

IMPLEMENTATION OF THINK, TALK, WRITE LEARNING MODEL TO IMPROVE STUDENTS SELF-CONFIDENCE AND LEARNING OUTCOMES

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Abstract

Self-confidence is one of the most important things for students to have so they can participate in learning actively. Through the implementation of the Think, Talk, Write (TTW) model, it has great potential to improve self-confidence and student learning outcomes. Through critical thinking, collaborative discussions, and reflective writing, students can develop a deeper understanding of religious teachings and feel more confident in applying them in everyday life. However, despite its great potential, the application of the TTW model in the context of religious learning has not been widely researched, especially at the junior high school level and in the context of Catholic education. This study aims to improve self-confidence and student learning outcomes by using the Think, Talk, Write learning model for students of SMP Budi Murni 3 Medan. This study is a Classroom Action Research (CAR) involving 26 students of Phase D Grades VII-2 Academic Year 2024/2025. The methods used include: planning, implementation, observation, and reflection. Data collection uses observation, documentation, and assessment of test results that have been made in the form of multiple choices. The results show a significant increase in student self-confidence and learning outcomes by using the Think, Talk, Write model. Student self-confidence increased by 16.66%, and student learning outcomes improved by 22.7%. The Think, Talk, Write model has been proven to encourage student active learning, increase self-confidence, and improve student learning outcomes.

Keywords: *Think;Talk;Write;Self-Confidence*

Abstrak

Kepercayaan diri merupakan salah satu hal yang sangat penting dimiliki oleh siswa supaya dapat berpartisipasi dalam pembelajaran secara aktif. Melalui penerapan model Think, Talk, Write (TTW) memiliki potensi besar untuk meningkatkan kepercayaan diri dan hasil belajar siswa. Melalui pemikiran kritis, diskusi kolaboratif, dan penulisan reflektif, siswa dapat mengembangkan pemahaman yang lebih dalam tentang ajaran keagamaan dan merasa lebih percaya diri dalam mengaplikasikannya dalam kehidupan sehari-hari. Namun, meskipun potensinya besar, penerapan model TTW dalam konteks pembelajaran keagamaan masih belum banyak diteliti, terutama di tingkat SMP dan dalam konteks pendidikan Katolik. Penelitian ini bertujuan untuk meningkatkan kepercayaan diri dan hasil belajar belajar siswa dengan menggunakan model pembelajaran *Think, Talk, Write* siswa SMP Budi Murni 3 Medan. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang melibatkan 26 siswa Fase D Keals VII-2 Tahun Ajaran 2024/2025. Metode yang digunakan meliputi: perencanaan, pelaksanaan, pengamatan, dan refleksi. Pengumpulan data dengan menggunakan observasi, dokumentasi, dan penilaian hasil tes yang sudah dibuatkan dalam bentuk pilihan berganda. Hasil menunjukkan peningkatan yang signifikan untuk peningkatan kepercayaan diri dan hasil belajar siswa dengan menggunakan model *Think, Talk, Write*. Kepercayaan diri siswa meningkat sebesar 16,66%, dan hasil belajar siswa meningkat sebesar 22,7%. Model *Think,*

Talk, Write terbukti mendorong keaktifan siswa dalam belajar, meningkatkan kepercayaan diri, serta meningkatkan hasil belajar siswa.

Kata kunci: Think, Talk, Write, Self-Confidence

INTRODUCTION

Education is the main pillar in shaping the character and self-development of individuals towards a quality life. The learning process that takes place in schools has an important role in supporting students to develop their potential, including the aspect of self-confidence which is crucial in achieving learning success (Sabila et al., 2024). In the context of Catholic education, learning does not only transfer knowledge, but also instills religious values that encourage students to live out their faith in everyday life (Puspa et al., 2023).

Self-confidence is one of the psychological factors that greatly influences learning motivation and academic achievement (Wahab Syakhrani et al., 2022). Students who are confident tend to be more active in expressing their opinions, dare to take risks, and are open to challenges in learning (McPheat, 2013). Unfortunately, there are still many students who feel inferior, afraid of failure, or reluctant to try new things because of a lack of confidence in their abilities (Musriani, 2023).

