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Implementation of the think talk write model in children's literature learning and students' critical thinking skills

Salsabila Nurul Fidia[1], Muhardila Fauziah[2], Winarti[3]

[1&3]Department of Primary School Teacher Education (PGMI), Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta, Indonesia
[2]Department of Primary School Teacher Education (PGSD), Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta, Indonesia

[1]24204082015@student.uin-suka.ic.id, [2]mfauziah88@upy.ac.id, [3]winarti@uin-uka.ac.id

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Abstract

This research attempts to characterize the implementation of the TTW (Think Talk Write) approach in children's literary education and students' critical thinking abilities in the Indonesian Language Education Study Program. This study is important because critical thinking is one of the competencies that needs to be developed in children's literature learning. The study used a descriptive strategy in conjunction with a quantitative approach. Twenty-one students that were chosen utilizing a complete sampling technique made up the participants. Information was gathered using questionnaires measuring the application of critical thinking techniques and the Think Talk Write paradigm. The outcomes demonstrated that applying the Think Talk Write paradigm achieved a percentage of 71.67%, which was categorized as high, while students' critical thinking skills reached 72.85%, also categorized as high. The write indicator in the Think Talk Write model obtained the highest percentage of 72.40%, whereas the problem-solving indicator in critical thinking skills achieved the highest percentage of 75.60%. The findings indicate that the effective implementation of the Think Talk High levels of students' critical thinking abilities are linked to the write model in children's literature learning. As a result, the Think Talk Write approach may be a useful teaching strategy for developing students' critical thinking abilities.

Keywords: *Think Talk Write, children's literature, critical thinking skills*

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INTRODUCTION

In the twenty first century, higher education institutions are expected to produce graduates who possess not only academic knowledge but also higher-order thinking skills needed to address increasingly complex challenges. Among these competencies, critical thinking has become one of the most essential skills because it enables students to analyze information, evaluate evidence, solve problems, and make rational decisions. In the era of rapid information development, critical thinking skills are indispensable for responding objectively and reflectively to various social, cultural, and educational phenomena. Therefore, the development of critical thinking should become an integral component of the learning process in higher education (Al-Mahrooqi et al., 2022; Zembylas, 2022; Zhao & Liu, 2022)

Within the Indonesian Language Education Study Program, children's literature learning provides meaningful opportunities to foster critical thinking skills. Children's literature is not merely a medium for appreciating literary works but also a means of understanding moral, social, cultural, and humanitarian values embodied in stories Aisyah & Mustofa, (2023). Through reading, interpreting, and discussing literary texts, students are encouraged to analyze situations, evaluate characters' actions, and connect literary experiences with real-life contexts. Consequently, children's literature learning has considerable potential to support the development of students' critical thinking skills Junining et al., (2022).

Critical thinking refers to reflective and rational thinking directed toward determining what to believe or what action to take Facione, (1990). explains that critical thinking comprises interpretation, analysis, evaluation, inference, explanation, and self-regulation, whereas Ennis, (2015). defines it as reasonable and reflective thinking focused on deciding what to believe or do. The development of these abilities requires learning environments that actively involve students in constructing knowledge. Students need opportunities to read, understand, discuss, and reflect on information so that learning is directed not only toward mastering subject matter but also toward developing higher-order thinking skills. Therefore, selecting an appropriate instructional model is essential for facilitating active participation and supporting critical thinking development Kaczkó & Ostendorf, (2023)

One learning model considered capable of promoting active engagement is the Think Talk Write (TTW) model developed by Huinker and Laughlin. The model consists of three sequential stages, namely think, talk, and write. During the think stage, students independently read, understand, and analyze information Suningsih et al., (2023). The talk stage allows students to exchange ideas, clarify concepts, and consider different perspectives through discussion. Finally, the write stage provides opportunities for students to organize and communicate their understanding systematically through written expression Putri et al.,(2022). Through these stages, students actively construct knowledge through thinking, discussing, and writing activities Zulfikar et al., (2022).

Theoretically, Critical thinking skills development is closely associated with the Think Talk Write approach. Students identify and analyze the material they learn during the think stage. Students strengthen their persuasive skills throughout the discussion stage skills through discussion and the exchange of ideas. Meanwhile, in the write stage, students organize their thoughts logically and systematically, thereby strengthening their understanding of the material being studied Hanifah et al., (2025). These three phases correspond with the critical thinking indicators, which comprise the capacity for analysis, evaluation, interpretation, reasoning, and conclusion drawing. Consequently, applying the Think Talk Write (TTW) paradigm could result in educational opportunities that foster the growth of students' critical thinking abilities in children's literature learning Arianti et al., (2025).

