

Enhancing Learning Outcomes in Islamic Cultural History Using the Think-Talk-Write Model

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Abstract: The history of Islamic civilization is a subject designed to deepen the faith of elementary school students at the 'MI' (Madrasah Ibtidaiyah) level, emphasizing the cultivation of piety. Despite its focus on the history of Islamic civilization, many students face challenges in grasping the material, leading to subpar learning outcomes. This is largely due to their limited understanding of Islamic cultural history. The lack of diverse teaching models employed by teachers contributes to a monotonous and unengaging learning experience. This research is a qualitative descriptive approach based on the classroom action research method by Stephen Kemmis and Robyn McTaggart, the research involved 24 students, employing data collection methods such as observation, tests, documentation, and interviews. The results indicate the effectiveness of the Think Talk Write (TTW) Cooperative Learning model in improving both learning outcomes and student engagement. In the initial cycle, the learning outcomes percentage was 25%, which significantly rose to 91.67% in the subsequent cycle. Similarly, students' activeness increased from 50.41% in the first cycle to 89.58% in the second cycle. Based on these findings, it is recommended that teachers adopt cooperative learning models like Think Talk Write to enhance student engagement and learning outcomes.

Keywords: Learning Outcomes, History of Islamic Culture, Cooperative Learning Model: Think Talk Write

Introduction

Education is a conscious effort to prepare students through guidance, teaching, and training activities for their roles in the future.¹ According to experts, education can be summarized as the assistance provided by adults to the development of children to help them reach maturity, with the goal that the children can carry out their life tasks independently without adult assistance.² Efforts to improve the quality of education require that all educational institutions be equipped with adequate and proper capabilities, including sufficient school facilities and infrastructure. Thus, the rights of students can be properly fulfilled at school. An educator, in the learning process, acts as an informant, communicator, organizer, motivator, director, guide, initiator of ideas, facilitator, evaluator, and mentor.³

The subject of Islamic Cultural History (Sejarah Kebudayaan Islam, or SKI) narrates past events and stories that reflect the creations, initiatives, and innovations of the Muslim community, based on Islamic values. Therefore, teachers must be able to deliver SKI lessons by selecting appropriate learning models that encourage active student participation and help students achieve good learning outcomes.⁴ Documentation of student scores and interviews with Mrs. Eni Sulistiyowati, S.Pd.I, the SKI teacher for Grade 5 at MI Usisa'alattaqwa, revealed that approximately 84.61% of students had low learning outcomes in Islamic Cultural History. The majority of students had not yet met the minimum passing grade (KKM <70), earning a "C" grade. According to Mrs. Eni, students found it difficult to understand and retell the historical stories of Islamic culture. The challenges were primarily due to unengaging teaching methods and a lack of interaction during lessons. Therefore, a learning model that could improve student learning outcomes and participation in SKI was needed.⁵

Previous research has shown that the Think Talk Write (TTW) cooperative learning model is effective in enhancing students' academic achievement, particularly in the context of Islamic Cultural History, where learning outcome scores improved by

¹ Muhammad Aspi, "Profesional Guru Dalam Menghadapi Tantangan Teknologi Pendidikan," *Journal Of Education*, 2, no. 1 (2022): 291.

² Suryo Andhara Early, "Keefektifan Pengimplementasian Aliran Progresivisme Dalam Dunia Pendidikan," *Jurnal Ilmiah Universitas Sebelas Maret* 3, no. 1 (2023): 4.

³ S.d. Wawan, "Efektivitas Kerja Sama Guru Dengan Orang Tua Terhadap Motivasi Dan Hasil Belajar Siswa.," *Jurnal Pendidikan Profesi Guru Agama Islam*, 2, no. 2 (2022): 171.

⁴ Rizki Nursabandi, "Pengaruh Penggunaan Media Audio Visual Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam MTs Ma'arif 07 Selakambang" (Skripsi, IAIN Purwokerto, n.d.).

⁵ Endang Sulistiyowati, Wawancara Ibu Eni Sulistiyowati guru SKI Kelas V, 2023.

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80.16%.⁶ The Think Talk Write model emphasizes active student participation, helping to prevent boredom during the learning process. The main goal of this classroom action research is to increase both student engagement and learning outcomes in the Islamic Cultural History material for Grade 5 at MI Usisa'alattaqwa. Another objective is to encourage students to be more active during the teaching and learning process and to freely express their individual arguments.

