

The Influence of Think Talk Write Learning Strategies on Critical Thinking Skills and Student's Learning Outcomes of Islamic Religious Education Subjects

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Abstract: The purpose of this research is to determine the influence of the Think Talk Write strategy in learning Islamic Religious Education material about belief in the Last Day on critical thinking and student learning outcomes. The design of this research is a pretest and posttest control group design. The population of this study was class V of SD Negeri 1 Kuala Sungai Pasir, where the sample consisted of 2 classes using a random class technique (Simple Random Sampling). Class Va as an experimental class uses the Think Talk Write learning strategy, while class Vb as a control class uses conventional learning strategies. Data collection techniques use observation sheets and written tests, consisting of a pretest and posttest totaling 35 questions. Data were analysed using inferential statistical analysis. Based on the results of critical thinking research, for the t test it was found that t-count = 26.286 while t-table = 2.052. The learning results, for the t test, show that t-count = 31.745 while t-table = 2.052, which means that t-count > t-table so H₀ is rejected and H_a is accepted. The conclusion from the results of this research is that there is an influence of the Think Talk Write learning strategy on critical thinking and student learning outcomes at SD Negeri 1 Kuala Sungai Pasir.

Keywords: Critical Thinking, Learning Results, Think Talk Write

A. Introduction

Education is the first concrete step in life where education comes from positive conditions, (Yasyakur et al. 2021) from individuals who can learn from their learning environment. (Aseany 2021) Education is education whose main goal is to achieve positive things, and is a process of achieving a goal, (Saragih 2022) with a series of concrete activities that have the main goal to be achieved (Anis, Usman, and Arfah 2021). So it can be concluded that education is a step to change, (Ainia 2020) educate and make children understand something broadly about the surrounding

environment which can make their thinking patterns develop and continue to be directed through the education they receive (Hariyadi, Jailani, and el-Widdah 2023).

The most important factor which has a significant influence on students is the teacher's staff. The role of the teacher himself is his effort to become an intelligent person and be able to prepare life for his students in a better direction, because teachers here have a big responsibility for their students. It is not only the teacher's responsibility to be able to compensate students so that they can attract their interest and stimulate their curiosity about something conveyed by the teacher by using strategies that are fun, effective and can entertain them so that the learning process does not seem monotonous (Ihsan et al. 2021; Farid, M., et al., 2024).

One component in education is learning strategies which can provide very significant changes. The strategy needed at this time is a learning strategy that focuses on student activities in creating an atmosphere that is democratic, fair, humane, empowering, fun, and can arouse their interest in learning, then can stimulate creativity, imagination and innovation in students (Nata 2019; Sugiarto, S., & Suhono, S. 2023). Learning strategy is a comprehensive approach to learning in managing learning activities to deliver lesson material systematically in order to achieve predetermined learning objectives effectively and efficiently (Miranda and Wahyudin 2023).

Student success in learning is largely determined by the learning strategies carried out by teachers where teachers are forced to understand the philosophy of teaching and learning, teaching is not just transferring knowledge but can understand the behavior of individual students, learning strategies themselves have an important role and teachers are required to be able to manage it in class, this learning strategy has a role in looking at the student's condition in the learning process so that it is always focused (Ammarullah et al. 2021; Laviyanto, N. A., et al., 2022). Every change by students covers 3 aspects, namely knowledge, attitudes and skills. Through this learning activity, it is an understanding of learning outcomes (Melda et al. 2021). Simplifying it like this, student learning outcomes are the understanding that children gain when they have finished learning activities, because learning is an effort for change (Qurrotaini et al. 2022).

Islamic Religious Education is one of the subjects at the elementary school education level whose role is very important (Suhendra, Budiman, and Yuhendra 2019). Where religious knowledge for students is to guide and develop abilities and be able to solve problems, but not only with intelligence, but also by using their abilities with critical thinking so that they are able to solve the problems they will face, so having critical thinking is important taught to students (Huliatunisa et al. 2022; Wulan, N. S., et al., 2023). This is in line with the importance of critical thinking in the realm of Islamic Religious Education, because it can help students not only memorize the material being taught but also understand the meaning and context of Islamic religious

teachings. Not only that, critical thinking can also help students relate Islamic teachings to everyday situations. So it can be concluded that learning outcomes are stages that have been completed by students during learning activities (Prasetya and Harjanto 2020). Based on the results of observations and observations made by the author regarding learning outcomes in Islamic Religious Education subjects at SD Negeri 1 Kuala Sungai Pasir are still below standard.

