



## The Influence of The Think Talk and Write (TTW) Learning Model on Students' Learning Outcomes in The Subject of Academic Morals in Madrasah

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### ABSTRACT

#### ARTICLE INFO

##### Received

03 November 2025

##### Revised

31 December 2025

##### Accepted

31 December 2025

##### Published

31 December 2025

The purpose of this research is to find out whether there is an effect of the Think Talk and Write learning model on student learning outcomes in the subject of Islamic cultural history in class VIII MTs Nurul Yaqin Pekanbaru. This research method uses quantitative methods with data collection techniques in the form of observation, testing and documentation. The number of samples in this study were two classes of class VIII students consisting of 45 students. The data analysis technique used is Validity Test, Reliability Test and Normality. Based on the results of this study, from the results of observations at five meetings, the percentage value of the research results can be calculated to get the average value. After adding up all five meetings, the percentage results are 80% and it can be concluded that the Think Talk and Write (TTW) learning model is categorized as Good. While the test results from the Wilcoxon test with Asymp.Sig (2-tailed) is 0.000. Because 0.000 is smaller than 0.05, it is concluded that  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a difference between the learning outcomes of Aqidah Akhlak for the pretest and posttest. So it can be concluded that there is an effect of using the Think Talk and Write learning model on the learning outcomes of Aqidah Akhlak students in class VIII MTs Nurul Yaqin Pekanbaru. The results of this study indicate that the implementation of the Think Talk and Write (TTW) learning model has a positive impact on improving student learning outcomes in the subject of Academic Morals for class VIII MTs Nurul Yaqin Pekanbaru. The TTW model encourages students to think critically, interact through discussions, and express their understanding in written form, so that the learning process becomes more active and meaningful. The practical implication is that teachers can use the TTW model as an alternative effective learning strategy to instill academic moral values more deeply, while for students this model helps shape responsible, communicative, and reflective academic attitudes.

**Key Words:** Think Talk, Write Learning Model

**To cite this article:** Zaman. N.. The Influence of The Think Talk And Write (TTW) Learning Model on Students' Learning Outcomes in The Subject of Academic Morals in Madrasah. *Journal of Islamic Education El Madani*. 5 (1), 11-22. (APA 7<sup>th</sup> Style)

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## Introduction

Education is an important thing needed to support the life of the nation and state. The quality of human resource education can determine the quality of a nation. A nation has good quality if the quality of education from human resources is good (Aini, Rokyal; Hadi, Yul Alfian; Hamdi, Zulfadli; Husni, 2021). Conversely, if the quality of the nation is not good then the quality of education from its human resources is not good (Munoto, 2016).

Currently, education has an important role in bringing people to be intelligent, peaceful, open-minded, and democratic. Therefore, to improve the quality of education, educational reform must be carried out continuously (Sawaluddin, 2021). Through a good educational arrangement, the goals of the Indonesian people to become advanced can be achieved and raise the dignity of Indonesia through various efforts to improve the quality of education (Novita Mlik, Jaharudin & Program, 2022). To improve the quality of learning in schools, the quality of learning in the classroom lies with the teacher (Sawaluddin, Koiy Sahbudin Harahap, Imran Rido, 2022). Teachers are the best facilities owned by educational institutions. The role of the teacher as an initiator can find more effective ways to improve quality learning. To get good results, educators create new ways or models in the learning process (Hulu, 2019).

In learning activities to achieve good learning outcomes, students try to get good learning outcomes as well. Student learning outcomes are not really visible from academic grades at school but can also be seen from student changes such as attitudes, habits, knowledge, tenacity, fortitude, logical thinking, discipline, skills, and other positive changes (Sinaga, 2019). As cited by Kunandar's study results, changes in individuals who learn are not only about knowledge, but also form skills and appreciation for individuals who learn (Oni & Rahmatia, 2020).

