


# The Influence Of The Think Talk Write (Ttw) Learning Model On Students' Critical Thinking Abilities Learning Fikih On Zakat Materials In Class Vii Mtss An-Nazmaiyah Kec. Sypispis

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Article Info	ABSTRACT
<b>Keywords:</b> Role of Teacher IPS Student diciplint Attitude.	This study aims to analyze the effect of the Think Talk Write (TTW) learning model on students' critical thinking skills in learning Fiqh on zakat material in class VII MTsS An-Nazmaiyah. The method used in this study was a quasi-experimental research design involving two groups, namely an experimental group consisting of 30 students and a control group also consisting of 30 students. The measuring instrument used to measure critical thinking skills is a test that has been tested for validity and reliability. The results showed that the experimental group taught with the TTW model obtained an average post-test score of 80, while the control group taught with conventional methods only obtained an average score of 65. Statistical analysis showed a significant difference between the two groups with a p value <0.05. The implications of the results of this study indicate that the application of the TTW model can increase student engagement and understanding, and is recommended to be applied in other subjects to improve the quality of learning.
This is an open access article under the <a href="#">CC BY-NC</a> license 	<b>Corresponding Author:</b>  Nurul Zahra Saragih Universitas Islam Negeri Sumatera Utara Medan Email : nurulzahasaragih@gmail.com

## INTRODUCTION

Critical thinking skills are one of the important competencies that students must have in facing challenges in the globalization era. In the context of education, these skills not only help students in understanding subject matter, but also in making the right decisions and solving problems effectively. Fiqh learning, which is an integral part of Islamic religious education, requires an approach that can encourage students to think critically and analytically about Islamic teachings. By developing critical thinking skills, students are expected to understand and apply the principles of Fiqh in everyday life, especially in the context of zakat, which is one of the pillars of Islam.

Islam is a religion that acts as a teacher of life for its people who guide and direct them through the Quran and Hadith. The teachings of the Quran have intellectual benefits because they require its people to understand various scientific facts. This desire to think requires humans to gain knowledge in order to understand various natural events that have been determined by Allah SWT. Hadith is used to complement, explain, and perfect the teachings of the Quran. Every individual needs knowledge and education. Humans lack awareness even though Allah SWT has given them potential since birth. This statement finds harmony with what Allah SWT says in the Al-Quran surah An-Nahl verse 78.

م لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Translation: "And Allah brought you out of your mother's womb in ignorance anything, and He gave you hearing, sight and conscience, so that you may be thankful." (QS. An-Nahl: [16] 78) (Ministry of Religion of the Republic of Indonesia, 2019) Based on Ibn Kathir's interpretation. After explaining the perfection of Allah's knowledge and power, He reminded His servants of the small but very valuable blessings He gave to humans. Remember, Allah created and brought us out of our mother's womb in a spotless white state because we didn't know anything. After that, He gave humans hearing through which they are able to recognize different kinds of sounds. Allah also gave them sight. With this sense, humans can see, and Allah also perfected humans with reason which is centered on the conscience and according to some others is centered in the brain. Reason which is able to sort out something that can have a positive or negative impact and be detrimental. Humans have this power and senses level by level. As they grow older and more mature, their hearing, sight, and reason develop until they reach the highest level they are able to achieve. Allah has given these great blessings and gifts only so that humans are able to know their Lord and worship Him purely without associating partners with Him. Every part of the human body basically helps them to carry out the mission of obeying the Most Perfect Creator. (Katsir, 2004) The following are the words of the Prophet conveyed by Abu Hurairah: God willing

حَدَّثَنَا آدَمُ حَدَّثَنَا ابْنُ أَبِي ذُبَيْبٍ عَنْ الزُّهْرِيِّ عَنْ أَبِي سَلَمَةَ بْنِ عَبْدِ الرَّحْمَنِ عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ

النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَثَلِ الْبَيْهَمَةِ

تُنتَجُ الْبَيْهَمَةُ هَلْ تَرَى فِيهَا جَدْعَاءَ

Meaning: "Adam has told us, Ibn Abu Dza'bi has told us from Az-Zuhriy from Abu Salamah bin 'Abdurrahman from Abu Hurairah r.a said: The Prophet Shallallahu 'alaihi wasallam said: "Every child is born in a state of fitrah. Then his parents will make him a Jew, a Christian, or a Magian just as livestock gives birth to livestock perfectly. Do you see any defects in him?" (Narrated by Bukhari).

