

Students' Learning Interest: The Effectiveness of the Think Talk Write Learning Model

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Dikirim: 24-03-2025; Direvisi: 04-04-2025; Diterima: 08-04-2025

Abstrak: This research is conducted to investigate the effectiveness of using a Think-Talk-Write instructional Towards students' learning interest in the Islamic Religious Education subject at SMP Negeri 03 Bukit Kemuning, Lampung Utara. Employing a quantitative approach, this research utilizes an experimental method with a post-test only control group design. This Research Comprises two groups: a control class instructed through conventional teaching methods and an experimental class that implements The Think-Talk-Write model. The research instrument comprises a non-test questionnaire, with data collected through the distribution of validated and reliable item. The questionnaire was administered to students' learning following the instructional intervention. Data analysis Was carried out with an independent sample T-test to identify notable differences in students' learning interest among those presented to The Think-Talk-Write model and those who were not. The normality test results indicate that Information from both the experimental and control groups adheres to normal distribution, as evidenced by a significance level of 0.60, which exceeds the threshold of 0.05. Additionally, homogeneity test confirms Indicating that the information exhibit homogeneity, Having a statistical significance value of 0.448, additionally surpassing 0.05. The outcomes of the T-test reveal a Sig. (2-Tailed) value of 0.000, which is significantly lower than 0.05. Based on these findings, it can be conclusively stated that the Think-Talk-Write instructional model proves to be more effective in fostering students' learning interest compared to conventional teaching methodologies.

Keywords: Learning Interest; Islamic Religious Education; Think-Talk-Write

Abstract: Penelitian ini dilaksanakan untuk mengkaji efektivitas penggunaan model pembelajaran *think talk write* terhadap minat belajar peserta didik pada mata Pelajaran Pendidikan agama islam di SMP Negeri 03 Bukit Kemuning Lampung Utara. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain post-test only control group. Sampel penelitian terdiri dari dua kelas, yaitu kelas kontrol yang diajar menggunakan metode pengajaran konvensional dan kelas eksperimen yang menerapkan model *Think Talk Write*. Instrument penelitian yang digunakan adalah instrument non tes berupa angket, data diperoleh melalui distribusi soal yang valid dan reliabel, lalu angket diberikan kepada peserta didik setelah mereka menerima perlakuan (treatment). Analisis data Dilaksanakan menggunakan uji T sampel independen untuk mengidentifikasi perbedaan signifikan dalam pembelajaran di antara minat belajar peserta didik yang diterapkan model pembelajaran *think talk write* dan yang tidak. Uji normalitas kelas eksperimen dan kelas kontrol menunjukkan data berdistribusi normal dilihat dari taraf signifikasinya yaitu $0,60 > 0,05$. Hasil uji normalitas menunjukkan bahwa Informasi dari kedua kelompok, baik eksperimen maupun kontrol, mengikuti distribusi normal, karena nilai signifikansinya 0,60, yang lebih besar dari 0,05. Uji homogenitas juga Menunjukkan bahwa informasi data tersebut bersifat homogen, dengan Memiliki nilai signifikansi statistik 0,448, selain itu juga lebih besar dari 0,05. Hasil dari uji T, diperoleh nilai Sig. (2-Tailed) sebesar 0,000, yang lebih kecil dari 0.05. Berdasarkan hasil ini, dapat disimpulkan bahwa model pembelajaran *Think Talk Write*

lebih efektif dalam meningkatkan minat belajar siswa dibandingkan dengan metode pembelajaran konvensional.

