MULTI DISCIPLINARY JOURNAL

Forum Kajian Pendidikan Keagamaan NTT
Jalan Elt Tari, KM 9, Desa Naiola, Kecamatan Bikomi Selatan, Kefamenanu
Home Page: https://multidisciplinaryjournal.ejurnal.org/index.php/mdj

OPEN ACCESS

The Implementation of the Think, Write, and Talk Method to Improve Fifth-Grade Students' Interest in Learning Catholic Religious Education at SDK Peboko

Cornelia Jessica Bria Seran[1)], Modesta Amsikan[2)]
Sekolah Tinggi Pastoral St. Petrus Keuskupan Atambua[1,2,)]
briaserancornelia@gmail.com[1)] , modestinamsikan@gmail.com[2)]

Abstract

This study aims to determine the quality of both the learning outcomes and the learning process resulting from the implementation of the Think, Write, and Talk method in Catholic Religious Education in order to enhance the learning interest of fifth-grade students at SDK Peboko during the 2024/2025 academic year. This study employed Classroom Action Research (CAR). The research was conducted in three cycles: Cycle I, Cycle II, and Cycle III. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The data collection techniques used were observation and tests. The Minimum Mastery Criterion (MMC) for the subject of Catholic Religious Education and Character Education was set at 75.The results of the study indicate that the implementation of the Think, Write, and Talk learning method in Catholic Religious Education showed continuous improvement. The learning mastery percentages increased from 61.05% in Cycle I to 71.75% in Cycle II and reached 86.63% in Cycle III. Based on these findings, it can be concluded that the implementation of the Think, Write, and Talk learning method effectively enhances students' learning interest in Catholic Religious Education among fifth-grade students at SDK Peboko during the 2024/2025 academic year.

Keywords: Learning Interest, Elementary School Student Characteristics, Think, Write, and Talk Method.

Introduction

According Education, etymologically, is derived from the word "to educate" or "educating," which carries a profound meaning concerning the process of nurturing and training individuals. This process encompasses not only intellectual development but also the formation of moral values that serve as the foundation of a person's character. In a broader context, education is viewed as a conscious and systematic effort by adults to guide the physical and mental development of learners so that they may achieve maturity and independence in life (Sisdiknas, 2003). The importance of education in human life is undeniable, as it enables individuals to utilize their intellect and reasoning to attain a more meaningful existence. Unlike

other living beings that act primarily on instinct, human beings evolve through systematic learning processes. Therefore, it is widely acknowledged that education plays a crucial role in human development and in improving the quality of human resources, particularly in Indonesia, where challenges related to educational quality persist at various levels.

The world of learners is essentially a world of learning enriched with meaningful values. The teaching and learning process must continually be improved through reciprocal interactions between teachers and students within an educational environment. Such interactions involve not merely the one-way transmission of knowledge but also the cultivation of attitudes, values, and character traits that remain with students throughout their lives. The success of these interactions largely depends on how the educational ecosystem is established within the classroom. In the rapidly advancing era of globalization, developments in knowledge and technology require individuals to adapt to dynamic environments. These global challenges demand people who possess intelligence, creativity, and wisdom so that the solutions they generate do not create new problems. In this regard, education serves as the primary means of producing generations capable of independent thinking and action. However, such independence can only be achieved if continuous efforts are made to improve the quality of learning in schools.

The objective of national education, as stated in Article 3 of the National Education System Act, is to develop competencies and shape the character of a dignified nation. It aims to nurture learners who are faithful and devoted to God Almighty, possess noble character, maintain good health, acquire knowledge, demonstrate competence, creativity, independence, and responsibility. This objective is consistent with the document Gravissimum Educationis of the Second Vatican Council, which emphasizes that education should promote the holistic development of individuals according to their true purpose (Second Vatican Council, 1965). The success of the learning process is greatly influenced by students' motivation and interest in learning. Educators play a central role in designing innovative learning experiences that stimulate such interest. The effectiveness of a teacher is often determined by the appropriateness of the instructional approach employed in the classroom. If the chosen approach fails to address students' needs, the transmission of knowledge and values will be hindered, ultimately reducing the overall quality of education.