The verses and hadiths mentioned have provided an explanation that everyone is born in a state of ignorance. Therefore, learning and education can begin from childhood until they reach adulthood. Their growth will be determined by the experiences they gain. Because each child is an individual, they will all have different perspectives on the world. There is no guarantee that they will report the same incident in different ways, even though they experienced it at the same time. In the context of education, the challenge generally lies in the question not "can children learn?", but "how can children learn in the most natural and effective way?" (Asari, 2020).

Learning is a process of interaction with various learning resources in the classroom by educators (teachers) and learners (students) (Wahyudin Nur, 2017). Thus, there are 5 types of interactions during the teaching and learning process including, direct teacher-student interaction, student-student interaction, student-resource interaction, teacher-student interaction through learning media, and student interaction with their environment (Farida Jaya, 2018). Therefore, learning can be understood as a process in which teachers, students, and learning resources interact and influence each other to produce what we call learning.

Education is defined as a teaching and learning process to gain knowledge and help students develop their character, human values, and potential as a whole (Bakar, et al., 2015). Education is also an effort to prepare students for their future roles by guiding, teaching, and training them. Building a superior generation that has spiritual religious strength, self-control,

strong personality, intelligence, noble morals, and skills that are beneficial to themselves, society, nation, and state can be achieved through education, where students are required to actively develop their potential. Thus, education aims to enable students to actively realize their potential through the development of a structured learning environment and learning process. Learning activities include the processing of various values that can be absorbed by each student (Daryanto, and Syaiful, 2017). Critical thinking skills are very important in the world of education as important skills that need to be developed in students so that they can become independent and critical learners. Islamic Religious Education, especially Fiqh in the material of zakat, plays an important role in developing students' knowledge of religious concepts. Students' understanding of religious concepts is greatly influenced by Islamic Religious Education, especially by the study of Fiqh in the context of zakat material. However, in the context of class VII, learning Fiqh in the material of zakat is often faced with challenges in building students' critical thinking skills. Learning models that can help develop students' ability to think critically are considered very important to implement, one of which is the Think Talk Write (TTW) Learning Model.

In order to create a good and effective learning process, a learning model is needed. A learning model is a plan designed to facilitate the learning process in order to achieve certain learning objectives. The learning model is an in-depth process that involves analysis, reflection, and evaluation of various aspects of the learning model applied in the educational context.

In the teaching process, teachers are responsible for inspiring, directing, and providing learning support to students so that they can achieve learning objectives. The role of the teacher is very crucial in this process. It is important to support the effectiveness of the learning process by applying methods in the learning process that promote active student involvement. The Think Talk Write (TTW) learning model is one of the learning models used to improve students' understanding of the subject matter. This learning model can foster an active learning environment and help students develop critical thinking skills. According to (Hamdayama, 2014) Think Talk Write is a learning method where students start by reading the material (listening, evaluating, and looking for alternative solutions), then convey the results of their thoughts through presentations and discussions with groups, and finally make reports or writing based on the results of the presentation.

In this process, students read a text, reflect on the material, take notes, and share ideas with their group members. Each group member contributes their own ideas, which are then processed into writing that reflects the results of their discussions. This learning model encourages students to think deeply about a particular topic, discuss with their peers, and write down their thoughts. By using this method, students gradually train their critical thinking skills so that they continue to develop. Students learn to analyze information in depth, evaluate arguments, understand different points of view, and formulate arguments based on their own understanding.