Self-confidence is an individual's belief in his or her ability to face challenges and achieve goals (Nur Azizah & Haerudin, 2021). In the context of education, students who are confident tend to be highly motivated, able to think critically, and more open to feedback (Fernando et al., 2024). On the other hand, students who lack self-confidence give up easily, feel incapable, and are often unaware of their potential (Nugroho, 2020).

In an effort to increase student confidence, the selection of learning models is a significant factor. One model that is considered effective is Think, Talk, Write (TTW). This model encourages students to think critically, discuss actively,

and write down their understanding, thus increasing not only academic competence but also their confidence in conveying ideas (Noya & Wowe, 2022). Through the stages of thinking, speaking, and writing, students gain deeper and more meaningful learning experiences.

The TTW model also allows students to be actively involved in learning, encourages cooperation between students, and creates an inclusive and collaborative classroom atmosphere. This is especially important in Catholic Religious Education learning, which emphasizes not only cognition but also affection and real action in living a life of faith (Noya & Wowe, 2022).

However, the implementation of the TTW model in the context of religious learning at the junior high school level, especially in Catholic education, has not been widely studied. Therefore, this study focuses on exploring the effectiveness of the implementation of the Think, Talk, Write model in improving students' self-confidence and learning outcomes at SMP Budi Murni 3 Medan. This study is expected to provide theoretical and practical contributions to the development of more effective religious learning strategies and empower students in learning. Based on the results of a pre-research conducted at Budi Murni 3 Junior High School on Wednesday, January 15, 2025, it was discovered that students' lack of self-confidence was a major obstacle to their active participation in learning. Students appeared to have difficulty determining their roles within groups due to a lack of confidence in their abilities. Similar issues were evident in speaking and explaining concepts in front of the class, where students displayed a lack of courage due to a fear of making mistakes or

receiving negative evaluations from peers and teachers. Furthermore, students tended to reject the challenge of completing additional assignments, indicating a lack of confidence in facing more challenging tasks.

Students' passivity was also evident in their lack of initiative to request additional materials to deepen their understanding of the lesson, reflecting shame or a fear of being perceived as inadequate. Students also frequently failed to revise assignments that had been corrected, indicating low motivation and confidence in learning from mistakes. Student achievement criteria in this pre-research observation were still at the beginning-of-development level. This indicates that students require more targeted guidance to improve their confidence and skills. Providing positive feedback, motivational support, and a learning approach that gradually encourages active student engagement are crucial to helping them achieve higher achievement criteria.

Therefore, the purpose of this study is to explore and apply the TTW model to improve student self-confidence and learning outcomes in Catholic religious education learning at Budi Murni 3 Middle School, Medan. This research will involve an in-depth analysis of the implementation of the TTW model, the success of increasing student self-confidence, and the achievement of student learning outcomes in the context of Catholic religious education learning.

METHOD

This research is a Classroom Action Research (CAR) conducted at SMP Budi Murni 3 Medan Class VII-2 Phase D in Even Semester of Academic Year 2024/2025. The reason for choosing Budi Murni 3 Middle School as the research location was based on the results of pre-research 15 January 2025 which showed that students' low self-confidence was the main obstacle to active learning, both in

group work, speaking in front of the class, and completing challenging assignments. The subjects of the research consisted of 26 students consisting of 14 female students and 12 male students who were selected by census from all students of class VII-2 Phase D. The purpose of this study was to improve learning outcomes and student self-confidence through the application of the Think, Talk, Write learning model.

Classroom action research is a scientific study conducted by teachers or researchers in the classroom. Its main purpose is to improve the learning process through the application of concrete actions. Classroom Action Research (CAR) refers to a methodology that includes four main steps as outlined by Hopkins in (Utomo et al., 2024). This riset use CAR. The four steps in CAR are planning, implementing, observing, and reflecting. This CAR design cycle model serves as a methodological framework that helps organize the research and intervention process in the classroom context.

CAR emphasizes active efforts to improve learning practices, unlike classroom research that may not involve specific actions. This research shows that teachers' direct participation in improving students learning experiences makes CAR highly appropriate to their own classroom contexts and needs. Data analysis was conducted using a comparative descriptive method, which involved comparing test scores at the initial stage, test scores after action 1 (cycle I), and test scores after action 2 (cycle II). The results of the analysis were then reflected upon to gain a deeper understanding.