The greatest asset of a nation is its younger generation, who are currently undergoing educational formation. Enhancing their interest in learning is a collective responsibility shared by schools, communities, and governments. Interest does not emerge spontaneously; according to

Berhard, it develops through participation, habits, and experiences acquired during the learning process (Slameto, 2010). In other words, interest serves as the primary driving force that enables students to overcome cognitive limitations through emotional and physical engagement in learning activities. Catholic Religious Education (CRE) occupies a strategic position in shaping students' morality and character. CRE is expected to play a significant role in preparing students for the future by fostering harmonious relationships with God, fellow human beings, and the natural environment. However, one of the major challenges faced by CRE teachers today is students' low interest in learning. Religious education is often perceived as a monotonous subject focused on memorization due to teaching methods that lack variety and fail to actively engage students both physically and mentally.

This condition of low learning interest has been clearly observed in Catholic Religious Education classes at SDK Peboko, particularly among fifth-grade students. Teachers still tend to employ conventional teacher-centered methods, resulting in students becoming passive listeners. Consequently, students experience difficulties maintaining concentration, become easily fatigued, and lack strong motivation to achieve academic success. To address this issue, innovative instructional methods are required, one of which is the Think, Write, and Talk (TWT) method. The Think, Write, and Talk method offers a holistic approach that integrates thinking, writing, and speaking activities. Through the implementation of TWT at SDK Peboko, it is expected that fifth-grade students will be able to construct knowledge independently. In the Think stage, students are encouraged to reflect critically; in the Write stage, they learn to organize their thoughts systematically; and in the Talk stage, they develop communication and collaboration skills. This innovation constitutes the primary focus of the present study, which seeks to improve the quality of Catholic Religious Education learning during the 2024/2025 academic year.

Method

This study employed a Classroom Action Research (CAR) design that was cyclical and collaborative in nature. CAR was selected because it is relevant for addressing real learning problems in the classroom while simultaneously enhancing teachers' professionalism (Arikunto, 2013). The study was conducted in two main cycles, with each cycle following the Kemmis and McTaggart model, which consists of four stages: Planning, Action, Observation, and Reflection. The procedures in each cycle were integrated with the syntax of the Think, Write, and Talk (TWT) method to assess the improvement of students' learning interest. The subjects of this study were all 36 fifth-grade students of SDK Peboko, North Central Timor Regency, in the 2025/2026 Academic

Year, consisting of 20 male students and 16 female students.

Data Collection Techniques using two primary techniques. First, observation was conducted directly to monitor students' physical and psychological activities during the learning process. The observation focused on ten indicators of learning interest, including concentration, enjoyment, and active participation. Second, tests were administered to measure students' cognitive achievement regarding the topics "Church Life" and "The Fruits of the Holy Spirit." The tests were given in two forms: end-of-meeting tests and end-of-cycle tests, to evaluate the effectiveness of the Think, Write, and Talk (TWT) method. Furthermore, the research utilized observation sheets and achievement tests as the primary instruments for data collection. The data were analyzed using the mean activity score formula to classify students' levels of learning interest into four categories: Very Good, Good, Fair, and Poor. The study was considered successful when the level of classical learning mastery reached or exceeded 75% of the students. If this criterion was not met in Cycles I and II, additional cycles would be conducted to refine and improve the intervention plan.

Results and Discussion

- Based on observations conducted during the teaching and learning process, students' learning interest showed a consistent improvement across each cycle. Analysis of Observational Data on Students' Learning Interest:

  Table. Recapitulation of Observation Scores by Cycle

Cycle	Average Score	Category
Cycle I	20.77	Fair
Cycle II	29.83	Good
Cycle III	34.80	Very Good

  In Cycle I, students tended to be passive and hesitant because they were not yet familiar with the syntax of the TWT learning model. However, by Cycle III, the average score had increased to 34.80, which falls within the very good category. This improvement was reflected in students' greater confidence in expressing their opinions, increased persistence in completing assignments, and a higher level of independent learning awareness.