Various According to earlier research, the Think Talk Write paradigm enhances learning. This model can enhance critical thinking abilities, writing skills, communication skills, and students’ active participation in learning activities. In addition, the implementation of TTW

gives students opportunities to construct knowledge through continuous interaction and reflection Putra & Setiyawati, (2022). These findings indicate that One learning approach is the Think Talk Write (TTW) model, which is relevant to be applied in various fields of study, including language and literature learning.

However, The majority of research using the Think Talk Write paradigm continues to concentrate on testing its effectiveness in improving learning outcomes or specific skills at the primary and secondary education levels Badridduja et al., (2022). Research that specifically examines Students in the Indonesian Language Education Study Program are learning children's literature using the Think Talk Write paradigm is still relatively limited Yuan et al., (2022). Furthermore, research that describe the implementation of each stage think, talk, and write while simultaneously illustrating pupils' capacity for critical thought in relation tochildren's literature gaining knowledge are still rarely found. This condition indicates that There is a research gap that requires more investigation in order to enrich studies on the application of learning models in higher education.

The novelty of this study lies in its emphasis on describing both the implementation of the Think Talk Write model and students' critical thinking skills within the context of children's literature learning. Unlike previous studies that mainly employed experimental designs to examine the effects of TTW on learning outcomes, this study provides an empirical description of the implementation of the think, talk, and write stages and portrays students' critical thinking skills during children's literature learning. Therefore, this study aims to describe the implementation of the Think Talk Write model and to portray the critical thinking skills of students in the Indonesian Language Education Study Program. The findings are expected to provide empirical evidence that can contribute to the development of more effective, participatory, and meaningful children's literature learning in higher education.

METHOD

This study collected information on students' critical thinking abilities and their application of the Think Talk Write approach using a descriptive quantitative technique paradigm. The quantitative approach is used to obtain an objective description of the implementation of the Think Talk Write (TTW) model in children's literature learning as well as the Indonesian Language Education Study Program participants' capacity for critical thought. The descriptive method was chosen because this study does not aim to test the influence or relationship between variables, but rather to describe the condition of the variables based on data obtained from respondents. Students enrolled in the Indonesian Language Education Study Program participated in the study who had participated in children's literature learning. The individuals involved There were 21 pupils in this study who had taken children's literature courses. Since the population size was relatively small, Using a total sample technique, every member Participants in the study included members of the population. This method was employed since every member of the population who met the research criteria were included as respondents so that the data obtained could represent the overall condition of the population Taherdoost, (2022).

The research instrument was a closedended questionnaire designed use Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are the four points on a Likert scale. Scores for positive statements were assigned sequentially as 4, 3, 2, and 1. The questionnaire on the implementation of the Think Talk Write model consisted of 15 statements covering three main indicators, namely think, talk, and write Sullivan & Artino, (2013). Each indicator consists of five statements. Meanwhile, the critical thinking skills questionnaire consists of 15 statements covering the indicators of analyzing, providing arguments, evaluating, problem-solving, and drawing conclusions. The instrument underwent validity and reliability testing before to being included in the study. With utilizing the Statistical Package for the Social Sciences (SPSS) program, the validity test was carried out using Pearson Product Moment correlation Akoglu, (2018). The item claim is considered legitimate if, at a 5% significance level, the correlation coefficient value (r-count) is higher than the r-table value. Furthermore, the Cronbach's Alpha coefficient reliability evaluation. The instrument is considered reliable if its Cronbach's Alpha value is greater than 0.70.

A standardized questionnaire with a four point Likert scale was used to gather data. The collected responses were subsequently processed with the assistance of SPSS version 26 to obtain descriptive statistical information. Descriptive analysis was performed to determine the mean values, standard deviations, minimum and maximum scores, and percentages for each variable under investigation. The findings of this analysis provided an Synopsis of The Think Talk The use of the write model and the critical thinking skills exhibited by pupils studying children's literature Mishra et al., (2019). The percentage Each variable's score was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description:

- P = percentage
- F = obtained score
- N = maximum score

The assessment categories of 81–100% (excellent), 61–80% (high), 41–60% (moderate), 21–40% (poor), and 0–20% (very low) were employed to interpret the percentage results. These classifications made it easier to interpret data regarding the application of the Think Talk Write approach and pupils' critical thinking abilities.

RESULTS AND DISCUSSION

Results

Before being used as a data collection instrumentFirst, The authenticity and dependability of the research tool were examined. According to the validity test results, every item in The Think Talk Write paradigm implementation variable were declared valid. Meanwhile, in the critical thinking skills variable, one item was found to be invalid, namely item Y10, so only 14 items were used in the study. Table 1 displays the findings of the instrument test of reliability.