The researcher chose to focus on the Islamic Cultural History subject in Grade 5 at MI Usisa'alattaqwa because of the students' low learning outcomes in this area. Therefore, the researcher intends to implement a suitable learning model, namely the Think Talk Write (TTW) cooperative learning model. This study applies the TTW model to the SKI subject, where students are expected to think critically after reading information, collaborate in group discussions, and present the results of their discussions in front of the class.⁷ The Think Talk Write cooperative learning model has been proven to improve students' learning outcomes and engagement, as evidenced by tests conducted during the teaching and learning process in the Islamic Cultural History subject.

Literature Review

Definition of Learning and Learning Outcomes

According to Palin, learning is an activity that is consciously carried out by a person to get a change in behavior towards their environment.⁸ To find out the learning outcomes, emphasized the importance of learning outcome tests as a measuring tool to identify student learning progress. The test consists of a group of questions, both oral and written, that students must answer.⁹ From these two perspectives, it can be concluded that learning outcomes refer to the changes experienced by students after going through the teaching and learning process. This change is measured through the average test scores they obtain. In the context of this study, the focus is on the learning outcomes of students in the subject of Islamic Cultural History, which is measured through tests to determine the extent to which students' understanding and knowledge of the material taught has improved.

These assessments help determine the extent of student understanding after participating in learning activities. Thus, learning outcomes refer to the measurable changes

⁶ F.F Astuti, "Penggunaan Strategi Think Talk Write Dalam Meningkatkan Hasil Belajar Siswa Pada Pembelajaran SKI Kelas X Ipa Man Bengkulu Selatan," *Jurnal Pendidikan Islam* 2, no. 2 (2022): 208.

⁷ Irna Rosdiana, "Keefektivan Penggunaan Metode Think Talk Write Dalam Pembelajaran Menulis Teks Ulasan Pada Siswa MTS," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*. 2, no. 4 (2019): 571.

⁸ Seplin Palin et al., *Learning and Learning*, 1st ed. (Mifandi Mandiri Digital Publisher, 2024).01

⁹ Achadah Alif, "Evaluation in Education as a Tool to Measure Learning Outcomes," *An- Nuba: Journal of Islamic Educational, Cultural, and Social Studies*, 6, no. 1 (2019): 97–114, <https://doi.org/10.36835/annuha.v6i1.296>.

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that occur in students after the instructional process. In the context of this study, the focus is on student learning outcomes in the subject of *Islamic Cultural History* (*Sejarah Kebudayaan Islam* or SKI), measured through written assessments to evaluate their comprehension of the taught material.¹⁰

Importance of Cooperative Learning Models

The choice of an appropriate learning model is a critical component of the instructional process. A learning model serves as a systematic plan that guides the teaching approach, learning objectives, instructional stages, classroom management, and learning environment.¹¹ Among the many available models, cooperative learning stands out due to its focus on collaboration among students. Cooperative learning not only aims to improve academic performance but also fosters students' ability to communicate, collaborate, and build social skills. This model encourages mutual support, shared responsibilities, and a collective pursuit of learning goals, which distinguishes it from more individualistic instructional strategies.

The learning model is an important element in the teaching process. The learning model is a planning or pattern that is used as a guideline in planning and implementing learning in the classroom. This model includes the approach to be used, the teaching objectives, the stage of learning, the learning environment, and the management of the classroom.¹² The selection of the right learning model is essential to ensure that the learning process runs effectively and efficiently. Cooperative learning stands out among various instructional models due to its emphasis on group collaboration. Cooperative learning not only focuses on academic mastery, but also develops the ability to work together and play in groups. This element of cooperation is a hallmark of cooperative learning, which makes it different and unique compared to other learning models.¹³

The TTW Model: Process and Benefits

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.

¹⁰ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2010).p. 29

¹¹ Joyce, B., Weil, M., & Calhoun, E., *Models of Teaching Boston*, (9th ed.) (MA: Pearson., 2015).

¹² Nur Rohmatul Amaliyah, "The Use of the 4.0 Learning Model for Jakarta Elementary School Educators," *DIACUTICA TAUHIDI: Journal of Elementary School Teacher Education*, 8, no. 1 (2021): 43–54, <https://doi.org/10.30997/dt.v8i1.3342>.

