

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

IMPROVING THE PROCESS AND OUTCOMES OF INDONESIAN LANGUAGE LEARNING USING THE THINK TALK WRITE MODEL

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Abstract

The objectives of this study are: To improve the Indonesian language learning process using the Think Talk Write model in Grade IV of SDN 36/II Sarana Jaya. To improve the learning outcomes in Indonesian using the Think Talk Write model in Grade IV of SDN 36/II Sarana Jaya. This study employed Classroom Action Research (CAR) as its method. The research was conducted in Grade IV of SDN 36/II Sarana Jaya, Bathin III District, Bungo Regency, during the even semester of the 2024/2025 academic year. The research subjects were 20 Grade IV students (12 girls and 8 boys) in the Indonesian language subject. Data collection techniques included observation, interviews, and documentation. Data analysis techniques involved analysis of observation data and student learning outcomes. The research findings on the teacher's teaching process showed that at the end of Cycle I, the teacher's activity was categorized as good/active with a percentage of 75%, and in Cycle II, it improved to very good/active with a percentage of 95%. Regarding the student learning process, Cycle I showed an increase from 40% to 65%, and Cycle II further improved from 75% to 90%. It can be concluded that the student learning process improved in each cycle. As for student learning outcomes in Indonesian, in Cycle I the achievement rate was 70%, categorized as "Fairly Good," with 14 students considered to have achieved mastery. In Cycle II, the achievement rate increased to 85%, categorized as "Very Good," with 17 students meeting the mastery criteria.

Keywords: Learning Process, Learning Outcomes in Indonesian Language, and the Think Talk Write Model.

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INTRODUCTION

Improving the Process and Outcomes of Indonesian Language Learning Using the Think Talk Write Model. Learning, in essence, is an interaction between students and their environment that leads to positive changes. It is closely related to how students are taught or how they can learn easily, driven by their own initiative and motivation to study what is actualized in the curriculum according to their needs. Learning is a complex process that involves various interrelated aspects. Creative and enjoyable learning requires skills—specifically, teaching skills and the skill of facilitating learning (Mulyasa, 2005).

A teacher's skill in choosing an appropriate learning model can significantly influence student learning outcomes. Sembiring et al. (2018) explained that teachers are expected to design engaging learning models to enhance students' learning achievements. Learning outcomes refer to changes in knowledge, understanding, attitudes, and behaviors resulting from the teacher's instructional efforts. According to Djamarah (2011), learning is a series of physical and mental activities aimed at bringing about changes in behavior as a result of individual experience and interaction with the environment, encompassing cognitive, affective, and psychomotor domains. Two main factors influencing learning outcomes are students' creative thinking skills and their level of learning independence. To enhance creative thinking, teachers must create active, creative, and enjoyable learning environments by using appropriate learning models.

A learning model refers to a series of instructional presentations that include all aspects before, during, and after teaching, carried out by teachers using related resources either directly or indirectly (Istarani, 2019). It also represents a conceptual framework describing systematic procedures in organizing learning experiences to achieve specific objectives, functioning as a guide for instructional designers and teachers in planning learning activities (Syamsu & Rahmawati, 2019).

Low learning outcomes can be attributed to several factors, one of which is the use of ineffective teaching models. Teacher-centered instruction that does not engage students actively often results in poor comprehension. Therefore, a learning model that promotes student participation and better understanding is needed.

To improve the learning outcomes of fourth-grade students, teachers must present Indonesian language lessons in more engaging ways so that students find them enjoyable. A learning process that is innovative, active, and utilizes student-centered models can significantly enhance Indonesian language learning outcomes.

Teachers must employ appropriate models, methods, and strategies to attract students' attention and achieve effective and efficient learning goals. Therefore, teachers need to understand and apply various instructional models. A learning model serves as a tool that teachers use to communicate with students. These tools can be in the form of printed or audiovisual materials that offer concrete learning experiences and enhance motivation and retention (Sultan & Tirtayasa, 2019).

