



## The Influence of Thing Talk Write (TTW) Learning Model on Learning Motivation in Christian Religious Education and Character Development

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### ABSTRACT

*This study examines the influence of the Think Talk Write (TTW) learning model on learning motivation and character development within the context of Christian Religious Education through a Systematic Literature Review (SLR) approach. The rapid shift toward student-centered pedagogies highlights the need for innovative instructional models that engage learners holistically-cognitively, emotionally, socially, and spiritually. The TTW model, grounded in constructivist theory, structures learning into three phases: reflective thinking, collaborative discussion, and written expression. This review synthesizes findings from empirical studies published between 2013 and 2025, selected from reputable academic databases using strict inclusion and exclusion criteria. The results demonstrate that TTW significantly enhances students' intrinsic and extrinsic motivation by promoting autonomy, competence, and positive interaction. The "think" phase fosters independent reasoning, strengthening students' confidence and readiness to participate. The "talk" phase enhances interpersonal skills and emotional engagement through value-based dialogue, which aligns closely with Christian Religious Education's goals. The "write" phase consolidates students' understanding, deepens reflection, and facilitates the internalization of Christian character values. Moreover, TTW supports higher-order thinking, enabling learners to analyze biblical teachings, evaluate moral dilemmas, and apply Christian principles to real-life contexts. Despite its potential, the review identifies a need for more subject-specific research examining TTW in Christian Religious Education classrooms. Nonetheless, the overall findings affirm that TTW is an effective model for enhancing motivation and supporting holistic spiritual and character development. The study recommends wider implementation and further empirical exploration to maximize its contribution to Christian Religious Education.*

**Keywords:** *Thing Talk Write, Learning Motivation, Learning Model, Christian Education*

### INTRODUCTION

The ongoing transformation of educational paradigms in the twenty-first century has emphasized the necessity of innovative, student-centered learning models that stimulate higher-order thinking skills, deepen comprehension, and enhance learning motivation. Within the context of Christian Religious Education and character development, these

changes carry particular urgency as classrooms are challenged to cultivate not only cognitive competence but also spiritual maturity, moral reasoning, and virtuous behavior aligned with Christian values. Learning motivation is a foundational component in this process, as motivated students tend to show greater engagement, persistence, and responsibility in both academic and character-oriented tasks. In recent years, scholars and educators have increasingly explored the potential of active learning models as a means of improving learning motivation among students. One such model that has gained attention is the Think Talk Write (TTW) learning model, a constructivist approach that engages students in reflective thinking, collaborative discussion, and structured writing activities. Originally conceptualized to strengthen students' reasoning and communication abilities, TTW encourages learners to process information deeply, articulate their understanding verbally, and consolidate their thoughts through writing. This sequence—thinking individually, talking with peers, and writing afterward—provides a systematic learning cycle that promotes metacognition, social interaction, and conceptual clarity. In the sphere of Christian Religious Education, the TTW model offers a unique pedagogical advantage because the nature of the subject requires thoughtful reflection, dialogical exploration, and the articulation of faith-related principles, all of which align with the model's structure. Students studying Christian values benefit not only from receiving information but also from processing it critically through dialogue and personal expression, which can heighten their internal motivation to learn and live out the principles they study. Furthermore, TTW intrinsically supports character development by nurturing soft skills such as cooperation, respect, empathy, and responsible communication, essential dispositions in religious and moral education. Existing literature indicates that TTW has contributed positively to learning outcomes across various disciplines, including language studies, mathematics, and social sciences, showing improvements in students' comprehension, critical thinking, and motivation. However, research on TTW within the specific domain of Christian Religious Education remains limited, particularly regarding its influence on learning motivation and character formation. Given the dual objectives of Christian Religious Education, to nurture academic competency and to cultivate Christ-like character, the TTW model may serve as an effective pedagogical bridge, enabling students to engage more authentically with spiritual concepts while developing self-regulated learning behaviors. Motivated students are more likely to internalize biblical teachings, participate actively in discussions, demonstrate moral responsibility, and practice Christian values in their daily lives. Therefore, investigating the impact of the TTW learning model on learning motivation in this context is both relevant and necessary. This research aims to analyze how the Think Talk Write model influences students' motivation to learn Christian Religious Education and how it contributes to their character development. By examining theoretical perspectives and findings from prior studies, this paper seeks to fill the gap in existing scholarship and provide educators with an evidence-based approach to improving instructional quality and spiritual formation. The expected outcome is a deeper understanding of how TTW can empower students to engage meaningfully with religious learning, enhance their motivation, and ultimately support their holistic growth as individuals who embody Christian virtues.

