The Use of Think-Talk-Write (TTW) Learning Model to Improve Islamic Education Learning Outcomes on the Subject of Respecting and Loving Parents and Teachers

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ABSTRACT

This research was carried out aiming to improve student learning outcomes using the Think-Talk-Write (TTW) learning model in Islamic Religious Education subjects on the subject of Respecting and Loving Parents and Teachers. Think-Talk-Write (TTW) learning model is a suitable learning model to improve student learning outcomes. This learning model applies important stages in the lesson, namely the Think, Talk, and Write stages. This research was conducted at the SMA Negeri Plandaan Jombang with 33 students as the research subjects, namely class IX IPS 2. This research used Classroom Action Research and could be completed in 2 cycles and 2 times doing tests.Based on the results of the data obtained, it can be concluded that: 1) the use of the Think-Talk-Write (TTW) learning model on the subject of Respecting and Caring for Parents and Teachers in each cycle is shown by the average score of the first cycle student results of 73.03 which included in the moderate category increased in the second cycle to 90 which was included in the good category. This can be shown by an increase in test scores from cycle 1 to cycle 2.In cycle 1, there were 25 students who finished studying or 73.03% of the total students. In the next cycle there are 30 students who have completed learning or 90%. This shows an increase in class learning outcomes classically each cycle.

Keywords: Learning Model; Think Talk Write; Learning outcomes; Islamic education.

INTRODUCTION

Competition in this era continues to be fierce. Quality human energy sources are needed to experience this competition. One of the efforts that can be tried to improve the quality of human energy sources is through learning (Kusuma, 2018). Learning holds a significant position in preparing and creating a great quality human energy source. With learning, it is hoped that the quality of learning in Indonesia can be improved. In improving the quality of education, various efforts have been taken by the government, such as updating the curriculum, developing educational models, changing the evaluation system and others (Aisa & Ratnawati, 2022). Teachers must always be creative and innovative in carrying out education so that students more easily master the modules that are informed and are enthusiastic in exploring education. In the educational process, it is necessary to have a learning and learning atmosphere that can make students actively develop their potential (Hidayah & Naimah, 2022). Permedikbud Number 23 of 2016 explains that learning is a process of interaction between students, between students and educators and learning resources in a learning environment. The learning process carried out by teachers to students will greatly affect student development (Aghnesia & Caswita, 2017). Therefore, the learning process needs to be carried out optimally in all subjects, including Islamic Religious Education (PAI).

The subject of Islamic Religious Education (PAI) is one of the sciences that is very useful in shaping students' morals and behavior. Teachers in the field of Islamic Religious Education (PAI) should create active learning conditions to help students learn in class (Rihlasyita & Rahmawati, 2022). A suitable and fun learning model, especially for the material to respect and love teachers and parents. One of the learning models that will be used by the author is the Think-Talk-Write (TTW) learning model. The TTW (Think-Talk-Write) Learning Model can encourage students to always actively participate, be communicative, students are trained to think creatively, ready to express their own opinions objectively, respect other people's opinions, and train students to write down the results of their discussions in written

form. systematically so that students better understand the subject matter (Shofiyani *et* al., 2022). Student learning outcomes are changes that occur in students after experiencing the learning process. The learning outcomes are in the form of knowledge, skills, values, and attitudes. The success of students in understanding the material can be seen from the learning outcomes (Risaldi, 2013).

METHOD

The research method used is a type of action research or action research, namely classroom action research (CAR) that has been modified. The CAR design according to the Kemmis and Mc Taggart model consists of four stages of an action plan, including: planning, acting, observing and reflecting. The stages of the cycle are defined as the rotation of the stages in classroom action research. The implementation and observation stages are a stage that is carried out together so that it is enough to write down the implementation stages. The method of data collection was done through interview, test, observation and documentation techniques. The data collection techniques used are: (a) Tests, observations, and documentation. The interview method is used to obtain results about the learning model that has been used in the Plandaan Jombang State High School. The test method was used to obtain data about the learning outcomes of class XI IPS 2 students before the study, during the study and after the research was carried out. Observations used are systematic observations, namely observations made by observers using guidelines as observation instruments. The instruments used in this study were: test sheets, and documentation.

RESULT AND DISCUSSION
Result

Based on the results of data collection through interviews, tests, observations, and documentation using the classroom action research method that has been done, that using the Think-Talk-Write (TTW) learning model can improve student learning outcomes in PAI subjects. The results of the interview, the Think-Talk-Write (TTW) learning model has been used in PAI (Islamic Education) subjects at Plandaan State High School Jombang. This learning model is very fun and can improve student learning outcomes XI IPS 2. This learning model is not always used only adapted to the subject matter. During a pandemic like now the Think-Talk-Write (TTW) learning model can also be used. The results of the test, it can be concluded that in Suklis 1 there are 25 students who complete and 8 students who complete. In cycle 2 there are 30 students who have completed and 3 students who have not. It can be seen that there is a significant increase in student learning outcomes of class XI IPS 2 SMA Negeri Plandaan Jombang.