¹³ Zuriatun Hasanah and Ahmad Shofiyul Himami, "Cooperative Learning Model in Fostering Student Learning Activity.," *Irsyaduna: Journal of Student Studies* 1, no. 1 (2021): 1–13, <https://doi.org/10.54437/irsyaduna.v1i1.236>.

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systematically so that students better understand the subject matter. Student learning outcomes are changes that occur in students after experiencing the learning process.¹⁴

Hartanto (2018) emphasizes that TTW fosters student collaboration in small groups, allowing them to discuss concepts, support one another, and internalize the subject matter more effectively. This model is particularly appropriate for SKI content that involves moral and cultural values—such as respecting teachers and parents—where deep reflection and discussion enhance understanding.¹⁵ Furthermore, Hartanto “the Think Talk Write” learning model uses small groups and requires students to work together, discuss, share knowledge, communicate with each other, and help each other to understand the subject matter.¹⁶ Treatment that can be done to activate students and have a positive impact in the classroom and its environment is one of them by learning with a cooperative model. Cooperative learning in the classroom emphasizes that the class goes together towards a goal, fostering positive relationships, meaning that in this cooperative teaching process students are required to learn actively so that they are able to solve problems together.

Although several studies have examined the use of TTW in general educational settings, limited research has focused on its application within religious or historical subjects like SKI at the Madrasah Ibtidaiyah level. Much of the existing research centers on science or language learning, leaving a gap in the application of TTW in Islamic educational contexts. This study seeks to address that gap by applying the TTW model in a fifth-grade SKI classroom and evaluating its effect on student learning outcomes. Although several studies have examined the use of TTW in general classroom settings, limited research has explored its effectiveness in religious or historical subjects like SKI at the Madrasah Ibtidaiyah level. This study seeks to fill that gap by applying TTW in a Grade 5 SKI classroom and analyzing its impact on student outcomes.”

Method

The researcher employed a Classroom Action Research (CAR) method. In this study, the researcher acted as the teacher, while the subject teacher served as the observer. The focus of the research was on the Islamic Cultural History subject for Grade 5 students at MI Usisa'alattaqwa Mojokerto, which consisted of 24 students. This study adopted the Classroom Action Research model developed by Stephen Kemmis and Robyn McTaggart, which consists of four cyclical stages: planning (plan), implementation (act), observation (observe), and reflection (reflect). Each cycle was

¹⁴ Amrini Shofiyani, Aulia Aisa, and Siti Sulaikho, “Implementasi Teori Belajar Behavioristik Di MI Al-Asyari'ah Jombang,” *Al-Lahjah* 5, no. 2 (2022): 22–31, <https://doi.org/10.32764/al-lahjah.v5i2.2890>.

¹⁵ Hartanto, A, *Model Pembelajaran Think Talk Write: Meningkatkan Keterampilan Menulis Siswa Melalui Pembelajaran Kooperatif*. (Yogyakarta: Deepublish, 2018).

¹⁶ Hartanto., “Implementation of the Think Talk Write (TTW) Learning Model with the Help of Student Worksheets to Improve Activities and Integrated Science Learning Outcomes for Class VII A Students of SMP Negeri 2 Rantau Panjang,” *Journal of Innovation and Physics Learning*, 4, no. 1 (2017): 10–17.

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carefully structured to diagnose problems, implement interventions, observe the effects, and reflect on improvements needed for the subsequent cycle.¹⁷

Data collection was conducted through observation, testing, documentation, and interviews. Observations were carried out to monitor classroom activities, serving as a basis for assessing both the learning process and the outcomes of the implemented actions.¹⁸ Interviews with the Islamic Cultural History teacher were conducted to gather deeper insights into the challenges faced in the classroom. Additionally, the researcher collected the students' initial Midterm Assessment (PTS) scores in Islamic Cultural History to serve as a benchmark for evaluating improvements following the intervention with the Think Talk Write model.

