled to fully understand the material on the Meaning of the Unitary State of the Republic of Indonesia (NKRI). This condition shows the need to implement a learning model that increases students' active participation throughout the learning process. Yanti et al. (2022) stated that the *Think Talk Write* model can improve learning outcomes because it actively engages students in thinking, discussing, and writing, thereby enhancing their understanding of the learning material. Therefore, the TTW model was selected as an alternative intervention to address students' low learning outcomes.

The intervention in Cycle I improved learning outcomes compared with the initial condition. The percentage of learning mastery increased to 64.71%, with a class average score of 53.24. This improvement indicates that implementing the *Think Talk Write* (TTW) learning model began to positively affect students' understanding of the material on the Meaning of the Unitary State of the Republic of Indonesia (NKRI).

In the *Think* stage, students observed pictures, read the learning materials, and identified examples of unity in everyday life. Through these activities, they began to develop an initial understanding of the importance of maintaining the integrity of the Unitary State of the Republic of Indonesia (NKRI). Subsequently, during the *Talk* stage, students discussed their ideas with group members, exchanged opinions, and connected real-life examples from school and community environments. At the *Write* stage, students

then wrote their discussion results in their own words, strengthening their understanding of NKRI's meaning and making it easier to remember. Nevertheless, six students still had difficulty identifying important information at the Think stage and organizing their answers systematically at the Write stage. This finding aligns with Nurhayati et al. (2023), who stated that the TTW model's effectiveness can be optimized when teachers facilitate active learning interactions and provide continuous guidance to students.

Although Cycle I results showed improvement, the research success indicator had not yet been achieved because six students had not met the KKTP criterion. The reflection results showed that some students still lacked confidence in expressing their opinions, were not actively involved in discussions, and were not accustomed to presenting their ideas in a systematic written form. Therefore, improvements were made in Cycle II by providing more intensive guidance, strengthening group discussion management, and providing motivation to encourage all students to participate actively. These improvements increased student learning activities and improved the quality of the learning process, ultimately contributing to better learning outcomes. This finding is supported by Novitasari and Septi's (2022) research, which concluded that implementing the *Think Talk Write* model can improve learning outcomes by giving students opportunities to construct knowledge through active thinking, discussion, and writing.

Cycle II's success was demonstrated by achieving 100% classical learning mastery. All students participated more actively in the learning process, expressed their opinions confidently, collaborated in groups, and presented their discussion results in writing. This finding indicates that the *Think Talk Write* model not only improves learning outcomes but also develops students' critical thinking, communication, and collaboration skills. This finding aligns with research showing that the *Think Talk Write* model effectively improves critical thinking skills and students' academic achievement.

Overall, implementing the *Think Talk Write* learning model effectively improved fourth-grade students' Pancasila Education learning outcomes at SD Kristen Nyama. Learning outcomes improved gradually from the pre-cycle stage through Cycle I and Cycle II. The class average score increased from 47.94 to 53.24, then rose significantly to 90.59 at the end of the intervention. The percentage of learning mastery also increased from 23.52% to 64.71% and subsequently reached 100%. This achievement demonstrates that the TTW model can create an active, collaborative, and student-centered learning environment. In addition to improving learning outcomes, this model also helps students develop critical thinking, communication, and writing skills. In their literature review, Estafasari et al. (2024) concluded that consistent implementation of the TTW model positively impacts elementary school students' learning abilities and writing skills. Therefore, the TTW model can be considered an innovative learning model for improving the quality of Pancasila Education learning in elementary schools.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research using the *Think Talk Write* learning model, it can be concluded that its implementation improved students' learning outcomes in Pancasila Education. The improvement is evident in the students' average score, which rose from 23.52 in the pre-test to 53.24 in Cycle I and increased significantly to 90.59 in Cycle II. In addition, learning mastery increased from 23.52% in the pre-test to 64.71% in Cycle I and reached 100% in Cycle II. These results indicate that all students had achieved the Learning Objective Achievement Criteria.