RESULT AND DISCUSSION

Based on the observation results in cycle I, for Student Self-Confidence it was found that: the aspect of focusing on using existing strengths, there were 57.7% in the Advanced category, in the Sufficient category 16.6%, Decent 23.7%, and the category starting to develop 1.9%. In the Aspect of Not Being Afraid to Take Risks,

there were 44.9% in the Advanced category, in the Sufficient category 23.7%, Decent 24.3%, and the category starting to develop 6.4%. The aspect of liking challenges and having goals, there were 42.3% in the Advanced category, in the Sufficient category 23.1%, Decent 30.1%, and the category starting to develop 4.5%. The aspect of looking for opportunities to improve oneself, there were 46.2% in the Advanced category, in the Sufficient category 28.2%, Decent 23.1%, and the category starting to develop 2.5%.

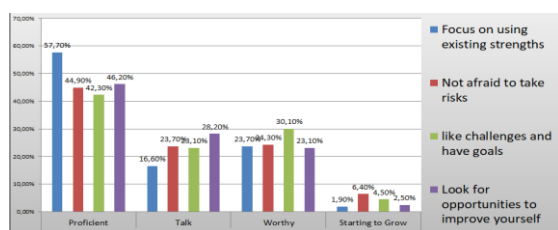


Figure 1: Student Self-Confidence

The results of the Classroom Action Research in Cycle I showed that teacher activities in implementing the Think, Talk, Write learning method were in various categories. In the aspect of Providing Stimulus, teachers obtained very good results of 70% and good results of 20%, and sufficient results of 10%, with none in the less or very less good categories. In the Think aspect, teachers obtained very good results of 70%, good results of 25%, and sufficient results of 5%, with none in the less and very less good categories. In the Talk aspect, teachers obtained very good results of 50%, good results of 40%, and sufficient results of 10%, with none in the less and very less good categories. In the Write aspect, teachers obtained very good results of 75%, good results of 20%, and sufficient results of 5%, with none in the less and very less good categories. In the Drawing Conclusion aspect, teachers obtained very good results of 65%, good results of 20%, and sufficient results of 15%, with none in the less and very less good categories.

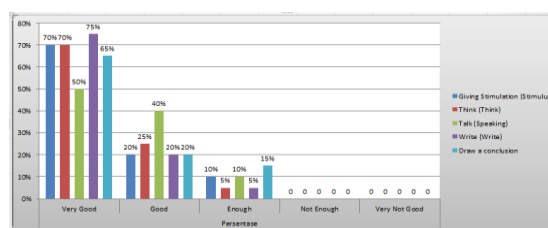


Figure 2. Think, Talk, Write Learning Model

Based on observations in Cycle I, the percentage of student learning outcomes was found as follows: The highest percentage is in the Adequate category at 26.9% or 7 students, followed by the Starting to Develop and Fail categories, each of which is at 23.1% or 6 students. Meanwhile, students who are included in the Proficient category are only 15.4% or 4 students, and those who reach the Proficient category are at the lowest, namely 11.5% or 3 students. From this data, it appears that the majority of students have not reached an optimal level of mastery. The high numbers in the Adequate, Starting to Develop, and Fail categories indicate that most students still face difficulties in understanding and applying the concepts taught. This indicates a gap in the learning process that needs to be addressed immediately. Further analysis shows that there are several possible causes for the low achievement of these learning outcomes. One of them is a gap in understanding the teaching material, where students need a more in-depth explanation or a learning approach that is more appropriate to their needs. In addition, the difficulty in applying these concepts in real contexts or in answering questions with a higher level of thinking is also a challenge in itself.