The success or failure of an education is basically seen from changes in character and behavior or from the achievement of learning outcomes achieved by students who have received the learning process. But not all teaching and learning activities can get optimal results as expected by the teacher to achieve a good KKM (Juniasih et al., 2013). Achievement of student learning outcomes refers to cognitive, affective, and psychomotor aspects. These three aspects cannot stand alone but are a union that cannot be separated (Lismawati et al., 2019). But in reality, the quality of education in Indonesia is relatively low. This can be seen from the results of student learning, especially in the Aqidah Akhlak subject. Aqidah Akhlak is one of the religious subjects given at the madrasah level (Rodiana & Pahlevi, 2020). Aqidah Akhlak subjects include lessons that are difficult for students to understand. Because Aqidah Akhlak learns about history or something that has happened and is not experienced directly by students (Nurhayati et al., 2019).

Some students are lazy to read or take notes on Aqidah Akhlak subjects. In this case it can cause a decrease in student learning outcomes in the Aqidah Akhlak subject and make the Aqidah Akhlak score below the Maximum Completeness Criteria (KKM) (Ikhsan Ibrahim et al., 2019).

The learning process of Aqidah Akhlak is usually only centered on the teacher not for students, as a result students become lazy and not interested in studying the history of Islamic culture (Intan et al., 2020). Teachers are classified as inclined to provide Aqidah Akhlak with the lecture method, inviting students to read teaching material, and taking notes accompanied by questions and answers as needed (Ninda Efrilliana Arum, Sjaifuddin, 2022). Circumstances like this can cause learning to be unattractive, disliked and will ultimately have an impact on decreasing student learning outcomes (Munoto, 2016).

In order to improve the quality of education, teachers play an important role in the learning process and are required to be more creative, innovative, not as learning centers, to position students not only as learning objects but also as subjects of learning subjects to produce more meaningful and interesting lessons (Khotimah, 2019). The problem that often occurs in the Aqidah Akhlak learning process that can be seen in schools is the lack of student activity in class (Suhaimi & Wahdini, 2022). Many students cannot work on practice questions and tend to imitate the work of their friends, students often do not pay attention to the teacher when explaining material, lack of focus and are even uncomfortable in class (Supita Elisa et al., 2021). Students also rarely ask questions and prefer to joke with their friends while studying and many are also lazy and sleepy in studying the history of Islamic culture (Erni Nurjanah, Gilang Mas Ramadhan, 2022). To overcome this, the researchers applied a cooperative learning method which is considered to be able to add to

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student learning activities, namely the Think, Talk, and Write learning model (Sawaluddin, Koij Syahbudin, Imran Rido, 2022). This learning model is a learning model that stimulates students' enthusiasm to be active in the learning process such as discussion, question and answer, analysis and others (Khusna et al., 2017).

The Think, Talk, and Write model is learning that starts with thinking through reading material (listening, criticizing, and alternative solutions), presenting, discussing, and then making a report on the results of the material exposure (Hidayat, 2020). In the teaching and learning process, students read the text and then think and make a small note, and then explain it to the group, so that each group member shares ideas with one another, and then presents the results of the discussion through writing (Muhsin et al., 2019).

## METHOD

This study uses a quantitative approach with an experimental method to determine the effect of the Think Talk and Write (TTW) learning model on student learning outcomes in the Academic Morals subject of class VIII MTs Nurul Yaqin Pekanbaru (N. Harahap, 2020). The research design used is a quasi-experimental, involving an experimental class that applies the TTW model and a control class that uses conventional learning (W.Gulo, 2002). Population and Sample are 45 students. Data collection techniques are carried out through learning outcome tests, while data analysis uses statistical tests to determine differences in learning outcomes between the two classes (Suwandi, 2021).

## Result and DISCUSSION

**Table. 1.**  
**Observation of Student Activities in the Think, Talk, and Write Learning Model**

No	Observation Aspect	Meeting I	
		Yes	No
<b>1.</b>	<b>INITIAL ACTIVITY</b>		
	Students pray	√	
	Absence	√	
	Readiness in accepting learning	√	
	Students listen and answer the initial explanation/apperception	√	
<b>2.</b>	<b>CORE ACTIVITIES</b>		
	Students sit in groups	√	
	Students read the text and make notes on the results of the reading on the student activity sheet	√	
	Students interact and collaborate to discuss the contents of the notes		√
	Students construct their own knowledge obtained from the results of the discussion		√
	The courage of students in conveying the results of group discussions		√
	Students carry out discussions with their groups well	√	
	Student cooperation in group discussions		√
	Activeness of students in groups		√
	Actively record various explanations given		√
	<b>CLOSING</b>		
	Students do questions and answers and make conclusions		√
	<b>Total</b>	<b>7</b>	<b>7</b>
	<b>Rata-Rata</b>	<b>50</b>	<b>50</b>