B. Methods

The research carried out is quantitative research. The design of this research is a pretest-posttest control group design (Sugiono 2021). The population of this study was all class V of SD Negeri 1 Kuala Sungai Pasir, totaling 60 students, where the sample used 2 classes using a random class technique (Simple Random Sampling). Class Va is an experimental class that uses the Think Talk Write learning model, while class Vb is a control class that uses conventional learning strategies. The data collection technique is using observation and test sheets, which consist of a pretest and posttest. Before the pretest and posttest are carried out, a validation test of the observation sheet and questions on the material about believing in the last day is first carried out. Validation tests were carried out on material experts and on students who had studied material on faith in the Last Day, namely class VI students. Of the 40 questions that were validated, it turned out that only 35 questions were valid, this was calculated with the help of the statistical product and service solution (SPSS) version 22.0 software program. The number of questions for the pretest is 40 questions and for the posttest is 35 questions. After the data from the pretest and posttest results are collected, the data is then analyzed using statistics such as normality tests, homogeneity tests and hypothesis tests.

C. Results and Discussion

Based on the research that has been carried out, the results of the research include.

The Influence of the Think Talk Write (TTW) Learning Strategy on Criticism of the Islamic Religion at SD Negeri 1 Kuala Sungai Pasir Thinking Skills and Student Learning Outcomes in the Sub-Education.

This research was conducted with the aim of finding out whether there was an influence of the Think Talk Write learning strategy on critical thinking and student learning outcomes at SD Negeri 1 Kuala Sungai Pasir on the material about believing in the Last Day. Because the Think Not Write strategy helps students develop the intellectual discipline and skills needed and invites students to be active in solving a problem, the learning process can encourage students to think and work on their own initiative, be objective, honest and open and can develop talents and skills. the individual. To collect data, I used critical thinking observation sheets and learning

outcomes tests. There were 2 learning outcomes tests used, namely pretest and posttest. Data was obtained from 60 students, class Va consisting of 30 students as the experimental class and Vb consisting of 30 students as the control class.

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Critical Thinking Ability This research was conducted in class V (five) where placement was based on a test, namely Va. and Vb. This research was conducted on mandatory material at the beginning of the even semester of class V, namely believing in the last day. Next, the selection of experimental and control classes was carried out randomly through drawing. The results of the drawing showed that the experimental class was class Va and the control class was class Vb.

Based on the results of hypothesis testing using the t-paired simple test with the help of the SPSS 26.0 program, it can be seen that students' critical thinking abilities on material about believing in the last day using the tink talk write learning strategy produce higher critical thinking abilities compared to using the learning model conventional. This is in accordance with Wina Sanjaya's theory that learning to think talk write can improve the process of critical thinking and analysis to search for and find answers to a problem in question. The thinking process itself is usually carried out through question and answer between the teacher and students (Aminah 2020). Because in this learning strategy step the teacher asks questions that are appropriate to the indicators to all students and appoints one student to answer the question. From this step, students can improve their thinking skills to answer questions asked by the teacher.

This research was conducted on material about belief in the last day, for class V students. This research aims to see the effect of students' critical thinking abilities who are given special treatment, namely by changing learning strategies from conventional to strategies that are more able to stimulate students' critical thinking abilities. Because critical thinking is an ability that does not come by itself, but must be trained continuously. The learning strategy given to the experimental class was the Think Talk Write (TTW) learning strategy, while the control class used a conventional strategy, namely the lecture strategy. The critical thinking indicators that will be measured in this research are critical thinking indicators according to ethnicity which are modified according to the researcher's needs. These indicators are providing simple explanations, building basic skills and concluding (Nia, Leksono, and Nestiadi 2022).

In every meeting the experimental class uses the think talk write learning strategy. Learning activities are arranged so that students study in groups. Students are divided into small groups consisting of 3-4 people in each group. Apart from that, students are

always given student worksheets (LKS) and work on the LKS individually first, this is the think stage. At this stage, students individually try to solve and analyse the problems in the worksheet. The result of this stage is that students are able to provide reasons for the strategies, tactics and answers obtained and finally students are able to conclude. The answers at this stage are written in the initial answer column in the LKS.