Based on observations conducted from November 4 to November 11, 2024, several issues were found in the fourth-grade Indonesian language learning process at SDN 36/II Sarana Jaya. Many students found the subject enjoyable, but a smaller portion considered it boring due to difficulties in understanding the material. The teaching model used by the teacher lacked variety and failed to actively involve students in the learning process. Learning tended to be one-way, with the teacher explaining the material from the textbook while students passively listened. This approach led to disengagement, with some students ignoring the lesson or disrupting the class, making the learning environment less conducive.

As a result, many students did not achieve the expected learning outcomes. This is evident in Table 1.1, which presents the results of the mid-semester test for the fourth-grade Indonesian subject at SDN 36/II Sarana Jaya.

Table 1. Recapitulation of Fourth Grade Mid-Semester Daily Test Results – Academic Year 2024/2025

No.	Student Initials	Learning Goal Criteria (Kktp)	Score	Achieved	Not Achieved
1	Ag	70	80	✓	
2	Ma	70	75	✓	
3	Ags	70	68		✓
4	Ar	70	65		✓
5	Ah	70	75	✓	
6	Ap	70	70	✓	
7	Ah	70	75	✓	
8	Sy	70	65		✓
9	Gl	70	60		✓
10	Sr	70	75	✓	
11	Ma	70	80	✓	
12	Cc	70	65		✓
13	Mel	70	60		✓
14	Mh	70	70	✓	
15	Ts	70	75	✓	
16	Sp	70	60		✓
17	Ss	70	60		✓
18	St	70	65		✓
19	Mr	70	65		✓
20	Fr	70	65		✓
	Jumlah	9	11	Jumlah	9
	Jumlah (%)	45%	55%	Jumlah (%)	45%

Source: Fourth Grade Homeroom Teacher, SDN 36/II Sarana Jaya

Based on Table 1.1, out of 20 students, only 9 students (45%) met the minimum learning criteria, while 11 students (55%) did not. The learning goal criteria (KKTP) for the fourth-grade Indonesian language subject is set at 70.

The low achievement in Indonesian language learning suggests the need for improvement in instructional quality. Learning that is teacher-centered and lacks model variation should be transformed into collaborative experiences where students can solve problems together. Such an approach makes learning more engaging and enjoyable, increasing student involvement and improving comprehension.

In light of the issues identified, it is essential to implement strategies to overcome them. Teachers must be able to create enjoyable and engaging learning environments by choosing appropriate models that meet student needs and match the subject matter. One effective model that can be applied is the Think Talk Write (TTW) model.

According to Siregar and Nara (2014), “The Think Talk Write (TTW) model is a learning approach that begins with students thinking through reading materials (listening, critiquing, and proposing alternative solutions), followed by discussion and presentation (talk), and finally writing (write) a report or summary of the discussion” (as cited in Khusna et al., 2017). This model is highly suitable for Indonesian language learning because it encourages students to think, speak, and write based on their group discussions.

The Think Talk Write model was chosen because it positively impacts students’ abilities and transforms learning from passive to active and creative. It shifts the role of the student from merely receiving information from the teacher to actively seeking knowledge

using their own thinking and motivation. It helps students understand concepts more deeply, overcome doubts, and think critically.

This model has the potential to motivate students to remain active, participate, and communicate effectively and objectively. It also helps students appreciate others' perspectives and practice expressing their understanding in writing (Hastutik, 2022). The TTW model captures students' attention by using images as stimuli to provoke thought and expression. This activates the learning process and trains students to write correctly and effectively (Nur Azizah & Sri Lena, 2022). TTW facilitates oral and written language practice by guiding students to think, talk, and then write on a specific topic. This strategy develops fluent writing and prepares ideas through structured conversations (Miftahul Huda, 2017)..

RESEARCH METHOD

The design of this research is classroom action research (CAR). The essence of Classroom Action Research (CAR). The implementation of this research consists of several stages of the learning process, namely planning, implementation, observation, and reflection. The following is the design of classroom action research using the Think Talk Write learning model in Indonesian language instruction.