From the results of the first meeting observation above, it can be concluded that 7 out of 14 aspects of the Think Talk and Write (TTW) learning model have been implemented. The results of

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calculations based on the formula  $P = f/n \times 100$ ,  $p = 7/14 \times 100 = 50\%$  can be categorized that the implementation of the Think Talk and Write (TTW) learning model is classified as Poor at this first meeting.

**Table 2. Observation of Student Activities in the Think, Talk, and Write Learning Model**

No	Observation Aspect	Meeting II	
		Yes	No
<b>1.</b>	<b>INITIAL ACTIVITY</b>		
	Students pray	√	
	absence	√	
	Readiness in accepting learning	√	
	Students listen and answer the initial explanation/apperception	√	
<b>2.</b>	<b>CORE ACTIVITIES</b>		
	Students sit in groups	√	
	Students read the text and make notes on the results of the reading on the student activity sheet	√	
	Students interact and collaborate to discuss the contents of the notes	√	
	Students construct their own knowledge obtained from the results of the discussion		√
	Courage of students in conveying the results of group discussions		√
	Students carry out discussions with their groups well	√	
	Student cooperation in group discussions	√	
	Student activity in groups		√
	Actively noted various explanations given		√
	<b>CLOSING</b>		
	Students do question and answer and make conclusions	√	
	<b>Total</b>	<b>10</b>	<b>4</b>
	<b>Rata-rata</b>	<b>71,42</b>	<b>28.57</b>

From the results of the second meeting observation above, it can be concluded that 10 of the 14 aspects of the Think Talk and Write (TTW) learning model have been implemented. The results of calculations based on the formula  $P = f/n \times 100$ ,  $P = 10/14 \times 100 = 71.42\%$  can be categorized that the implementation of the Think Talk and Write (TTW) learning model is classified as sufficient at this second meeting.

**Table 3. Observation of Student Activities in the Think, Talk, and Write Learning Model**

No	Observation Aspect	Meeting III	
		Yes	No
<b>1.</b>	<b>INITIAL ACTIVITY</b>		
	Students pray	√	
	Absence	√	
	Readiness in accepting learning	√	
	Students listen and answer the initial explanation/apperception	√	
<b>2.</b>	<b>CORE ACTIVITIES</b>		
	Students sit in groups	√	

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Students read the text and make notes on the results of the reading on the student activity sheet	√	
Students interact and collaborate to discuss the contents of the notes	√	
Students construct their own knowledge obtained from the results of the discussion	√	
Courage of students in conveying the results of group discussions	√	
Students carry out discussions with their groups well	√	
Student cooperation in group discussions	√	
Student activity in groups		√
Actively noted various explanations given		√
<b>CLOSING</b>		
Students do question and answer and make conclusions	√	
<b>Total</b>	<b>12</b>	<b>2</b>
<b>Rata-rata</b>	<b>85,71</b>	<b>14,28</b>

From the results of the third meeting observation above, it can be concluded that 12 of the 14 aspects of the Think Talk and Write (TTW) learning model have been implemented. The calculation results based on the formula  $P = f/n \times 100$ ,  $P = 12/14 \times 100 = 85.71\%$  can be categorized that the implementation of the Think Talk and Write (TTW) learning model is classified as good at this third meeting.