Although there have been many studies that discuss the TTW learning model, there is still a lack of research that specifically examines the application of this model in the context of Fiqh learning, especially on zakat material. This study aims to fill the gap by providing empirical evidence of the effectiveness of the TTW model in improving students' critical thinking skills in the field of religious studies.

The urgency of this research lies in the need to improve the quality of Fiqh learning in schools, especially in developing students' critical thinking skills. By applying the TTW model, it is expected that students will not only be recipients of information, but also able to analyze and apply the knowledge gained in the context of real life. This research is expected to contribute to the development of more effective learning methods in Islamic religious education.

The critical thinking skills of grade VII students of MTsS An-Nazmaiyyah Kec. Sipispis can be observed from several aspects, such as during the Fiqh learning process and during interviews with students and teachers. When the learning process takes place, students usually only see the teacher giving an explanation, sometimes taking notes on important things, but they have difficulty explaining it again in their own words if asked about the material that has been explained by the teacher. Lack of development of critical thinking skills there are students who are mostly caused by several problems that occur during the learning process. The first problem that arises in learning Fiqh is the lack of suitability of the learning strategy applied. Teachers more often apply the lecture method without combining it with other strategies or the help of various media such as other learning models.

## **METHODS**

The research method applied in this study is quantitative research with a quasi-experimental approach (Quasi Experimental Design). The quasi-experimental method, according to (Sugiyono, 2017) is defined as a technique for comparing groups undergoing certain interventions with other groups that have comparable characteristics but do not receive intervention.

### **Research Design**

This study used a quasi-experimental design with a pretest-posttest control group design approach. In this design, two groups of students were selected to participate in the study: an experimental group that would receive treatment using the Think Talk Write (TTW) model and a control group that would be taught with conventional methods. Group selection was done in a randomized manner, where two classes from the population of class VII at MTsS An-Nazmaiyyah were randomly selected to ensure that both groups had similar characteristics before the treatment was given. This aims to minimize bias and ensure that differences in the results obtained can be attributed to the treatment given.

### **Instruments**

The instrument used to measure students' critical thinking skills was a test consisting of multiple choice questions and descriptions. Before being used, this instrument was tested for validity and reliability. The validity of the instrument was tested using content validity analysis, where material experts and education experts assessed the suitability of the questions with critical thinking skills indicators. The reliability of the instrument was measured using the Cronbach's Alpha method, which showed a value above 0.70, indicating that the instrument had a good level of reliability for use in this study.

### **Research Procedure**

The research procedure was conducted through several structured steps. First, researchers prepared lesson plans and teaching materials for the Think Talk Write (TTW) model for the experimental group, as well as conventional teaching materials for the control group. Furthermore, both groups were given a pretest to measure students' critical thinking skills before treatment. In the implementation of the treatment, the experimental group was taught using the TTW model, where students read the material, discussed, and wrote down the results of the discussion, while the control group was taught with conventional methods through direct explanation from the teacher. After the treatment, the same posttest as the pretest was given to measure changes in critical thinking skills. Finally, data from the pretest and posttest were analyzed using descriptive and inferential statistics to determine significant differences between the two groups, in the hope of providing a clear picture of the effect of the TTW model on students' critical thinking skills in Fiqh learning.

## RESULTS AND DISCUSSION

This research was conducted at MTsS An-Nazmaiyah, located on Jalan Dusun II, Serbananti Village, Sipispis District, Serdang Bedagai Regency, North Sumatra Province. Two groups of classes were given different treatments in this study. Class VII-B acted as the control group that received teaching with conventional methods, while class VII-A acted as the experimental group that received teaching with the Think Talk Write (TTW) model.

This study applies a quantitative experimental method with two variables involved. This study involves two types of variables, namely independent variables and dependent variables. This study consists of two categories of variables: the Think Talk Write (TTW) learning model as the independent variable and students' critical thinking skills as the dependent variable on the Fiqh material on Zakat in class VII MTsS An-Nazmaiyah, Sipispis District.