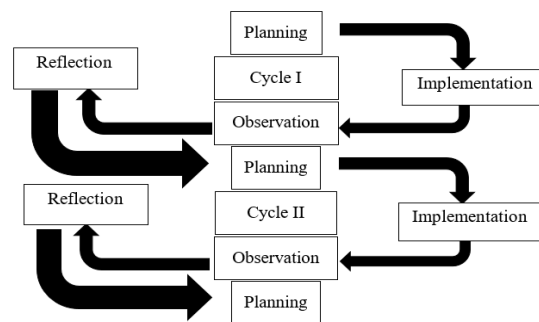


Figure 1. Classroom Action Research Procedure Source (Arikunto, 2017)

This research will be conducted in the fourth grade of SDN 36/II Sarana Jaya, Bathin III Subdistrict, Bungo Regency. The study will take place during the even semester of the 2024/2025 academic year in the fourth-grade class of SDN 36/II Sarana Jaya. The timing of the research is determined based on the school's academic calendar and in coordination with the classroom teacher. The research will be carried out in several cycles, with each cycle consisting of two meetings. The schedule of the research refers to the 2024/2025 academic calendar.

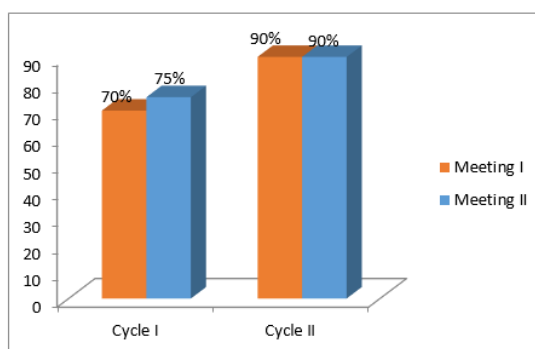
The subject of this classroom action research is the fourth-grade students of SDN 36/II Sarana Jaya in the even semester of the 2024/2025 academic year. The class consists of 20 students—12 girls and 8 boys. The object of this study is the use of the Think Talk Write learning model to improve the process and outcomes of Indonesian language learning in the fourth grade of SDN 36/II Sarana Jaya. The data collection techniques used in this study include observation, interviews, and documentation. The data analysis techniques involve analyzing observation data and student learning outcomes.

RESEARCH RESULTS AND DISCUSSION

Teacher's Teaching Process

Based on the research results obtained regarding the teacher's teaching process over two cycles, there was an improvement in each meeting. This was evident from Cycle I, which increased from 70% to 75% (fairly good), and then improved further in Cycle II to 90% (very good). The increase from Cycle I, Meeting 2 to Cycle II, Meeting 2 was 15%. The overall percentage of the teacher's teaching process in each cycle can be seen in the diagram below:

Diagram 1 Teacher's Teaching Process



Based on Diagram 1, it can be concluded that the teacher's teaching process in the Indonesian language subject using the Think Talk Write model falls into the "very good" category. This is because, in Cycle II, the teacher was able to manage the learning process more effectively—providing motivation and guiding students to be more actively engaged in learning compared to Cycle I. Furthermore, the teacher successfully implemented the teaching activities during the opening, core, and closing stages in accordance with the teaching module.

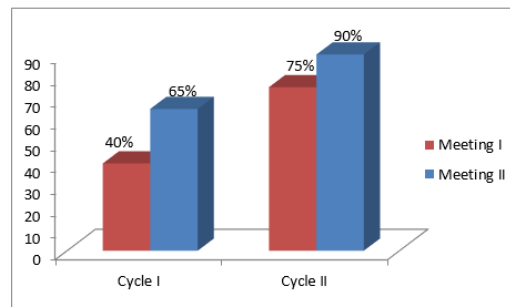
Student Learning Process

The learning process can be considered optimal when there is active participation from both the teacher and the students. Observations of the student learning process during the implementation of the Think Talk Write model over two cycles show a positive trend. In Cycle I, the percentage increased from 40% to 65% (categorized as "fairly good"), while in Cycle II, it rose from 75% to 90% (categorized as "very good"). The improvement from Cycle I to Cycle II after the second meeting was 25%.