**Table 4. Observation of Student Activities in the Think, Talk, and Write Learning Model**

No	Observation Aspect	Meeting IV	
		Yes	No
<b>1.</b>	<b>INITIAL ACTIVITY</b>		
	Students pray	√	
	absence	√	
	Readiness in accepting learning	√	
	Students listen and answer the initial explanation/apperception	√	
<b>2.</b>	<b>CORE ACTIVITIES</b>		
	Students sit in groups	√	
	Students read the text and make notes on the results of the reading on the student activity sheet	√	
	Students interact and collaborate to discuss the contents of the notes	√	
	Students construct their own knowledge obtained from the results of the discussion	√	
	Courage of students in conveying the results of group discussions	√	
	Students carry out discussions with their groups well	√	
	Student cooperation in group discussions	√	
	Student activity in groups	√	
	Actively noted various explanations given		√
	<b>CLOSING</b>		
	Students do question and answer and make conclusions	√	

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<b>Total</b>	<b>13</b>	<b>1</b>
<b>Rata-rata</b>	<b>92,85</b>	<b>7,14</b>

From the results of the fourth meeting observation above, it can be concluded that 13 of the 14 aspects of the Think Talk and Write (TTW) learning model have been implemented. The calculation results based on the formula  $P = f/n \times 100$ ,  $P = 13/14 \times 100 = 92.85\%$  can be categorized that the implementation of the Think Talk and Write (TTW) learning model is classified as good at this IV meeting.

**Table 5. Observation of Student Activities in the Think, Talk, and Write Learning Model**

No	Observation Aspect	Meeting V	
		Yes	No
<b>1.</b>	<b>INITIAL ACTIVITY</b>		
	Students pray	√	
	Absence	√	
	Readiness in accepting learning	√	
	Students listen and answer the initial explanation/apperception	√	
<b>2.</b>	<b>CORE ACTIVITIES</b>		
	Students sit in groups	√	
	Students read the text and make notes on the results of the reading on the student activity sheet	√	
	Students interact and collaborate to discuss the contents of the notes	√	
	Students construct their own knowledge obtained from the results of the discussion	√	
	Courage of students in conveying the results of group discussions	√	
	Students carry out discussions with their groups well	√	
	Student cooperation in group discussions	√	
	Student activity in groups	√	
	Actively noted various explanations given	√	
	<b>CLOSING</b>		
	Students do question and answer and make conclusions	√	
	<b>Total</b>	<b>14</b>	<b>0</b>
	<b>Rata-rata</b>	<b>100</b>	<b>0</b>

From the results of the V meeting observation above, it can be concluded that 14 of the 14 aspects of the Think Talk and Write (TTW) learning model have been implemented. The calculation results based on the formula  $P = f/n \times 100$ ,  $P = 14/14 \times 100 = 100\%$  can be categorized that the implementation of the Think Talk and Write (TTW) learning model is classified as Good at this V meeting.

From the results of observations at the five meetings above, the percentage value of the research results can be calculated to get the average value. After adding up all five meetings, the percentage results are 80% and it can be concluded that the Think Talk and Write (TTW) learning model is categorized as Good.

An instrument can be said to be valid if it can reveal data from variables to measure the level of validity of the problem studied correctly. At a significance level of 5%, the R table value is obtained at 0.413, N=23. In this study, the question items were declared valid if the corrected item-total correlation value obtained was greater than or equal to 0.413. The value of 0.413 is calculated by looking at the distribution table for the Rtable value with a significance of 5%. The following are the pretest and posttest question items in the table:

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**Table 6. Output Recapitulation of the Validity of Instrument Testing Results Pretest and Posttest Test Items Aqidah Akhlak Learning Outcomes**