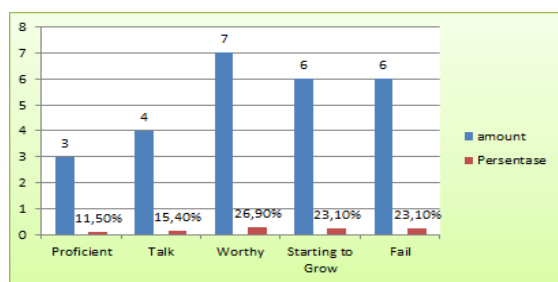


Figure 3. Student learning outcomes in Cycle I

Furthermore, the results of classroom action research in Cycle II can be described as follows. Based on the results of observations in cycle I, for Student Self-Confidence it was found that: the aspect of focusing on using existing strengths, there were 73.7% in the Advanced category, in the Enough category 19.2%, Decent 7.0%, and the category starting to develop 0%. In the Aspect of Not Being Afraid to Take Risks, there were 70.5% in the Advanced category, in the Enough category 22.4%, Decent 6.4%, and the category starting to develop 0.6%. The aspect of liking challenges and having goals, there were 72.4% in the Advanced category, in the Enough category 27.6%, Decent 0%, and the category starting to develop 0%. The aspect of looking for opportunities to improve oneself, there were 83.9% in the Advanced category, in the Enough category 12.8%, Decent 3.2%, and the category starting to develop 0%. These results indicate that students' psychomotor skills have increased very well and evenly in Cycle II.

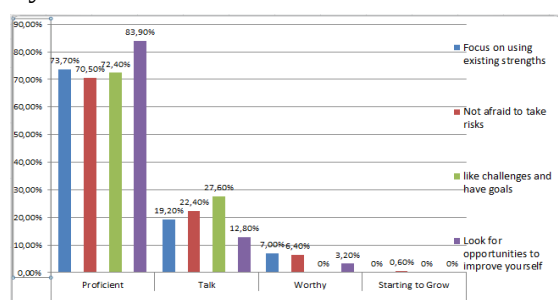


Figure 4. Student Self-Confidence in Cycle II

The results of the Classroom Action Research in Cycle II showed that teacher activities in implementing the Think, Talk, Write learning method were in various categories. In the aspect of Providing Stimulus, teachers obtained very good results of 90% and good results of 10%, with none falling into the category of sufficient, less, or very poor. In the Think aspect, teachers obtained very good results of 70%, good results of 30%, with none falling into the category of sufficient, less, and very poor. In the Talk aspect, teachers obtained very good results of 75%, good results of 25%, with none falling into the category of sufficient, less, and very poor. In the Write aspect, teachers obtained very good results of 75%, good results of 25%, with none falling into the category of sufficient, less, and very poor. In the Drawing Conclusion aspect, teachers obtained very good results of 75%, good results of 25%, with none falling into the category of sufficient, less, and very poor.

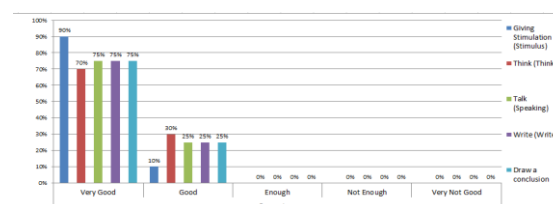


Figure 5. Think, Talk, Write Cycle II Model

Based on the results of the learning evaluation, out of a total of 26 students assessed, most showed very good achievement. As many as 20 students (76.9%) were included in the "Proficient" category, meaning they had mastered the learning material very well. Furthermore, there were 3 students (11.5%) each who were in the "Proficient" and "Decent" categories, indicating that they had understood most of the material, although there were still some things that needed to be improved. No students were included in the "Starting to Develop" or "Fail" categories, indicating that all students were at a sufficient to very good level of understanding. Overall, these data reflect

that learning is effective, with the majority of students achieving a high level of mastery of the material.

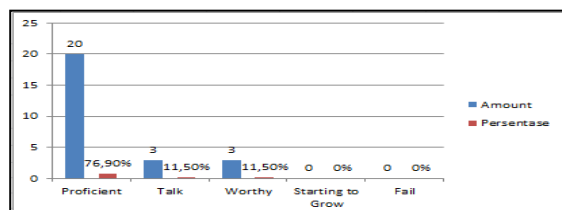


Figure 6. Student learning outcomes in Cycle II

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I- Cycle II)
	CYCLE I	CYCLE II	
Focus on using existing strengths	57.7%	73.7%	27.7%
Not afraid to take risks	44.9%	70.5%	57%
Like challenges and have goals	42.3%	72.4%	71.1%
Look for opportunities to improve yourself	46.2%	83.9%	81.6%