Implementing the *Think Talk Write* (TTW) learning model not only improved students' learning outcomes but also encouraged active participation throughout the learning process through the stages of thinking, discussing, and writing. This process helped students understand the learning materials more deeply, improve their ability to express opinions, collaborate in groups, and express their ideas in written form. Thus, the *Think Talk Write* (TTW) learning model proved effective in improving learning outcomes in Pancasila Education among elementary school students and can be considered an innovative, student-centered alternative learning model.

BIBLIOGRAPHY

Alchoniti Harika Fitri, G. Y. S., & Susilawati W. O. (2025). *Model Pembelajaran Kooperatif Tipe Think Talk Write (TTW) Terhadap Hasil Belajar Pendidikan Pancasila di Sekolah Dasar*. **Didaktik: Jurnal Ilmiah PGSD STIKP Subang, 11**(2).

Arikunto, S. (2021). *Penelitian tindakan kelas*. Bumi Aksara.

Estafasari, B. R., Sarwi, S., Amin, S., Sumartiningsih, S., & Yuwono, A. (2024). *Literature Review: The Application of Think Talk Write (TTW) Model to the Writing Skills of Learners in Elementary School.* **Didaktika: Jurnal Pendidikan Sekolah Dasar, 8**(1). https://doi.org/10.21831/didaktika.v8i1.85328

Hidayat, A., & Rahmawati, D. (2023). Efektivitas model pembelajaran *Think Talk Write* terhadap kemampuan berpikir kritis dan hasil belajar siswa. *Journal of Education Research, 4*(2).

Karnia, F. T., & Suryawan, A. (2023). Pengaruh model pembelajaran *Think Talk Write* terhadap hasil belajar Pendidikan Pancasila kelas IV. *Jurnal Pendidikan Dasar, 14*(2), 342–352. https://doi.org/10.21009/jpd.v14i2.39914

Kemmis, S., McTaggart, R., & Nixon, R. (2019). *The action research planner*. Springer.

Larasati, N., Perdana, D. R., Nuraini, S., & Erni. (2025). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Turnament (TGT) Berbantuan Media Roda Putar Terhadap Hasil Belajar PPKN Peserta Didik Sekolah Dasar. *Pedagogika: Jurnal Pedagogik dan Pendidikan, 13(1), 147-160.*

Nurhayati, Y., Nurwahidah, L. S., & Jamilah, J. (2023). *The Effectiveness of the Think Talk Write (TTW) Learning Technique Aided by Word Cards Media in Improving Sentence Writing Ability.* **Edunesia: Jurnal Ilmiah Pendidikan, 4**(3), 1275–1283. https://doi.org/10.51276/edu.v4i3.476

Novitasari, C., & Meilana, S. F. (2022). Pengaruh model pembelajaran *Think Talk Write* berbantuan video interaktif terhadap hasil belajar IPA siswa sekolah dasar. *Jurnal Basicedu, 6*(4), 7250–7256. https://doi.org/10.31004/basicedu.v6i4.3464

Pahleviannur, M. R., Sari, D. P., Nurhidayah, N., & dkk. (2022). *Penelitian tindakan kelas*. Pradina Pustaka.

Pristiwanti, D. et,al. *Jurnal Pendidikan Dan Konseling.* Volume 4 Nomor 6 Tahun 2022.

Sudjana. (2019). *Penilaian hasil proses belajar mengajar*. PT Remaja Rosdakarya.

Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Yanti, Y., Raharjo, T. J., & Sumarni, W. (2022). *The Improvement of Students' Learning Outcomes and Report Writing Skills at the Sixth Grade Elementary School Use the Learning Model Think-Talk-Write and Wordwall Media. Journal of Primary Education, 11*(1). https://doi.org/10.15294/jpe.v11i1.59670

Yusnita, R., & Daulay, M. I. (2023). Peningkatan hasil belajar IPS melalui penerapan model pembelajaran *Think Talk Write* (TTW). *Jurnal Pendidikan Tambusai, 7*(1). https://doi.org/10.31004/jptam.v7