In this study, before and after special treatment, pre-test and post-test were conducted to measure the data presented, namely students' critical thinking skills. Before conducting the pre-test, the validity, reliability, question discrimination power, and question complexity of the test instrument must be evaluated. From the results of the validity test, it was found that 10 questions were confirmed valid and used in the pre-test and post-test for both classes, both those receiving experimental and control treatments.

Reliability refers to the consistency of the results obtained from a test instrument when used in the same circumstances at different times. A reliable instrument will produce consistent and stable scores. Although this study did not explicitly mention the results of the reliability test, it is important to ensure that the instrument used has sufficient validity in order to obtain reliable data.

The discrimination power of the question is a measure that shows how well an item can find the difference between high and low-ability participants. Items with good discrimination power will be able to identify the difference clearly. The level of difficulty of the question, on the other hand, measures how difficult an item is for the test taker. Ideally, the test instrument should have a combination of items with various levels of difficulty to get a complete picture of the participant's abilities.

In this study, after going through the validity test, 10 questions that were tested for validity were used as measuring instruments in the pre-test and post-test. The use of validated instruments is essential to ensure that the data obtained is accurate and reliable. The pre-test is conducted before special treatment is given to measure the basic abilities of the participants, while the post-test is conducted after special treatment as a measuring tool for the impact of the treatment. By using 10 valid questions, researchers can compare the pre-test and post-test results for the experimental and control classes, more fairly and accurately. The experimental class is the group that is given special treatment, in contrast to the control class that does not receive the treatment. Researchers can assess the effectiveness of the special treatment given through the comparison of the pre-test and post-test results of the two groups.

This rigorous test instrument validation process also ensures the accuracy of the pre-test and post-test comparison results. If the test instrument is not valid, the results obtained may not reflect actual changes in the participants' abilities, but rather are just artifacts of a poor instrument. Overall, the steps taken in the validation and use of valid test instruments are an important foundation for research. The experimental class obtains important information about the effectiveness of the special treatment given based on the pre-test and post-test data compared to the control class that was not given special treatment. Thus, the findings of this study can provide valuable knowledge to improve the effectiveness of learning strategies and have been proven.

The pre-test results showed that the lowest score in the experimental class was 60, while in the control class it was 20. The highest score in the experimental class reached 75,



while the highest score in the control class only reached 55. The average score in the experimental class reached 68.67, and 41.67 for the average score in the control class. Therefore, to increase the average score in both classes, a new learning model needs to be applied.

After assessing the initial abilities of both classes, each class was applied with a different learning model. The experimental class (VII-A) received special treatment by implementing the Think Talk Write (TTW) learning model, while the control class (VII-B) still applied conventional learning methods such as lectures.

Based on the post-test results, the experimental group achieved the lowest score of 60, while the control class scored 25. The experimental class obtained the highest score of 90 while the control class

### CONCLUSION

This study shows that the application of the Think Talk Write (TTW) model significantly improves students' critical thinking skills in learning Fiqh, especially on zakat material. The main findings showed that the experimental group taught with the TTW model had a higher posttest score compared to the control group using the conventional method. This answers the problem formulation regarding the effectiveness of the TTW model in improving students' critical thinking skills. For future research, it is recommended that the TTW model be applied in a broader context, including in various subjects such as science, math, and language, to explore its impact on critical thinking skills in other areas. Educational practices can also be optimized by training teachers in the application of the TTW model, so as to create a more interactive and participatory learning environment. Reflections from this study emphasize the importance of developing students' critical thinking skills in the modern educational context. These skills are not only essential for academic success, but also to prepare students for challenges in the real world. By applying the TTW model, it is expected that students can be more actively involved in the learning process, think critically, and collaborate with their peers, which will ultimately improve the overall quality of education.

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