Tabel 1. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Number of Items	Description
implementation of the Think Talk Write Model	0,848	15	Reliabel
Critical Thinking Skills	0,861	14	Reliabel

According to the reliability, both Cronbach's Alpha scores for the variables are more than 0.70 test results. Consequently, the research tool is suitable for use as a means of gathering data and has a high degree of reliability.

The Think Talk Write Model's application inChildren's Literature Learning

Descriptive analysis was carried out to ascertain the overview of the use of the Think Talk Write methodology to children's reading instruction.

Table 2. Descriptive Statistics of Think Talk Write Model Implementation

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Total_X	21	24	56	43,00	7,563

Based on the descriptive statistics of the TTW model, the implementation of the Think Talk Write model obtained a mean score of 43.00 out of an ideal maximum score of 60. This value indicates that The Think Talk Write model's application is in the high category. To determine the achievement of each indicator, a descriptive analysis was conducted on the think, talk, and write indicators.

Tabel 3. Utilizing Indicators to Apply the Think Talk Write Model

Indicators	Mean	Persentase	Category
Think	14,14	70,70%	High
Talk	14,38	71,90%	High
Write	14,48	72,40%	High

Based on the results, all indicators of the Think Talk Implementations of write models fall into the high category. The write indicator obtained the highest percentage at 72.40%, followed by the talk indicator at 71.90%, and the think indicator at 70.70%. These results indicate that students were able to follow each stage of the Think Talk Write model successfully, especially the writing stage, which received the highest rating.

Critical Thinking Capabilities Of Students

The critical thinking abilities of the students were analyzed through five indicators, namely analysis, argumentation, evaluation, problem solving, and drawing conclusions.

Tabel 4. Descriptive Statistics of Critical Thinking Skills

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Total_Y	21	30	55	43,71	6,084

Based on the descriptive statistical results, students' critical thinking skills obtained a mean score of 43.71 out of an ideal maximum score of 60. This value shows that pupils' critical thinking abilities fall into the upper range. To determine the achievement of each indicator,

Tabel 5. Critical Thinking Skills Based on Indicators

Indicators	Mean	Persentase	Category
Analysis	8,67	72,22%	High
Argumentation	8,57	71,43%	High
Evaluation	8,52	71,03%	High
Problem Solving	6,05	75,60%	High
Conclusion	8,05	67,06%	High

Based on the results, all indicators measuring pupils' capacity for critical thought are in the high category. The problem solving indicator obtained the highest percentage at 75.60%, while the conclusion indicator recorded the lowest percentage at 67.06%. However, all indicators still fall within the high category. These results indicate that students have good abilities in analyzing information, constructing arguments, conducting evaluations, solving problems, and drawing conclusions in children's studying literature. Therefore, the study's findings show that students' capacity for critical thought and Both of the Think Talk Write model's applications fall into the high range. These findings provide a basis for discussing the implementation About the Think Talk Write method and how it might help students develop their critical thinking skills when reading children's books.

Discussion

Implementation of the Think Talk Write Model in Children's Literature Learning

The analysis's findings demonstrate that employing the Think Talk Write paradigm in children's literature learning reached a high category, indicating that students were able to actively engage in each learning phase. Students' active participation Think, talk, and write are all indicative of the learning process phases' successful implementation Daini Putri et al., (2025). The high achievement indicates that students not only act as recipients of information

but also actively engage in understanding, discussing, and constructing knowledge through writing activities Moh & Riyadi, (2025).

In light of the indicator analysis's findings, the write stage obtained the highest percentage compared to the other indicators. The achievement recorded in the write stage indicates that students have developed the ability to organize ideas coherently and use written exercises to convey their comprehension. Additionally, writing exercises give students the chance to consider the knowledge gained during the learning procedure. This circumstance aligns with the Think Talk Write model's features, which places writing activities as the final stage to strengthen understanding after students have gone through the thinking and discussion processes. Through writing activities, Students are given the chance to consider what they have learned outcomes as well as develop their ability to communicate ideas in written form.

The discussion activities carried out during the talk stage encouraged students to share opinions, respond to different perspectives, and strengthen their understanding through interaction with peers. Such learning situations support collaborative knowledge construction. These discussion activities provided students with opportunities to express their opinions, listen to others' perspectives, and consider various viewpoints on the children's literature materials being studied. This process is important because literature learning does not only require understanding the content of the text, but also the ability to interpret the meanings and values contained within it Kurniaman et al., (2018).

Meanwhile, The initial learning activities enabled students to comprehend and examine the learning materials independently before participating in discussion and writing activities. This initial understanding became an important foundation for the subsequent learning stages. Thinking skills at this initial stage serve as an important foundation in the application of the Think Talk Write approach, as the caliber of writing and discussion is strongly influenced by the quality of students' initial understanding of the learning material Hastutik, (2022).