Discussion

Based on the results of data collection through interviews, tests, observations, and documentation using the classroom action research method that has been done, that using the Think-Talk-Write (TTW) learning model can improve student learning outcomes in PAI subjects. Before conducting the test, the researcher conducted interviews with the teacher of PAI (Islamic Religious Education) subject at SMA Negeri Plandaan Jombang. And the results of interview research that this learning model has been used although not often and adjusted to the subject matter. Student responses are very good and this learning model is very fun so that it can improve student learning outcomes, especially in PAI subjects.

After the interview, the researcher conducted a test conducted in class XI IPS 2 SMA Plandaan Jombang with a total of 33 students. The test was carried out 2 times, the difference in learning outcomes in cycle 1 and cycle 2 using the Think Talk Write (TTW) learning model can be seen in the table below:

Table 1. Completeness of Student Learning Outcomes

Category Completeness Status in study	Cycle			
	Cycle 1		Cycle 2	
	Total students	Percentage	Total students	Percentage
Complete	25	76%	30	90%
Not Completed	8	24%	3	10%
Total students	33	100%	33	100%

The table above explains that the test results during the PAI learning process use the learning model*Think-Talk-Write* (TTW) at the Plandaan State High School, Jombang. In cycle 1, it can be concluded that there are 8 students (24%) who get incomplete results. There were 25 students (76%) who

obtained complete results. In cycle 2, it can be concluded that there are 3 students (10%) who obtained incomplete results, and 30 students (90%) obtained complete results. Based on the data above, the writer concludes that the students of class XI IPS 2 SMA Plandaan Jombang have low learning outcomes of Islamic Religious Education (PAI) on the subject of loving and respecting teachers and parents. The average value of students in cycle 1 is 24% with an incomplete ability level. This is not in accordance with the Minimum Completeness Criteria, which is 70. The purpose of the test (retest) in cycle 1 is to investigateIslamic Religious Education (PAI) learning outcomes on the subjectlove and respect teachers and parents by using the Think-Talk-Write (TTW) learning model. The author concludes that the average value of cycle 2 students is 90% with an ability level of Very Good. This value has reached the Minimum Completeness Criteria (KKM) in class XI IPS 2 SMA Plandaan Jombang, which is 70. This means that the use of the Think-Talk-Write (TTW) learning model to improve Islamic Religious Education (PAI) learning outcomes on the subject of loving and respecting teachers and parents in class XI IPS SMA Negeri Plandaan Jombang was declared successful.

Reflection on Cycle 1

Based on the results of the observations and tests (tests) above, the learning outcomes of PAI (Islamic Education) on the subject of loving and respecting parents and teachers after applying the Think-Talk-Write (TTW) learning model did not have satisfactory results. The average value of students in cycle 1 is 73.03 with a good level of ability. This value does not reach the Minimum Completeness Criteria (KKM) in class XI IPS 2 at SMA Negeri Plandaan Jombang, which is 70. Based on the weaknesses above, the authors have rearranged the plan to carry out the teaching and learning process, so that improvements can be achieved by students. Thus, the authors rearrange the plan in teaching Islamic Religious Education (PAI) through the Think-Talk-Write (TTW) learning model, this is expected to create an increase in Islamic Religious Education (PAI) learning outcomes on the subject of loving and respecting parents and teacher. The learning model in the teaching and learning process used is the Think-Talk-Write (TTW) learning model to improve Islamic Religious Education (PAI) learning outcomes on the subject of comfortable living with honest behavior in cycle 2 which has been carried out in accordance with the K13 syllabus.

Reflection on Cycle 2

The author found that there was an increase in Islamic Religious Education (PAI) learning outcomes on the subject of loving and respecting teachers and parents through the Think-Talk-Write (TTW) learning model. It can be seen from the average value and ability level of students from cycle 1 and cycle 2 which have been described above. It can be concluded that the use of the Think-Talk-Write (TTW) learning model to improve student learning outcomes for class XI IPS 2 SMA Negeri Plandaan Jombang can achieve the Minimum Completeness Criteria (KKM) for Islamic Religious Education (PAI) subjects, which is 70.

CONCLUSION

After all the data is calculated, it can be found that the average value of the test (retest) in cycle 1 and cycle 2 is increasing. The average value in cycle 1 is 73.03 with a good level of ability. The average value in cycle 2 is with an excellent level of ability. It can be concluded that the use of the Think-Talk-Write (TTW) learning model to improve student learning outcomes for class XI IPS 2 SMA Negeri Plandaan Jombang can achieve the Minimum Completeness Criteria (KKM) for Islamic Religious Education (PAI) subjects. Based on the results of the data above, the problems that are displayed in the teaching and learning process, especially the learning outcomes of Islamic Religious Education (PAI) on the subject of loving and respecting parents and teachers for students of class XI IPS 2 SMA Plandaan Jombang have been answered. The use of the Think-Talk-Write (TTW) learning model to improve Islamic Religious Education (PAI) learning outcomes on the subject of comfortable living with honest behavior has shown satisfactory results.

Based on the results of interviews, the Think-Talk-Write (TTW) learning model has been used in PAI (Islamic Education) subjects at Plandaan State High School Jombang. This learning model is very fun and can improve student learning outcomes XI IPS 2. This learning model is not always used, only adapted to the subject matter. During a pandemic like now the Think-Talk-Write (TTW) learning model can also be used.

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