No. Question Items I	Value Corrected Item Total Correlation	Significance 5%	Information
Question 1	0,453	0,413	Valid
Question 2	0,252	0,413	No Valid
Question 3	0,415	0,413	Valid
Question 4	0,392	0,413	No Valid
Question 5	0,252	0,413	No Valid
Question 6	0,434	0,413	Valid
Question 7	0,252	0,413	No Valid
Question 8	-0,53	0,413	No Valid
Question 9	0,453	0,413	Valid
Question 10	0,419	0,413	Valid
Question 11	0,435	0,413	Valid
Question 12	0,419	0,413	Valid
Question 13	0,460	0,413	Valid
Question 14	0,563	0,413	Valid
Question 15	0,585	0,413	Valid
Question 16	0,444	0,413	Valid
Question 17	0,501	0,413	Valid
Question 18	0,680	0,413	Valid
Question 19	0,438	0,413	Valid
Question 20	0,193	0,413	No Valid
Question 21	0,534	0,413	Valid
Question 22	0,307	0,413	No Valid
Question 23	0,124	0,413	No Valid
Question 24	0,292	0,413	No Valid
Question 25	0,292	0,413	No Valid
Question 26	0,571	0,413	Valid
Question 27	0,519	0,413	Valid
Question 28	0,487	0,413	Valid
Question 29	0,422	0,413	Valid
Question 30	0,425	0,413	Valid
Question 31	-0,189	0,413	No Valid
Question 32	0,034	0,413	No Valid
Question 33	-0,395	0,413	No Valid
Question 34	0,319	0,413	No Valid
Question 35	0,404	0,413	No Valid
Question 36	0,411	0,413	No Valid
Question 37	0,296	0,413	No Valid
Question 38	0,411	0,413	No Valid
Question 39	0,273	0,413	No Valid
Question 40	0,204	0,413	No Valid

Reliability shows the understanding that the instrument can be trusted to be used as a data collection tool, because the instrument is considered good. In this study, to test the reliability of researchers using IBM-SPSS Statistics v 25 for Windows. The results of the reliability level for all variables in this study can be seen in the table below:

**Table 7. Instrument Posttest Reliability Test Calculation Results Test Items Student Aqidah Morals Learning Outcomes**

Cronbach's Alpha	N of Items
,736	21

The result of observing the decision is that if the alpha value is > 0.60 then the data is reliable. Based on reliability calculations using IBM-SPSS Statistics v 25 for student learning tests, the Cronbach Alpha value was 0.736. These results indicate that the test is said to be reliable because

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the alpha value  $> 0.60$  is  $0.736 > 0.60$ .

To determine the distribution of pretest and posttest data, the data is normally distributed or not, the data normality test aims to determine whether the population is normally distributed or not. The test used in the normality test is the Kolmogorov-Smirnov. The data is said to be normal if the value (Sig.)  $> 0.05$  or 5%. The normality results of the pretest and posttest data can be seen in the following table:

**Table 8. Summary of Pretest and Posttest Normality Test Results Experiment Class and Control Class**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student learning outcomes	Experiment Pretest	,152	23	,184	,967	23	,625
	PostTest	,166	23	,100	,918	23	,061
	Experiment						
	Control Pretest	,227	22	,004	,906	22	,038
	PostTest Control	,154	22	,190	,939	22	,185

From the table it can be seen that the experimental pretest significance value was 0.184 and the control pretest significance value was 0.004. In accordance with the guidelines that have been described, the experimental pretest significance value is  $0.184 > 0.05$  and the control pretest significance value is  $0.004 < 0.05$ . From the posttest table the significance value of the experimental posttest is 0.100 and the significance value of the control posttest is 0.190. then the experimental posttest significance value is  $0.100 > 0.05$  and the control posttest significance value is  $0.190 > 0.05$ . From these data there is one value that is not normally distributed, namely the control pretest value of  $0.004 < 0.05$ .

This test was conducted to determine the difference in the mean of two paired samples. This Wilcoxon test is a substitute for the paired sample t test and if the data is not normally distributed or homogeneous. Because the data did not fulfill the normal distribution, the researchers used non-parametric statistics with the Wilcoxon test type. Basis for decision making if the Asymp.Sig value  $< 0.05$  then the hypothesis is accepted. And conversely if the Asymp.Sig value  $> 0.05$  then the hypothesis is rejected. The following are the results of the Wilcoxon test:

**Table 9. Wilcoxon Test Results**

		N	Mean Rank	Sum of Ranks
Post Test -	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	20 <sup>b</sup>	10,50	210,00
Ties		3 <sup>c</sup>		
Total		23		