  Analysis of Learning Achievement Test Results

The increase in students' learning interest was directly proportional to their academic achievement. The data indicate a significant improvement in classical learning mastery across the cycles.

Table. Development of Classical Learning Mastery

Indicator	**Indicator**	**Indicator**	**Indicator**
Average Score	61.05%	61.05%	61.05%
Mastery (%)	25,00%	52,77%	88,88%

In Cycle I, only 9 students achieved the minimum mastery criterion. The teacher's limited responsiveness in classroom management contributed to students' boredom and reduced engagement. Significant improvement was observed in Cycle III, where 32 students (88.88%) met the minimum mastery criterion, with the highest score reaching 96. These findings demonstrate that the careful implementation of the TWT model can effectively enhance students' comprehension and mastery of the learning material.

Analysis by Cycle

Cycle I Data Analysis

In this cycle, the main topic taught was "Participation in the Life of the Church." The researcher prepared a lesson plan based on the TWT learning syntax; however, during its implementation, the students appeared rigid and lacked enthusiasm. Many students whispered among themselves and felt shy when asked to pose questions.

Observation Results on Learning Interest: Based on the 10 assessment indicators, the average score obtained was 20.77, which falls within the Fair category. Students had not yet demonstrated the ability to think critically and independently.

Learning Achievement Test Results: Out of 36 students, only 9 students (25%) achieved mastery, while 27 students (75%) did not meet the minimum mastery criterion. The average classical achievement score was only 61.05%, with the lowest score being 43.

Reflection: The low results were attributed to students' unfamiliarity with the new learning method and the researcher's limited effectiveness in facilitating the Write and Talk stages of the TWT model.

Cycle II Data Analysis

The researcher implemented several improvements by providing stronger motivation and giving clearer instructions for group activities. Students began to show greater interest in learning, their concentration improved, and most of them became more confident in asking questions. First, Observation Results on Learning Interest: The average learning interest score increased to 29.83, which falls within the Good category. Group collaboration also began to develop effectively among students. Learning Achievement Test Results: Classical mastery improved to 52.77% (19 students achieved mastery), with an average score of 71.75%. Although there was noticeable progress, the results had not yet reached the success indicator of 75%. Reflection: One challenge that emerged was that several students remained dominant during group activities and occasionally distracted their peers. As a result, independent learning had not yet been evenly developed among all students.

Cycle III Data Analysis

This cycle served as the consolidation stage of the study. The researcher implemented the TWT method carefully and systematically, supported by more engaging learning media. As a result, the classroom atmosphere became highly dynamic; students were enthusiastic, confident, and demonstrated a very high level of independent learning awareness.

Observation Results on Learning Interest: The average learning interest score reached its highest level at 34.80, which falls within the Very Good category. Learning Achievement Test Results: Classical mastery increased dramatically to 88.88% (32 students achieved mastery), with an average score of 86.63%. The highest score obtained was 96. Reflection; The research objectives were successfully achieved. Only 4 students (11.11%) did not meet the mastery criterion due to internal factors, particularly a lack of focus. Therefore, the study was concluded at this cycle.

The substantial increase in classical mastery from Cycle I (25%) to Cycle III (88.88%) demonstrates that learning interest is not a static characteristic but can be developed through appropriate pedagogical strategies. In accordance with the theory proposed by Slameto (2010), learning interest grows through participation and habituation. The Think, Write, and Talk stages

provided students with opportunities to engage both emotionally and cognitively in the learning process. The sense of accomplishment experienced by students when expressing their ideas through writing (Write) and communicating them verbally (Talk) became a strong source of intrinsic motivation in Catholic Religious Education learning.