The researcher administered tests that produced quantitative data, including test scores, observation sheets, and reflective notes. If no significant improvement was observed after three cycles, it would be necessary to revise or replace the applied learning model. Data analysis involved evaluating students' achievement test results and analyzing observational data using specific formulas to determine the average scores of student engagement and learning outcomes. Field notes were also used to capture objective information that could not be fully recorded through structured observation sheets. Classroom Action Research is inherently collaborative, involving both teachers and students, and is designed to enhance pedagogical practices and improve student learning outcomes through continuous and reflective cycles of action.¹⁹

To ensure the quality of the data collection tools used in this study, both validity and reliability of the instruments were carefully considered. Content validity of the test instruments was established through expert judgment by two peer teachers who reviewed the items to ensure alignment with the learning objectives and curriculum standards. This process helped verify that each item accurately measured the intended learning outcomes.²⁰ Furthermore, to maintain inter-rater reliability in classroom observations, scoring was conducted jointly with a collaborating teacher. Both observers used the same rubric and discussed their evaluations to reach consensus and minimize subjectivity. This approach strengthens the consistency and objectivity of the observational data.²¹ This study was conducted at MI Usisa'alattaqwa Mojokerto, focusing on 24 fifth-grade students in the Islamic Cultural History subject.

¹⁷ Agung Prihantoro, "Melakukan Penelitian Tindakan Kelas," *Jurnal Uhumuddin Ilmu-Ilmu Keislaman* 9, no. 1 (2019): 49.

¹⁸ P.b Kuswandi, *Penelitian Tindakan Kelas*. (Bandung: Yayasan Kita Menulis., 2021).

¹⁹ Wisnu Ade Setiawan, "Meningkatkan Keterampilan Kerjasama Melalui Model Pembelajaran Treasure Hunt Siswa Sekolah Dasar," *Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 1 (2023): 31.

²⁰ Creswell Creswell, J. W., J. D, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (5th ed.). (Thousand Oaks, CA: Sage Publications., 2018).

²¹ Fraenkel, J. R., Wallen, N. E., and Hyun, H. H., *How to Design and Evaluate Research in Education*, 8th ed. (New York, NY: McGraw-Hill., 2012).

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The action research was organized into two cycles, each consisting of the planning, action, observation, and reflection stages. If the expected improvements in student learning outcomes and engagement were not achieved after two cycles, a third cycle would be conducted to ensure the success of the intervention.²²

$$\text{Average Score} = \frac{\text{Total Score Number}}{\text{Total Students}}$$

The method to calculate student learning completion in order to determine the percentage of students who have achieved mastery in the subject of Islamic Cultural History is as follows.²³

$$\text{Completion Percentage} = \frac{\text{Total Number of Students}}{\text{Total Number of students who took The Exam}} \times 100 \%$$

Results and Discussion

Results of Research

This discussion is based on the results of observations that cover student activities during the learning process and their evaluation results. The details are outlined as follows: In Cycle I, the observation results show that the teacher successfully implemented the Think Talk Write Cooperative Learning model according to the lesson plan, so the students participated in the learning enthusiastically. The data on student activities and learning outcomes show a significant improvement after the intervention, compared to the previous condition.

Based on the implementation of two cycles of action conducted in two meetings, the data shows an increase in student learning engagement. This improvement can be observed from the results of the observation of the application of the Think Talk Write Cooperative Learning model implemented in Class 5 of MI Usisa'alattaqwa. Details of the student learning engagement can be found in the following table:

Table 1. Observation Results of the Application of the Think Talk Write Cooperative Learning Model in Cycle 1 and Cycle 2.

Student Learning Engagement with the Implementation of the Think Talk Write Learning Model	
Cycle 1	Cycle 2
50.41%	89.58%

²² Nur Purwanto, "Variabel Dalam Penelitian Pendidikan,," *Jurnal Teknodik* 6, no. 1 (2019): 15.

²³ Sudjana, *Penilaian Hasil Proses Belajar Mengajar*.