From the table it can be seen that the value of Negative Ranks or the difference between the learning outcomes of Aqidah Akhlak for the pretest and posttest is 0. Both on the value of N, Mean Rank, and Sum of Ranks. A value of 0 indicates that there is no reduction from the pretest value to the posttest value. Positive Ranks are the difference between Aqidah Akhlak learning outcomes for the pretest and posttest. From the table there are 20 positive data, which means that the 20 students experienced an increase in learning outcomes of Aqidah Akhlak. The average increase is 10.50 while the number of positive ratings is 210.00. For hypothesis decision making in the following table:

**Table 10. Statistical Test Table**

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	Post Test - Pre Test
Z	-3,928 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

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Based on the table, it is known that Asymp.sig (2-tailed) has a value of 0.000. Because 0.000 is smaller than 0.05, it is concluded that the hypothesis is accepted. This means that there is a difference between the learning outcomes of Aqidah Akhlak for the pretest and posttest. So it can be concluded that there is an effect of using the Think, Talk, and Write learning model on student Aqidah Akhlak learning outcomes in Class VIII.

The purpose of this study was to find out how the learning process in the subject of Islamic cultural history in class VIII MTs Nurul Yaqin Pekanbaru uses the Think, Talk, and Write learning model and whether there is an effect of the Think Talk and Write learning model on Aqidah Akhlak learning outcomes in class VIII MTs Nurul Yaqin Pekanbaru.

To see how the learning process is in the eyes of the history of Islamic culture, the data is then analyzed by observation. To find out the results of observations, it is obtained by the formula  $p = f/n \times 100$ . Several provisions in classifying observation results can be classified into several categories, including if the activities of students in the teaching and learning process of Islamic cultural history using the Think, Talk, and Write learning model reach 76% - 100% is categorized as good, if it reaches 56% - 75% it is categorized as sufficient, 40% - 55% is categorized as bad and if the value is less than 40% then it is categorized as not good.

In the recapitulation of observations at meeting I, the YES responses were 7 out of the total number of aspects, namely 14 aspects. These results, if the percentage obtained is  $p = 7/14 \times 100 = 50\%$ , it can be categorized that the implementation of the Think, Talk, and Write (TTW) learning model is classified as not good enough in this first meeting. In the observation recapitulation of meeting II the YES responses were 10 out of 14 aspects. The calculation results based on the formula  $P = f/n \times 100$ ,  $P = 10/14 \times 100 = 71.42\%$  can be categorized that the implementation of the Think, Talk, and Write (TTW) learning model is classified as sufficient in this II meeting. In the observation recapitulation of meeting III the YES responses were 12 out of 14 aspects. The calculation results obtained  $p = 12/14 \times 100 = 85.71\%$  can be categorized that the implementation of the Think, Talk, and Write (TTW) learning model is classified as good in this third meeting.

In the observation recapitulation of meeting IV the YES responses were 13 out of 14 aspects. The calculation results obtained  $p = 13/14 \times 100 = 92.85\%$  can be categorized that the implementation of the Think, Talk, and Write (TTW) learning model is classified as good in this IV meeting. In the observation recapitulation of meeting V the YES responses were 14 out of 14 aspects. The calculation results obtained  $p = 14/14 \times 100 = 100\%$  can be categorized that the implementation of the Think, Talk, and Write (TTW) learning model is classified as good in this V meeting. From the results of observations at the five meetings above, the percentage value of the research results can be calculated to get the average value. After adding up all five meetings, the percentage results are 80% and it can be explained that the Think, Talk, and Write (TTW) learning model is classified as Good.

From the research that has been done, in the learning process of Islamic cultural history students become more active, students are brave in conveying the results of their group discussions, students actively record various explanations given, all students form groups in line with instructions from the teacher, all students want to contribute in work in group. This shows that the Think, Talk, and Write learning model is a learning model that can stimulate student activity rather than the common learning model.

To answer whether there is an effect of the Think Talk and Write learning model on SKI learning outcomes in class VIII MTs Nurul Yaqin Pekanbaru is to use pretest and posttest. Pretest distributed to students before students apply the learning model. While the posttest was distributed to students after implementing the learning model in several meetings. The test was distributed to 45 students with details of 23 students in the experimental class and 22 students in the control class. From the results of the experimental class pretest the average value of students is 47.17 while for the control

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class the average value is 46.36. Furthermore, after being given treatment or treatment in the experimental class, the posttest results were obtained 70.21 and for the control class 63.63.