Kata Kunci: Minat Belajar; Pendidikan Agama Islam; dan *Think Talk Write*

INTRODUCTION

Learning is an interactive process between teachers and students aimed at achieving desired goals (Afanin et al., 2025; Khadriah & Azizah, 2025; Zulfikar et al., 2025). Academic success can be measured by the specific skills acquired from the beginning of the learning process (Faizah & Kamal, 2024). Therefore, learning is designed to make students' learning processes more structured, clear, effective, and efficient (Ge'e, 2023). As the practical implementation of the curriculum, learning in schools takes place when students interact with the learning environment organized by teachers to achieve predetermined goals (Mardicko, 2022). The achievement of the educational process does not solely depend on the methods used by teachers but also on the degree of learner engagement and interest in learning (Hijriyah et al., 2024; Nada et al., 2024; Raniaini et al., 2024). In this context, learning interest becomes a crucial factor, as it significantly influences students' academic outcomes across various subjects (Korompot et al., 2020). A high level of interest in learning encourages students to stay focused and strive to understand the material more effectively, while low interest can hinder comprehension and reduce learning motivation (A. A. Azizah et al., 2025; Novitriani et al., 2024; Patriasya et al., 2025).

When the subject matter does not align with students' interests, they tend to be less enthusiastic and face difficulties in understanding the lessons. Conversely, material that captures students' interest is more easily comprehended, as it enhances their learning motivation (Prastika, 2020). Students with a high level of interest are generally diligent, resilient, and view obstacles as challenges to overcome (Korompot et al., 2020). They engage in learning not merely out of duty but because they recognize it as a personal necessity.

Conversely, learners with low learning interest often display laziness, avoid assignments, and lack the initiative to study independently (Hutajulu et al., 2022). Enhancing students' interest in learning requires family support, such as creating a comfortable learning environment and providing motivation (Nurfadhillah et al., 2021). When families, schools, and communities collaborate, students are more likely to develop a greater enthusiasm for learning (Hutajulu et al., 2022). In such cases, they pursue education not only because they are required to but also because they understand its significance for their future (Prastika, 2020).

Ideal Islamic Religious Education (IRE) learning Ought to employ more interactive and communicative methods, where students are not merely Inactive receivers of knowledge actively engaged Within the context of learning progression (Afifah et al., 2025; Hidayati et al., 2024). Teachers should create a dynamic classroom environment by encouraging students to participate in discussions, ask questions, and express their opinions (Prasetyo et al., 2020; Pratiwi et al., 2025). Moreover, incorporating a variety of teaching methods is essential to foster critical thinking, enhance students' understanding of the material, and prevent boredom. A conducive learning environment is also crucial for building students' confidence in participating and increasing their motivation to comprehend and apply the lessons. With a more engaging and relevant approach to students' lives, IRE learning can become more



meaningful, ultimately enhancing both their interest and academic performance (A. A. Azizah et al., 2025; Khadriah & Azizah, 2025; Nirwana et al., 2025).

However, in practice, the reality often encountered in the field is that education in Indonesia faces numerous challenges. Based on preliminary observations and a series of interviews conducted at SMP Negeri 03 Bukit Kemuning, Lampung Utara, several issues related to students' learning interest During the execution of Islamic Religious Education (IRE) were identified. the challenges Encompass: (1) The teaching methods implemented thus far are suspected to be less effective, as they are predominantly one-directional and provide limited Chances for learners to actively participate. (2) The current instructional models have yet to optimize student engagement in critical thinking, speaking, and writing activities, with a noticeable lack of diverse teaching methods. (3) Students exhibit low levels of active participation in learning, such as engaging in discussions, asking questions, or expressing their opinions, resulting in a learning experience that is neither engaging nor meaningful. (4) Student interest in Islamic Religious Education tends to be low, leading to diminished enthusiasm in class, which may negatively affect their overall academic performance. The following presents the results of a questionnaire Assessing students' interest in learning.