In the next stage, namely the talk stage, students discuss with their group of friends who have been formed by the previous teacher. This stage is a means to test students' understanding and sharpen the analysis of the problem. After this stage is completed, students are free to determine the solution which is ultimately used as a result of their own thinking at the think or solution stage after they have discussed it with their group friends. At this stage, students not only discuss with their group friends, but if there is still time available, groups are randomly assigned to present the results obtained in front of the class.

The final stage is write. At this stage students write down the ideas they get from the think and talk stage. This article must contain the reasons for believing in the existence of an end day/doomsday and the final result in the form of a conclusion about the existence of an end day or the absence of an end day from the end day questions given. This answer is written in the final answer column on the worksheet.

At the first meeting, learning using the TTW strategy was still not optimal, this was because students were still not used to learning Islamic religious education in group conditions. Apart from that, students are also still confused about working on the Student Worksheets (LKS) that are given because in the LKS students are required to state reasons for answering the questions in the LKS. The next problem that occurred at the first meeting was that the class conditions were not conducive because the researcher was still unable to control the learning activities. When students are asked to present the results of their discussions, students are still embarrassed to present the results of their discussions with their group of friends in front of the class. At the first meeting, many students did not write down the reasons for the answers they used.

In the next lesson, the teacher provides motivation so that students are more active in learning activities so that students are able to develop their thinking abilities. Apart from that, each step of the Think Talk Write (TTW) learning strategy trains students to develop their critical thinking skills so that students not only know the meaning of believing in the last day, but also know the meaning of the concept of believing in the last day and know the types. The last day is used to understand the wisdom of believing in the last day.

At the next meeting, students began to be able to adapt to their group of friends and students began to get used to the learning strategies implemented by the researcher

(Samari, Kristiawan, and Fitria 2023). Students are starting to understand the meaning of the questions in the worksheet, students are also starting to get used to always writing down the reasons for every step they take. This reason is one of the indicators of critical thinking measured in this research. This shows that there is a gradual increase in students' critical thinking abilities. Apart from that, students also begin to be confident in expressing their opinions when their groups are appointed to present the results of their discussions.

It is clear that students' critical thinking skills have developed from the learning activities that have been carried out. Students' critical thinking abilities increase with each lesson carried out. This TTW learning strategy has a positive influence on cognitive abilities and students' learning motivation is maintained at an all-time high. This is different from the control class which was taught using conventional learning, namely that the subject of logarithms was not optimal, in the learning process students were still noisy because students tended to sit with friends who were familiar with them so they chatted more often and students did not understand the material explained by them. teacher because students only get information based on the teacher's explanation. Students are very dependent on teachers so that their thinking abilities are not trained.

In the results of observations of critical thinking skills that were carried out in think talk write classes and conventional classes, there were differences in average scores. In the think talk write class, the average was 38.93, while in the conventional class the average was 22.73, meaning that the average observation result for the think talk write class was higher than in the conventional class, so it can be said that the think talk write learning model had an effect. on students' critical thinking abilities. Thus, it can be concluded that there is an influence of the think talk write learning strategy on students' critical thinking abilities.

Learning outcomes of experimental class students. So, research can be carried out to find out the results of students in class Va on the subject of Islamic religious education, material on belief in the last day at SD Negeri 1 Kuala Sungai Pasir. To find out student learning outcomes in Islamic religious education subjects in class V.a (experimental class) and class Vb (control class), a post-test of 35 questions was given. From the results of tests tested on students, data was obtained regarding the learning outcomes of Va students (experimental class) in Islamic religious education subjects who implemented the Think Talk Write learning strategy.

Based on the raw score for the scale of student learning outcomes using the Think Talk Write strategy in Islamic religious education subjects is as follows:

96	93	84	75	84	96	84	75	72	90	96	93
93	84	96	93	90	90	93	90	93	93	96	93
96	93	96	90	96	84						

It can be seen that the Islamic Religious Education subjects learning results of class V.a (experimental class) students at SD Negeri 1 Kuala Sungai Pasir are in the very high category, there are 22 students with scores of 90-100, for the PAI learning results of students in the high category there are 5 students with scores a score of 80-89, and student learning outcomes in PAI subjects which are included in the medium category, there are 3 students with a score of 70-79.

Control Class Student Learning Results To find out the learning outcomes of class V.b students as the control class in the Islamic religious education subject material on belief in the final day at SD Negeri 1 Kuala Sungai Pasir, a post-test of 35 questions was given. From the results of tests given to students, data was obtained on learning outcomes for class V.b (control class) in Islamic religious education subjects where the Think Talk Write learning strategy was not applied.