The success achieved in Cycle III also confirms that the TWT method is highly compatible with the characteristics of fifth-grade elementary school students, who are generally in the concrete operational stage of cognitive development. By implementing the method carefully, the researcher successfully transformed the abstract concept of "Participation in the Life of the Church" into concrete learning activities involving thinking, writing, and speaking. This finding is consistent with the view of Ahmad Susanto (2013), who argues that learning at the elementary level should involve activities that stimulate curiosity and build students' self-confidence.

With a class average score of 86.63% and a classical mastery rate exceeding 75%, the success indicators of this study were fully achieved. The limited failure of a small proportion of students (11.11%) was identified as being caused by personal internal factors that require further individual guidance outside regular group learning sessions. Overall, the TWT method successfully created an enjoyable and productive learning environment at SDK Peboko.

Limitations and Implications for Future Research

This study was limited to fifth-grade elementary school students and therefore may differ in explaining the learning interest of students in other grades, such as first, second, third, and fourth grades. Therefore, future research may investigate the learning interest of students below Grade 5, as these students have different developmental characteristics and learning styles and still require substantial guidance in the learning process

Conclusion

Elementary school education plays a crucial role in improving students' knowledge and overall development. One important aspect of education is fostering students' interest in learning. In this context, it is necessary to employ effective teaching methods that support students' cognitive, skill-based, and attitudinal development. Based on this consideration, the researcher implemented the Think, Write, and Talk (TWT) learning method for students whose learning interest had not yet reached the predetermined minimum learning achievement standard.

The Think, Write, and Talk learning method is a learning approach that encourages students to express their ideas. Students are guided to think about a particular topic or problem, discuss it with

their peers, and then write down the results of their discussions or reflections. This method trains students to think, communicate, and write effectively, enabling them to acquire new knowledge relevant to problem-solving through their own understanding, both individually and collaboratively. In this approach, the teacher acts as a facilitator who validates assumptions and listens to students' perspectives, while students play an active role throughout the learning process. Therefore, the Think, Write, and Talk method is highly beneficial in achieving the intended learning objectives.

The Think, Write, and Talk learning method offers several advantages. It helps students develop a deeper understanding of the subject matter, strengthens their abilities, and provides satisfaction through the discovery of new knowledge. Furthermore, it enhances student participation in learning activities, facilitates knowledge sharing among peers, and demonstrates that each subject involves a particular way of thinking that should be understood rather than merely memorized. The method is generally perceived as enjoyable by students and contributes to the development of critical thinking skills, learning competencies, and a sustained interest in learning, even beyond formal education.

Learning interest refers to a student's full engagement in learning activities, involving focused attention and active mental participation aimed at acquiring knowledge and achieving an understanding of the scientific concepts taught at school. Individuals who possess a strong inclination and enthusiasm toward a particular subject tend to show a greater level of interest and engagement in learning activities.

Based on the findings from Cycle I through Cycle III, it can be concluded that the implementation of the Think, Write, and Talk learning method successfully improved students' learning interest. Students' learning interest increased progressively across the three cycles. In Cycle I, students' learning interest was categorized as fair. In Cycle II, it improved to the good category, although it had not yet reached the predetermined minimum learning achievement standard. In Cycle III, students' learning interest reached the very good category and successfully met the required standard. Therefore, the Think, Write, and Talk learning method can be considered highly effective in enhancing the learning interest of students who initially demonstrated low motivation and engagement in classroom learning activities. This conclusion is supported by the research findings, which indicate that the implementation of the Think, Write, and Talk learning method significantly improved students' learning interest in Catholic Religious Education among fifth-grade students at SDK Peboko.

Acknowledgment

The researcher would like to express sincere gratitude to all those who have supported the

completion of this study, especially the principal of SDK Peboko, the teachers, and the staff who granted permission to conduct the research at the school. The researcher is also deeply grateful to the lecturers for their valuable guidance and to friends for their encouragement and support throughout the research process.

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Disclosure Statement

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research was self-funded by the researcher. No external financial support was received from any public, commercial, or non-profit funding agencies.

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