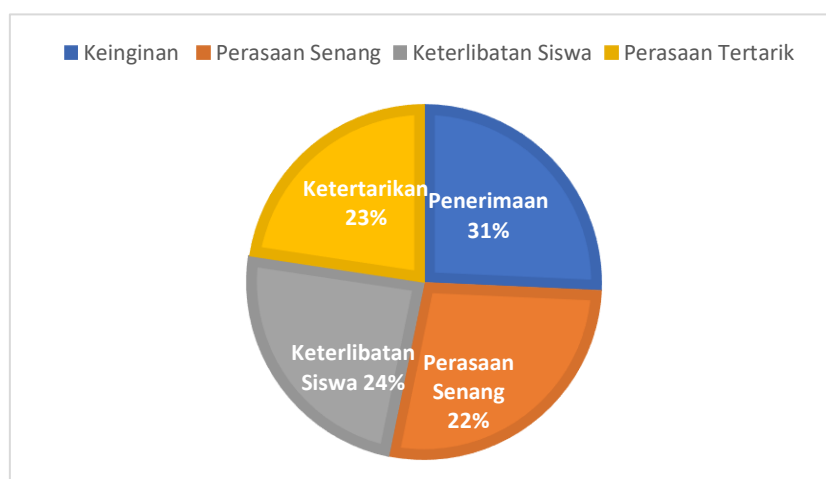


Figure 1. Pre-Research Questionnaire Results on Learning Interest

Based on Figure 1 above, the pie chart presents the results of the student learning interest questionnaire. Student engagement in learning remains low, with only 24% actively participating, while a considerable number remain passive due to a lack of confidence. The enjoyment of learning is also notably low (22%), which negatively impacts both motivation and comprehension. Only 31% of students reported a good understanding of the material. Furthermore, student interest is also low (23%), leading to limited participation and challenges in understanding lessons. There is a clear need to enhance student Active participation in learning. Observations and interviews indicate an urgent necessity for the adoption of a learning model Which is able to significantly Enhance learners learning interest, particularly in Islamic Religious Education (IRE). The low level of learning interest is influenced by several factors, one of which may be the continued use of conventional teaching models. This reliance on traditional methods has contributed to the decline in student interest in IRE subjects.

To enhance students' interest in learning, an instructional model that generates an enjoyable, comfortable, and engaging classroom atmosphere is essential,

encouraging encouraging learners to engage further actively inside learning process. (Gumanti et al., 2023). One effective approach to overcoming challenges within the educational journey and enhancing students' Engagement with Islamic Religious Education (IRE) is the presence of creative and innovative teachers who can make lessons more captivating and less monotonous (Elvira Utami et al., 2022). A suitable solution to address these concerns is the implementation of an appropriate and effective teaching model. One such model is the think talk write (TTW) learning model, a cooperative learning approach designed to improve students' critical thinking competencies (Rahmani & Sutiawan, 2020). This model consists of three key stages: thinking, discussing, and writing. The Think Talk Write model has been proven to significantly increase students' learning interest, both Prior to and following the learning process (Agnes et al., 2021). furthermore, it encourages students to express their opinions more confidently, both orally and in written form (Novitasari & Meilana, 2022).

The Think Talk Write (TTW) learning model is a Collaborative education approach (Tri et al., 2024), that not only enhances students' understanding of instructional material (Purnama & Sylvia, 2022), but also fosters the development of critical, creative, and collaborative thinking skills (Marzuki, 2023). The interconnected stages of thinking, talking, and writing in this model create a comprehensive learning cycle, allowing students to engage in deep learning and effectively communicate their ideas (Rahmi & Tamsin, 2024). The Think Talk Write learning model offers several advantages in the learning process. First, it helps students gain a deeper understanding of the material as they are actively involved in the learning experience. Second, through open-ended questions, students are trained to think critically and creatively. Third, group work encourages students to be more active through discussion and collaboration. Fourth, this model fosters students' ability to think and communicate with peers, teachers, and themselves, thereby enhancing their communication skills. (D. A. Azizah et al., 2022).