Based on the data in the table, there is a significant increase in the psychomotor aspects of students from Cycle I to Cycle II. In this aspect, Focus on using existing strengths in cycle I 57.7% increased to 73.7% with an increase of 27.7%. The aspect of Not being afraid to take risks in cycle I 44.9% increased to 70.5% with an increase of 57%. The aspect of Like challenges and having goals in cycle I 42.3% increased to 72.4% with an increase of 71.1%. The aspect of Looking for opportunities to improve oneself in cycle I 46.2% increased to 83.9% with an increase of 81.6%. This increase shows that the

learning methods applied can increase students' overall self-confidence

Table 1: Increase in Student Self-Confidence

Based on the observation data, there was a significant increase in each stage of the implementation of the role-playing method from Cycle I to Cycle II. At the stage provision of stimulation in cycle I 70% increased to 90% with an increase of 28.57%. Think stage in cycle I 70% in cycle II did not experience an increase or remained at 70%. Talk stage in cycle I 50% increased to 75% with an increase of 50%. Write stage in cycle I 75% in cycle II did not experience an increase or remained at 75%. Drawing Conclusion stage in cycle I 65% increased to 75% with an increase of 15.38%. Overall, this increase shows that all stages have experienced positive developments, indicating that the implementation of this method is running more optimally and has a real impact on student involvement and understanding during the learning process.

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I- Cycle II)
	CYCLE I	CYCLE II	
Giving Stimulation (Stimulus)	70%	90%	28.57%
Think (Think)	70%	70%	0%
Talk (Speaking)	50%	75%	50%
Write (Write)	75%	75%	0%
Draw a conclusion	65%	75%	15.38%

Table 2: Improvement of Think, Talk, Write Learning Model

Based on the table below, it can be seen that there is an increase in student learning outcomes, namely 1) Proficient in cycle I 11.5% increased to 76.9% with an increase of 65.4%. 2) Proficient in cycle I 15.4% increased to 11.5% with a decrease of -3.9%. 3) Eligible in cycle I 26.9% increased to 11.5% with a decrease of 15.4%. 4) Starting to develop in cycle I 23.1% increased to 0% with a decrease of -23.1%. 5) Failed in cycle I 23.1% increased to 0% with a decrease of -23.1%. The increase in the Advanced category and the loss of the Developing and Proper category indicate that all students have reached the highest level of mastery in learning, indicating the success of the methods applied.

ASPECT	AVERAGE SCORE OBTAINED-FLAT		IMPROVEMENT (From Cycle I-Cycle II)
	CYCLE I	CYCLE II	
Proficient	11.5%	76.9%	65.4%
Talk	15.4%	11.5%	-3.9%
Worthy	26.9%	11.5%	-15.4%
Starting to Grow	23.1%	0	-23.1%
Fail	23.1%	0	-23.1%

Table 3: Improvement in Student Learning Outcomes

DISCUSSION

The increase in self-confidence and learning outcomes of Phase D students of Class VII-2 SMP Budi Murni 3 Medan can be explained through empirical findings in the implementation of the Think Talk Write (TTW) learning model. This model significantly helps students to be more active in thinking, speaking, and writing, which contributes to the growth of self-confidence and cognitive abilities in the learning process.

First, increased self-confidence is seen from the tendency of students who are starting to be able to identify their strengths during the learning process. They are able to mention strengths such as thoroughness, courage to speak, and the ability to work together in groups (Observation, March 25, 2025). This success is in accordance with McPheat's opinion (2013) that awareness of personal strengths is a basic pillar in building self-confidence.

In addition, students' ability to take on important roles in groups, such as being discussion leaders or note-takers, shows their courage in facing learning challenges. This shows that the TTW approach supports students' motivational aspects, in line with (Pandu et al., 2023) who stated that confident students dare to appear and take responsibility in the learning process.

Furthermore, the use of time to think individually before discussing has been proven to train students to formulate ideas and concepts. Although some students still seem hesitant, some have begun to express their views confidently. This activity develops reflective skills that are important for the process of internalizing concepts (Supriani et al., 2020).

The process of speaking and discussing in groups allows students to express opinions, build arguments, and listen to others. According to (Marisa et al., 2024), this kind of verbal activity not only strengthens conceptual understanding but also trains students' confidence in expressing opinions openly.

Ultimately, the writing stage in the TTW model encourages students to organize their thoughts in a structured written form. This activity trains consistency, perseverance, and clarity of thinking, as well as being a place for students' self-actualization. As explained by (Hariati & Utami, 2025), writing is the highest expression of the thinking process in constructivist learning.