Based on the raw scores obtained for the scale of student learning outcomes without using the Think Talk Write learning strategy in Islamic religious education subjects are as follows.

54	60	60	48	60	60	60	66	42	72	60	42
42	60	48	48	72	66	36	48	60	54	48	42
60	60	48	42	54	60						

It can be seen that the Islamic Religious Education subjects learning results of class V.b (control class) students at SD Negeri 1 Kuala Sungai Pasir are in the medium category, there are 2 students with a score of 72, for the PAI learning results of students in the low category there are 27 students with a score of 40. -69, and student learning outcomes in Islamic Religious Education subjects are included in the very low category, there is 1 student with a score of 0-39.

From the results of hypothesis testing using the t-paired simple test with the help of the SPSS 26.0 program, it can be seen that student learning outcomes on the meaning of the last days using the think talk write learning strategy produce higher learning outcomes compared to using conventional learning strategies. This is in accordance with Mulyasa's learning outcomes theory which states that in terms of results, the learning process is said to be successful if there is a positive change in behavior in all students or at least 50% of them. Based on the results of hypothesis testing $\text{sig} < 0,05$ with a score $0,00 < 0,05$ and get $t\text{-count} = 31,745$ and $t\text{-table} = 2,052$ this means that there is a significant influence of strategy think talk write learning on student learning outcomes. This is supported by research conducted by Sukma, et al., in 2022 with the results obtained that there is a positive and significant influence between the think talk write learning strategy on student learning outcomes. According to Amalia Waleulu, this can happen because the influence of the think talk write learning

strategy on learning outcomes in the experimental class is higher than in the control class. This is also reinforced by the learning outcomes of students working on the LKPD presented at each meeting because the think talk write strategy can help improve student motivation in the learning process.

Based on the results of the analysis of the average post-test scores on student learning outcomes that have been carried out, there are differences between the experimental class and the control class. In the experimental class the average score was 89.80 and, in the control, class the average score was 54.40. This means that the post-test average for the experimental class is higher than the control class. So it can be said that the think talk write learning strategy influences student learning outcomes. By implementing think talk write learning, it invites students to be involved directly in real cases, they experience for themselves the events or cases that are being discussed. Students are happier and enjoy the learning process. The results of this research are supported by research conducted by Sumarni S. et al, 2020 which states that think talk write learning significantly influences students' cognitive learning outcomes (Hilaikal, Wahyudin, and Ayu 2023). Based on previous research, it can be concluded that the think talk write learning strategy can influence student learning outcomes. This is in line with research conducted by Roni Wahyuni, et al, in 2021 based on the description of research data showing that there are differences in learning outcomes between groups of students who were taught using the think talk write learning strategy and groups of students who were not taught using the think talk write learning strategy (Rizky and Sritresna 2021). Thus, it can be concluded that there is an influence of the think talk write learning strategy on student learning outcomes.

D. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the learning strategy using TTW for students' critical thinking skills in Islamic religious education subjects at SDN 1 Kuala Sungai Pasir is based on the results of findings in the field with calculations using tests. The results of calculations using the paired sample t test, then obtained for critical thinking skills tcount of 26.286 and ttable is 2.056 at the 5% significance level because tcount > ttable then H_a is accepted and H_o is rejected. In this study, the results obtained were sig < 0.05 with a value of 0.00 < 0.05 and obtained tcount = 31.745 and ttable = 2.052, meaning that there was a significant influence of the think talk write learning strategy on student learning outcomes. The results of the analysis of the average post-test scores on student learning outcomes that have been carried out show differences between the experimental class and the control class. In the experimental class the average score was 89.80 and, in the control, class the average score was 54.40. This means that the post-test average for the experimental class is higher than the control class. So, it can be said that the think talk write learning strategy influences student learning outcomes. By implementing think talk write learning, it invites students to be involved directly in real cases, they

experience for themselves the events or cases that are being discussed. Students are happier and enjoy the learning process. The learning strategy using TTW on student learning outcomes in Islamic religious education subjects at SDN 1 Kuala Sungai Pasir found that student learning outcomes were t-count 31.745 and t-table 2.056 at a significant level of 5% because t-count > t-table then H_a was accepted and H_o was rejected.

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