Based on studies carried out by several experts, including Ediputra (2024), Lubis (2024), dan Ummah (2019), The Think-Talk-Write (TTW) instructional framework possesses been shown To exert a substantial influence on the educational process (Gustiana, 2022). This model is often employed to help students simultaneously develop their thinking, speaking, and writing skills (Herlina, 2021). However, despite its effectiveness in improving learning outcomes, there is still a limited amount of research exploring its influence on students' learning interest. In fact, to date, no specific studies have been conducted to examine how this Think Talk Write model directly Influences learners' learning interest. Therefore, the novelty of this study lies in its in-depth investigation regarding the implementation of the Think-Talk-Write framework within enhancing students' learning interest. This research Intends to tackle" the existing gap by conducting a comprehensive analysis Pertaining to effectiveness Pertaining to Think Talk Write (TTW) model. This study will not only focus on Enhancing learning outcomes but Additionally highlight fostering students' learning interest, Which serves as an essential element in achieving achievement in the field of education.

Learning interest is a key factor in academic success; however, a lack of interest can hinder student engagement, reduce material comprehension, and negatively impact learning outcomes. Therefore, implementing more effective and interactive learning



strategies is essential to enhance student motivation. Approaches that actively involve students in thinking, discussing, and expressing their understanding can significantly improve their interest and comprehension. This research examines is Anticipated to aid in advancing the progress of instructional methods that promote more significant learns engagement and improved learning outcomes. Additionally, the findings may Function as a valuable reference for educators When choosing more engaging and innovative strategies to create a pleasant and meaningful learning environment.

RESEARCH METHODS

In This study examines utilizes a quantitative methodology employing a quasi-experimental research design. This approach was chosen to collect measurable data that has the potential to be statistically analyzed. Consequently, the research findings can reveal significant differences Comparing the think talk write instructional approach with conventional learning model in enhancing students' Belief in one's own abilities. The study framework applied is a post test only control group design, inside which one experimental class implements this think talk write model, while The control group utilizes the conventional The teaching model used for comparison. The population in this study consists from the entire population of eighth-grade students at SMP Negeri 03 Bukit Kemuning Lampung Utara.

In this study, the treatment involved the implementation of the Think-Talk-Write (TTW) learning model over the course of four instructional sessions. This model was applied with the aim of determining whether the TTW approach could significantly improve students' learning outcomes. The syntax of the think-talk-write (TTW) learning model involves the teacher presenting the learning objectives and explaining the TTW steps. Students begin by independently reading and understanding the questions (think), followed by group discussions in small teams (talk). After the discussion, students write their answers based on the ideas exchanged (write). The results of the discussion are then presented, and the session concludes with teacher-led reflection.

The method used for sampling in this study serves as cluster random sampling, guaranteeing that every individual in the population has an equal opportunity to be chosen. the selection process involved using a 'Spin The Wheel' method, conducted randomly as a lottery to choose two classes as the study data selections. Following the selection, the researcher determined the sample classes for the study VIII D A total of 30 students were selected for the experimental group, along with the class VIII A with a total of 30 students was selected. were designated as the class serving as the control. Prior to its use, the questionnaire underwent validation by experts and tested on a class outside the research sample. The instruments employed in this study included a post-test, administered as a final task to assess students' performance, and a learning interest questionnaire consisting of 12 statements.

This questionnaire is designed to measure four indicators according to Slameto, namely Enjoyment, Acceptance, Engagement, and Interest. However, in this study, only three indicators These are the Focus, as they are recognized as the most challenging issues. The class used for the trial was VIII B with a total of 32 students. After the trial was conducted, only 10 valid statements were obtained. Based on the results of the statement item reliability test, the reliability value obtained was 0,638. This indicates that the reliability result is greater than r_{hitung} sebesar 0,638. Therefore,



it can be concluded that all valid statements are considered reliable. Subsequently, this questionnaire underwent validity and reliability testing. After the instrument used was confirmed to be valid and reliable, it was distributed to both the experimental class and the control class for comparison.