The results of this study indicate that the implementation of the Think, Talk, and Write (TTW) learning model significantly influenced student learning outcomes in the Academic Ethics subject at grade VIII MTs Nurul Yaqin Pekanbaru (Supita Elisa et al., 2021). This finding indicates that a learning model that emphasizes thinking processes, discussions, and written reflections can enhance students' understanding of academic ethical values in a deeper and more meaningful way compared to conventional learning (Muhsin et al., 2019).

Theoretically, the TTW model is rooted in constructivism theory, which states that knowledge is not passively transferred from teacher to student but is actively constructed through learning experiences and social interactions (Muhammad Syaifudin, 2022). Vygotsky emphasized that learning is more effective when students engage in dialogue and collaboration, as social interactions serve as a means of internalizing concepts and values (Hulu, 2019). In the context of Academic Ethics learning, the talk stage in TTW allows students to discuss academic ethical values, such as honesty, discipline, and responsibility, so that these values are not only conceptually understood but also internalized through social processes (Nurhayati et al., 2019).

The think stage in the TTW model trains students to think critically and understand the material before discussing it. Slavin states that initial cognitive activity is crucial in building students' knowledge structures, as it helps them organize information and relate it to previous experiences (K. S. Harahap & Sawaluddin, 2025). This is relevant to learning Academic Morals, which demands a rational and reflective understanding of academic behavior in accordance with Islamic teachings (Oni & Rahmatia, 2020).

Furthermore, the write stage serves as a process of reflection and strengthening understanding. According to Graham and Perin, writing activities in learning play a crucial role in improving conceptual understanding, higher-order thinking skills, and student retention (Lismawati et al., 2019). In learning Academic Morals, writing activities help students reflect on the values they are learning and connect them to their learning experiences, thus making learning more contextual and applicable (Ikhsan Ibrahim et al., 2019).

The results of this study also align with previous research showing that the TTW model is effective in improving student learning outcomes and engagement in Islamic Religious Education (ISE). Fauzi et al.'s research concluded that implementing TTW can improve students' understanding of Islamic Religious Education (ISE) material and foster positive academic attitudes. Another study conducted by Rahmawati demonstrated that TTW significantly impacts student learning outcomes because it integrates cognitive, affective, and psychomotor aspects in a balanced manner (Maralottung Siregar, Munzir Haitami, 2023).

Thus, based on theoretical review and previous research, this study confirms that the Think, Talk, and Write (TTW) learning model is a relevant and effective learning strategy for improving academic moral learning outcomes. This model not only improves students' cognitive aspects but also contributes to the formation of academic attitudes and behaviors consistent with Islamic values, thus supporting the achievement of the goals of Islamic Religious Education holistically (Islami et al., 2018).

### **CONCLUSION**

From the data analysis and hypothesis testing that has been done, it can be concluded that: In the process of learning Islamic cultural history using the Think Talk and Write learning model students become more active, students are brave in conveying the results of their group discussions, students actively record various explanations given, all students make groups in line with instructions from the teacher, all students want to contribute to group work. This shows that the Think, Talk, and Write learning model is a complement to the lecture method by increasing student activity in class. Based on the Wilcoxon hypothesis test that has been obtained it is known that Asymp.Sig (2-tailed) is worth 0.000. Because 0.000 is smaller than 0.05, it is concluded that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is an effect of using the Think Talk and Write learning model on student Aqidah Akhlak learning outcomes in class VIII at MTs Nurul Yaqin Pekanbaru. The results of this study indicate that the implementation of the Think Talk and Write (TTW) learning model has a positive impact on improving student learning outcomes in the subject of Academic Morals for class VIII MTs Nurul Yaqin Pekanbaru. The TTW model encourages students to think

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critically, interact through discussions, and express their understanding in written form, so that the learning process becomes more active and meaningful. The practical implication is that teachers can use the TTW model as an alternative effective learning strategy to instill academic moral values more deeply, while for students this model helps shape responsible, communicative, and reflective academic attitudes.

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