This indicates that in implementing the Think Talk Write model, the teacher consistently made efforts to optimize student engagement, resulting in enhanced learning. Thus, it can be concluded that the student learning process improved through the application of the Think Talk Write model.

The percentage increase in the student learning process during Cycle I and Cycle II for each meeting can be seen in the diagram below:

Diagram 2 – Student Learning Process



Based on Diagram 2, it can be concluded that the student learning process over two cycles of Indonesian language instruction using the Think Talk Write model falls into the "very good" category. This is due to the improvement in student engagement during the learning process in each cycle, with almost all indicators being met. It can be concluded that the student learning process using the Think Talk Write model has improved, and the success indicators have been achieved, allowing the cycle to be concluded.

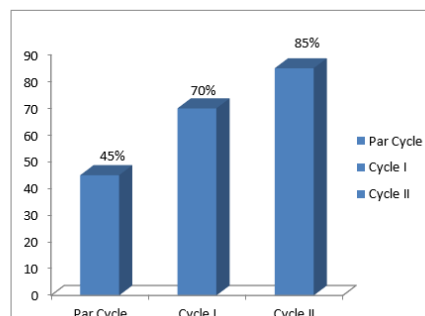
Student Learning Outcomes

Based on the research results prior to the use of the Think Talk Write model, the percentage of students who achieved the minimum learning mastery criteria (KKTP) was only 45%, while 55% of students were still below the expected standard. After implementing the Think Talk Write model, learning mastery increased from 45% to 70% of students achieving the KKTP, with 30% still below the threshold. Although there was an improvement in Cycle I, it had not yet reached the minimum mastery target of $\geq 75\%$. Therefore, further improvement was needed in Cycle II.

After improvements were made to the learning process in Cycle II, student mastery increased further from 70% to 85%, with 17 students meeting the KKTP criteria.

The results indicate that students' learning outcomes improved in each cycle. This improvement is clearly shown in each phase. The overall percentage of learning mastery in each cycle is illustrated in the diagram below:

Diagram 4.3 – Student Learning Outcomes



Student learning outcomes, as shown in Diagram 4.3, improved in each cycle. Before the research was conducted, the learning mastery level reached only 45%. After the implementation of the research, in Cycle I, student mastery increased to 70%, with 14 students achieving the minimum mastery level, categorized as "Good." Following Cycle

II, learning mastery further improved to 85%, with 17 students categorized as "Very Good," based on the established indicator ($\geq 75\%$). The results of the study indicate that the application of the Think Talk Write model can improve student learning outcomes in Indonesian language subjects. This learning approach has proven to be effective, as it consistently increased student achievement in each cycle.

CONCLUSION

Based on the classroom action research conducted with fourth-grade students at SDN 36/II Sarana Jaya in Indonesian language learning using the Think Talk Write model with appropriate steps, the following conclusions can be drawn:

1. The implementation of the Think Talk Write model with appropriate steps can improve the teacher's teaching process. At the end of Cycle I, the teacher's activity reached a "good/active" level with a percentage of 75%, and in Cycle II it increased to a "very good/active" level with a percentage of 95%. It can be concluded that in each cycle, the teacher's instructional activities using the Think Talk Write model showed improvement.
2. The implementation of the Think Talk Write model can enhance students' learning process. In Cycle I, student activity increased from 40% to 65%, and in Cycle II it further improved from 75% to 90%. It can be concluded that students' learning engagement increased in each cycle.
3. The use of the Think Talk Write model can improve students' learning outcomes in Indonesian language lessons. In Cycle I, 70% of students (14 students) achieved mastery, categorized as "Fairly Good." In Cycle II, the percentage increased to 85% (17 students), categorized as "Very Good." The implementation in Cycle II showed improvement, exceeding the predetermined success criteria with a percentage of 85%.

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