This collected figures were analyzed the normality test, homogeneity test, and hypothesis test. The hypothesis a test was performed to assess if there was a notable distinction between both variables in enhancing students' learning interest. the hypothesis examination employed In this research was conducted using Independent Simple T Test (T-test) with this assistance of SPSS v.24 for windows. The decision is made based on the significance value, which means in case the value $\text{sign.} < \alpha (0,05)$ then there is a significant difference between the variables, and in the event that the value $\text{sign.} > \alpha (0,05)$ Therefore, there exists a notable impact between the independent and dependent variables.

RESULT AND DISCUSSION

1. Results

This population from the research conducted in this study consists of all student classes in grade VIII SMP Negeri 03 Bukit Kemuning Lampung Utara With the variable under study, namely interest in learning Islamic Religious Education (IRE), the interpretation The findings are presented below.

Normality Test

The normality assessment conducted in this research was conducted To assess if the gathered data were normally distributed or not (Usmadi, 2020), With a level of significant $> 0,05$. The normality assessment was carried out by comparing this results of The experimental group applied the Think Talk Write. learning model with this results of the control class using conventional learning.

Table 1. The Normality Test Results of the Experimental and Control Classes

Tests of Normality						
Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data	1.00	.184	30	.011	.938	30
	2.00	.094	30	.200*	.979	30

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

Based on the normality test results in the table above, the data were examined using the Shapiro-Wilk test. The outcomes indicate showing that Sign value in the experimental class follows a normal distribution with a significance value of 0,082, where the value sig. greater than 0,05. Meanwhile, the data in this control class also follow a normal distribution having a significance value of 0,790, where the value sig. greater than 0,05.

Homogeneity Test

The homogeneity test was conducted in this study also conducted The homogeneity test is conducted to assess whether the variances of multiple populations in this study are equal. (homogeneous) or not (non homogeneous), (Sianturi, 2022).



The data is considered homogeneous if value $\text{Sign.} > 0.05$. the homogeneity test table is presented below.

Table 2. Variance Homogeneity Test

Test of Homogeneity of Variances			
Data			
Levene Statistic	df1	df2	Sig.
.584	1	58	.448

In the homogeneity test, there are criteria stating If the significance value is greater than $\text{sig.} > 0,05$ then the data is assumed to have equal or homogeneous variances, but if the value $\text{sig.} < 0,05$ in that case, the data is considered to have equal or homogeneous variances Based on the results of homogeneity According to the test results in the table above, it indicates that the data have equal variances with a significance value $0.448 > 0,05$, Therefore, It could be concluded that the data is homogeneous.

Hypothesis Test

In this hypothesis test, a T-test was conducted. The purpose of the T-test is to assess whether the independent variable influences the dependent variable.. (Syahputri et al., 2023).

Table 3. Results of the Independent Sample Test from the Experimental and Control Classes

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Data	Equal variances assumed	.584	.448	6.302	58	.000	5.20000	.82513	3.54832 6.85168
	Equal variances not assumed			6.302	57.280	.000	5.20000	.82513	3.54788 6.85212

Referring to the T-test results presented in the table above, under this equal variances assumed' section, it is shown It can be concluded that the t-value obtained has a significance value of 0.00. Because the value Sig (2-tailed) of $0.000 < 0.05$, It can therefore be concluded that there is a difference between the think talk write learning model and conventional learning in enhancing students' learning interest.

2. Discussion

The findings of this research suggest that the Think Talk Write learning model demonstrates a significant impact on enhancing students' interest in learning the subject IRE di SMP Negeri 03 Bukit Kemuning Lampung Utara dcompared to this conventional learning This model proves to be evidenced According to the findings from the Independent Sample T-Test, where the significance value (2-tailed) was 0.000 which means the significance value (2-tailed) < 0.05 which means H_0 is rejected



and H1 is accepted, leading to the conclusion that there is a significant difference between the two learning models in influencing students' learning interest.