Thus, through the implementation of TTW, there is strong evidence that this

approach is effective in building students' self-confidence gradually, as well as supporting active learning processes that have an impact on improving learning outcomes. This success reflects the importance of implementing a model that provides space for thinking, collaboration, and reflection in religious education learning.

The research results show that the implementation of the Think Talk Write (TTW) learning model significantly improved students' self-confidence and learning outcomes. This improvement can be explained through the following two main aspects:

1. Increased Student Self-Confidence After TTW Implementation

The TTW model provides space for students to think independently (think), discuss in small groups (talk), and write down their thoughts (write). These stages significantly support the development of student self-confidence because:

- a) The independent thinking process encourages students to explore their understanding without direct pressure from their surroundings.
- b) Group discussions allow students to express their opinions in a more relaxed and non-threatening atmosphere, thus learning to express their ideas and respect the views of others.
- c) Writing activities strengthen their understanding and provide a means for more personal self-expression.

The data obtained show an increase in student self-confidence scores after the implementation of TTW. Students became more active in asking questions, were more confident in group presentations, and did not hesitate to answer teacher questions. This aligns with the theory that active involvement in the learning process encourages students' affective development, including self-confidence.

2. Improved Student Learning Outcomes After TTW Implementation

In addition to its impact on affective aspects, the TTW model also demonstrated a positive impact on improving student learning outcomes. Formative and summative test results after TTW implementation showed a significant increase in scores compared to before the model was implemented.

This improvement occurred because TTW encouraged deeper information processing. Students did not simply receive material passively but actively processed it through discussion and writing. This process helped them understand concepts more thoroughly and retain them for a longer period of time.

The TTW model also provided opportunities for all students, including those less active, to engage in the learning process. With the "think" and "write" stages, students had time to comprehend the material before speaking, which reduced academic anxiety and improved overall academic performance.

Conclusion

Based on observation data, the implementation of the Role Playing learning model in phase D students of class VII-2 SMP Budi Murni 3 Medan showed a significant increase at each stage of implementation. The Stimulus Provision Aspect increased by 28.57%. The Think Aspect did not increase or remained at 70%. The Talk Aspect increased by 50%. The Write Aspect did not increase or remained at 75%. And the Drawing Conclusion Aspect increased by 15.38%. The increase in Self-Confidence of class VII-2 students at SMP Budi Murni 3 Medan concluded that there was an increase in Self-Confidence of class VII-2 students at SMP Budi Murni 3 Medan, namely 1) Focus on using existing strengths in cycle I 57.7% increased to 73.7% with an increase of 27.7%. 2) Not afraid to take risks in cycle I 44.9% increased to 70.5% with an increase of 57%. 3) Like challenges and have goals

in cycle I 42.3% increased to 72.4% with an increase of 71.1%. 4) Looking for opportunities to improve themselves in cycle I 46.2% increased to 83.9% with an increase of 81.6%. Achievement of learning outcomes of class VII-2 students at SMP Budi Murni 3 Medan. Based on the table above, it can be seen that there was an increase in Learning Outcomes in class VII-2 students at SMP Budi Murni 3 Medan, namely 1) Proficient in cycle I 11.50% increased to 76.90% with an increase of 65.9%. 2) Proficient in cycle I 15.40% increased to 11.50% with a decrease of -3.9%. Eligible from 26.90% in cycle I increased to 11.50% with a decrease of -15.4%, Starting to Develop in cycle I 23.10% increased to 0%, and Failed 23.10% increased to 0% with a decrease of -23.10%. These findings indicate that the learning strategy applied in Cycle II is effective in improving overall competency achievement. It is recommended that this proven effective learning approach be maintained and adapted for application to the next material or level of learning, to ensure optimal distribution of learning outcomes.

ACKNOWLEDGMENT

The findings of this study indicate that the implementation of active learning requires proper time management so that each stage can run optimally. In practice, the flexibility of time in class is often influenced by student dynamics and the need to deepen understanding. Therefore, further research is recommended to explore more adaptive time planning mechanisms, in order to support the sustainability of each stage of learning proportionally. Further studies can also develop a model of time management integration in active learning design, so that its implementation is more effective without reducing the space for student participation and creativity.

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