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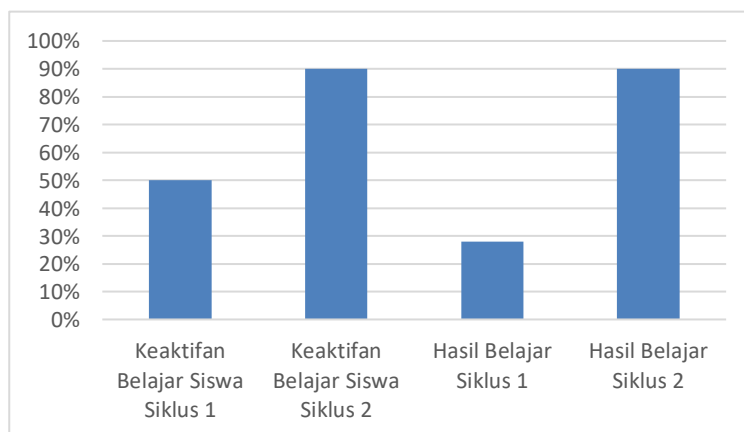
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In the table above, it can be seen that in Cycle 1, student engagement was rated as good, reaching 50.41%. However, this result was considered unsatisfactory, so the researcher decided to proceed to Cycle 2. In Cycle 2, a significant improvement occurred, resulting in students receiving the best category. In Cycle 2, students began to understand how to implement the Think Talk Write learning model, leading to increased activity and enthusiasm in the learning process of Islamic Cultural History. The percentage of student engagement in Cycle 2 reached 89.58%.

Table 2. Data on the Improvement of Student Learning Outcomes

No	Criteria	Cycle 1	Cycle 2
1	Average	53.75	84.16
2	Mastery of KKM	25%	91.67%
3	Below KKM Mastery	75%	8.33%
4	Learning Completion Percentage	5.37%	8.41%

From the data collected over the two cycles, there is a significant improvement in student learning outcomes. This improvement includes the average student score in Cycle 1, which was 53.75, increasing to 84.16 in Cycle 2. Meanwhile, in terms of student learning mastery, out of a total of 24 students, in Cycle 1, 6 students or 25% successfully mastered the material, while in Cycle 2, the number of students who mastered the material increased to 22 students or 91.67%. It can be concluded clearly that the application of the Think Talk Write Cooperative Learning model successfully improved the learning outcomes of the Islamic Cultural History subject for Class 5 students of MI Usisa'alattaqwa Mojokerto. Below is a diagram showing the improvement in student learning engagement and learning outcomes for Class 5 students of MI Usisa'alattaqwa Mojokerto.



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The diagram above illustrates that the application of the Think Talk Write Cooperative Learning model can improve student engagement and learning outcomes, as evidenced by the increase in students' test scores and their learning engagement in the subject of Islamic Cultural History. The Think Talk Write Cooperative Learning model is an approach that actively involves students in the learning process, such as in discussions, expressing opinions, writing stories according to the teacher's tasks, and the courage to summarize stories related to Islamic History material. There was an increase in student activity from 50.41% in Cycle 1 to 89.58% in Cycle 2, while the learning outcomes of students increased from 25% in Cycle 1 to 91.67% in Cycle 2.

The Think Talk Write cooperative learning model proved to be highly effective in increasing student activity and learning outcomes, as stated by Mrs. Erni Kurniawati, who explained that this model should be applied in various subjects with complex explanations. This model has a positive impact on student understanding, as seen from the increase in activity and learning outcomes from Cycle 1 to Cycle 2.

Analysis

After implementing the Write Talk Think learning model in the Islamic Cultural History subject, there was an increase in student engagement from Cycle 1 to Cycle 2. This can be seen from the increase in student activity from 50.41% in Cycle 1 to 89.5% in Cycle 2. This shows an improvement of 39.17% between the two cycles. The data above is consistent with previous research conducted by Irvan Erik, who stated that the Write Talk Think learning model can increase student engagement and students actively participate in the learning process, such as engaging in discussions, expressing opinions and ideas, and being able to write stories from what the teacher has delivered in the learning of Islamic Cultural History.²⁴

There was an increase in learning outcomes, from 25% in Cycle 1 to 91.67% in Cycle 2. This result shows a comparison of learning outcomes or student scores between Cycle 1 and Cycle 2, with an improvement of 67.66%. In this case, the application of the Write Talk Think learning model can improve student learning outcomes. As mentioned by Hamalik in his research, learning outcomes are changes in behavior, knowledge, attitudes, and skills of individuals/students.²⁵ However, the learning process was not without challenges. During Cycle 1, several students appeared hesitant to speak or write due to unfamiliarity with the structure of the TTW model. It required additional scaffolding and modeling from the teacher to help students

²⁴ Irvan Erik, "Penerapan Model Pembelajaran Kooperatif Tipe Think Talk Write (TTW) Untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam Siswa Kelas VIII SMP Negeri 1 Seputih Agung" (Skripsi Fakultas Tarbiyah Keguruan, Lampung, Universitas Islam Negeri Raden Intan, 2018).