This research finding shows that The Think Talk Write approach can establish a learning environment that is more student centered and interactive. Through the stages of thinking, discussing, and writing, students are provided with broader opportunities to construct their understanding both independently and collaboratively. Such results suggest that the Think Talk Write model can serve as a relevant alternative learning approach to be applied in children's literature learning in higher education.

Students' Critical Thinking Skills in Children's Literature Learning

Based on descriptive analysis and critical thinking skills of the students were classified into the superior category. This finding suggests that students have demonstrated satisfactory abilities in analyzing information, evaluating ideas, solving problems, and drawing conclusions. The high percentage achieved in this indicator reflects students have good abilities in analyzing information, constructing arguments, conducting evaluations, solving problems, and drawing conclusions during children's literature learning.

The problem solving indicator obtained the highest percentage among all critical thinking skill indicators Susanti et al., (2023). It can be observed that students are able to identify problems that arise in learning materials and determine appropriate alternative solutions. When it comes to teaching youngsters to read literature, this skill is reflected in students'

capacity to understand conflicts, character traits, and moral messages contained in stories, and then relate them to various relevant real-life situations.

The analysis indicator also showed a high achievement. This indicates that students are able to break down information, understand relationships between ideas, and identify important elements within the learning material. Analytical ability is one of the main components of critical thinking because it serves as the basis for more complex processes of evaluation and decision-making.

In the argumentation and evaluation indicators, students also showed good achievement. The high percentage achieved in this indicator reflects students are not only able to express their opinions but also able to provide logical reasons and assess information based on rational considerations. This ability is very important in literature learning because students are required to interpret the content of texts and evaluate various values contained within them objectively (Awan et al., 2026; Maisarah et al., 2025). However, the conclusion indicator obtained the lowest percentage in contrast to the other indicators. This outcome suggests that some students still experience difficulties in formulating comprehensive conclusions based on the analysis and assessment that have been completed. This finding is an important concern because the ability to draw conclusions is the final stage of the critical thinking process, which determines the quality of an individual's understanding of a problem.

Overall, The results of the study show that students' critical thinking skills have developed well in children's literature learning. This condition indicates that a learning process that gives students the chance to actively consider, debate, and reflect on their learning objectives might help them develop higher order thinking abilities.

The Relationship between the Implementation of the Think Talk Write Model and Students' Critical Thinking Skills

The findings suggest that both Students' capacity for critical thought and their use of the Think Talk Write approach are in the high category. This finding indicates an alignment between the learning process applied and the critical thinking skills demonstrated by students during children's literature learning. The learning activities embedded in The Think Talk Write paradigm provide chances for pupils to participate in analytical, reflective, and communicative processes. Independent learning activities encourage students to understand information critically, while group discussions allow them to evaluate various viewpoints. Furthermore, writing activities facilitate the organization of ideas and support students in formulating conclusions in a more systematic manner. This stage contributes to the development of students' argumentation and evaluation skills (Ernalida et al., 2025; Nurhayati & Erviana, 2024; Wibowo, 2024).

The write stage serves as a way for pupils to arrange their thoughts obtained through thinking and discussion processes. Writing activities require students to arrange ideas logically, connect various pieces of information, and draw conclusions based on their understanding. Therefore, this stage plays an important role in strengthening critical thinking skills as a

whole. These findings support the assumption that learning activities that integrate thinking, discussing, and writing can help students develop critical thinking skills. Although this study does not aim to test the relationship or influence between variables, the results show that the high level of application Strong critical thinking skills among Think Talk students align with the writing model in children's literature education.

This study shows that the write indicator is the aspect of Think Talk Write model implementation that obtained the highest achievement, while in critical thinking skills, the problem solving indicator is the most dominant aspect. These findings provide new information regarding the characteristics of the Think Talk Write model's application in children's literature learning at the university level. Thus, this study can enrich the literature on the application of innovative learning models in Indonesian language and literature education and serve as a foundation for additional studies looking into how students' critical thinking skills are impacted by the Think Talk Write paradigm.

CONCLUSION

Overall, the results indicate that using the Think Talk Write approach produces a more dynamic and interactive learning environment that supports students' development of critical thinking skills while they study children's books. Therefore, the TTW model can be considered an alternative instructional approach for encouraging higher order cognitive abilities in higher education. All indicators, namely think, talk, and write, showed good achievement, with the write indicator obtaining the highest percentageAdditionally, students' critical thinking abilities fall into the upper range, with a percentage of 72.85%. The problem solving indicator achieved the highest score, while the conclusion indicator obtained the lowest score, although it still remained in the high category. The findings show that the effective application of the Think Talk Students' strong critical thinking abilities are consistent with the write model in children's literature learning. Consequently, the Think Talk Write paradigm can serve as a substitute for approach that supports active engagement and the growth of pupils' capacity for critical thought.

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