This study also found that students who previously had low learning interest, particularly in Islamic Education (IRE), became more enthusiastic about learning after The application of the Think Talk Write teaching model. They felt more comfortable expressing their opinions due to the more collaborative learning environment. This model involves three main steps: thinking, talking, and writing. (Kusdarini et al., 2023). The process begins with students reflecting or engaging in self-dialogue after making observations (Putri et al., 2022). Following this, students discuss and share ideas with their peers through group discussions. This is further supported by the opinion of Anggi Rahmani and Hadi Sutiawan, who stated that a supportive learning environment can enhance students' confidence and motivation, encouraging It encourages them to engage more actively in the learning process. (Rahmani & Sutiawan, 2020).

In addition to increasing learning interest, the Think Talk Write (TTW) model has also been proven to reduce boredom in Islamic Education (IRE) learning (Nita Nopita et al., 2023). The learning methods that have been applied so far tend to be conventional and are less effective in Promoting students' activeness and interest in learning (Maha Lashmi et al., 2023). Therefore, The objective of this study is to evaluate this effectiveness of the think talk write (TTW) learning model in enhancing student engagement in the learning process. Through the TTW model, learning becomes To a greater exten dynamic as Learners are encouraged to move around and engage in discussions with various Fellow students in the classroom (Roisah et al., 2023).

his study's findings act as consistent with previous research conducted by (Ediputra, 2024), and (Lubis et al., 2024). This research demonstrates That the implementation of the think talk write instructional approach proves to be effective in enhancing students' learning interest. The findings also support the notion that this model can be applied across various educational fields, including Islamic Religious Education (IRE). However, this research offers new insights by focusing more specifically on the improvement of learning interest, an aspect that has not been extensively Examined in depth in Earlier research.

In this study, this low level of students' learning interest was initially suspected to be caused by the use of monotonous and less varied teaching methods. This occurred because the learning model applied was still conventional in nature.(Faizah & Kamal, 2024). The Think-Talk-Write instructional model has the potential to address this issue by assisting students in thinking, discussing, and writing with adequate guidance (Oktavia et al., 2024). Teachers can provide clear examples or step-by-step guidance to help students better understand the material (Ardiansyah et al., 2021). Additionally, technology such as online discussion Implementation or digital whiteboards can support the learning process, especially in remote learning (Aini, Rokyal; Hadi, Yul Alfian; Hamdi, Zulfadli; Husni, 2021). Optimal support in the learning process will also make students feel more comfortable and confident. (Rahmadani et al., 2022).

Previous studies have Mainly concentrated on impact of the think talk write model on students' learning interest. However, This research emphasizes Which indicates increasing self-confidence Additionally, it has a crucial impact on improving participation and academic progress. Therefore, This study offers meaningful



perspectives on how this learning model Can be applied to foster students' learning interest, ultimately making this learning process more effective. The results of this research do not merely support previous Study yet additionally add a new perspective on the importance of designing creative and innovative learning experiences.

CONCLUSION

Based on the findings of this study, the Think Talk Write (TTW) learning model has been implemented to enhance students' learning interest, with its effectiveness assessed using a T-test. The results indicate that the Sig. (2-tailed) Amounting to 0,000 < 0,05. This finding confirms that the think talk write model is effective in fostering the learning interest of eighth-grade students at SMP Negeri 03 Bukit Kemuning, Lampung Utara.

For future research, the think talk write (TTW) model can be further developed by evaluating its effectiveness across different educational levels and subject areas. Additionally, integrating technology into the learning process—such as utilizing online discussions or interactive applications—can serve as an innovative approach to enhancing its implementation. Combining the think talk write model with other instructional methods may also offer an alternative strategy for improving student learning outcomes. With a structured approach, this model not only aids students in gaining a deeper understanding of concepts but also cultivates critical thinking, communication skills, and writing proficiency in a more comprehensive manner.

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