²⁵ Khulalil Khauro, "Pengaruh Metode Ceramah Terhadap Hasil Belajar Dalam Pelajaran Matematika Kelas SDN 1 Telang 1," in *Prosiding Nasional Pendidikan*, vol. 1, 1 (LPPPM IKIP Bojonegoro, 2020), 668.

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transition from passive to active learning roles. This reflects the importance of teacher facilitation and classroom climate in the success of student-centered strategies.

After implementing the Think-Talk-Write (TTW) learning model in the Islamic Cultural History (SKI) class, a substantial increase in both student engagement and learning outcomes was observed. Student activity rose from 50.41% in Cycle 1 to 89.5% in Cycle 2—a 39.17% improvement—mirroring findings by Yuliana, Hidayah, and Ngatman (2023), whose study in elementary Indonesian classes reported jumps in engagement from 72.7% to 95.5% across three cycles using TTW with visual media.²⁶ That said, introducing TTW is not without challenges. In Cycle 1, many students hesitated to participate actively or to write reflections until they received consistent teacher modeling and support—echoing Jayanti & Utami's (2024) findings that TTW becomes more effective when teachers scaffold the phases of thinking, talking, and writing.

Pedagogically, these results suggest that TTW encourages deeper cognitive processing, collaborative learning, and reflective thinking—benefiting subjects like SKI that require narrative comprehension and cultural reflection. The structured progression from individual thinking to peer dialogue and written output helps students internalize and articulate understanding. Educators in Islamic and other value-based subjects may find TTW particularly effective. However, the model's success appears context-dependent. We recommend further testing across different subjects and school contexts—especially within Islamic education—to determine how broadly TTW can be generalized. From a pedagogical perspective, these findings suggest that the TTW model can be a powerful tool for enhancing both engagement and achievement in SKI lessons. Its step-by-step approach—thinking, discussing, and writing—encourages students to process information deeply and collaboratively. While the results are promising, further research is needed to determine whether the model's effectiveness can be generalized across different subjects or educational levels, especially within Islamic education contexts. Educators are encouraged to adapt the TTW framework to suit their classroom realities while maintaining its core emphasis on active learning and reflection.

Conclusion

Based on the analysis and discussion regarding the application of the Think Talk Write Cooperative Learning model in the subject of Islamic Cultural History for Class 5 students at MI Usisa'alattaqwa Mojokerto, it can be concluded that the application of the Think Talk Write Cooperative Learning model can improve student engagement in Class 5 for the subject of Islamic Cultural History, as evidenced by the increase from Cycle 1 to Cycle 2. The increase in student learning activity from Cycle 1

²⁶ Yuliana, M. K., Hidayah, R., and Ngatman, "Effects of the Think-Talk-Write Model with Visual Media to Improve Students' Summary Writing Skills," *Asian Journal of Education and Social Studies*, 2023.

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was 50.41%, rising to 89.58% in Cycle 2. There was a 39.17% improvement between Cycle 1 and Cycle 2. These results show that the Think Talk Write cooperative learning model has a positive impact on improving student engagement.

The application of the 'Think Talk Write cooperative learning model can also improve the learning outcomes of Class 5 students in the subject of Islamic Cultural History. The evidence of this improvement is shown by the increase from Cycle 1 to Cycle 2, with the percentage of students' learning outcomes increasing from 25% in Cycle 1 to 91.67% in Cycle 2, out of a total of 24 students. There was an improvement of 66.67% between Cycle 1 and Cycle 2. Based on the learning outcomes data obtained from the application of the learning model in Cycle 1 and Cycle 2, it can be concluded that the 'Think Talk Write cooperative learning model has a positive impact on improving student learning outcomes. Therefore, it can be concluded that the 'Think Talk Write cooperative learning model is effective in enhancing student engagement and learning outcomes for Class 5 students at MI Usisa'alattaqwa Mojokerto.

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