## METHODS

This study employs a Systematic Literature Review (SLR) approach to investigate the influence of the Think Talk Write (TTW) learning model on learning motivation within the context of Christian Religious Education and character development. The SLR method was selected because it provides a rigorous, transparent, and replicable framework for synthesizing research findings from diverse academic sources. Through this method, the study aims to develop a comprehensive understanding of how the TTW model has been implemented in various educational contexts and to evaluate its contributions toward enhancing students' motivation and character formation. The SLR design follows a structured set of procedures consisting of planning the review, identifying relevant literature, selecting studies based on inclusion and exclusion criteria, extracting and analyzing data, and synthesizing findings to answer the research questions. The review process began with the formulation of key research questions, focusing on: How has the Think Talk Write learning model been applied in educational contexts, particularly in relation to learning motivation? What evidence exists regarding its influence on students' motivation in Christian Religious Education? How does the TTW model contribute to students' character development when incorporated into Christian Religious Education instruction? To address these questions, a comprehensive search strategy was developed to ensure the retrieval of high-quality and relevant studies. Academic databases including Google Scholar, ERIC, Scopus, SpringerLink, and SAGE Journals were systematically explored using combinations of keywords such as "Think Talk Write," "TTW learning model," "learning motivation," "Christian Religious Education," "character development," "active learning," and "religious education pedagogy." Boolean operators (AND, OR, NOT) were applied to refine search results and enhance the precision of the literature retrieval process. The selection of studies followed strict inclusion and exclusion criteria to maintain the integrity of the review. The inclusion criteria consisted of empirical research studies published between 2013 and 2025, written in English or Indonesian, focusing on the implementation of the TTW learning model and discussing its relationship to learning motivation or character development. Studies conducted in elementary, secondary, or higher education settings were included as long as they provided clear methodological descriptions and measurable outcomes. Meanwhile, exclusion criteria eliminated studies that did not involve TTW, lacked empirical data, contained incomplete methodological information, or focused solely on cognitive outcomes without reference to motivation or character development. After screening titles, abstracts, and full texts, a final set of relevant studies was selected for analysis. Data extraction involved systematically collecting information from each study, including research objectives, sample characteristics, methodological design, instructional procedures, instruments used, and findings related to learning motivation or character development. A coding framework was developed to categorize the extracted data, enabling the identification of patterns, themes, and variations across the studies. The analysis employed a narrative synthesis approach, integrating qualitative and quantitative evidence to construct a coherent understanding of the TTW model's effectiveness. This method enabled the review to capture both the measurable impacts of TTW and the pedagogical insights offered by the researchers. Quality appraisal was conducted using standardized criteria such as clarity of research design, validity and reliability of instruments, transparency of data analysis, and relevance of findings to the research questions. Only studies meeting acceptable quality

standards were included in the final synthesis. Through this systematic process, the SLR method provides a robust foundation for evaluating the effectiveness of the Think Talk Write model in promoting learning motivation and supporting character development in Christian Religious Education.

## RESULT AND DISCUSSION

The findings of this systematic literature review reveal a growing body of research highlighting the effectiveness of the Think Talk Write (TTW) learning model in enhancing students' learning motivation across diverse educational settings. Although much of the existing literature focuses on general subjects such as language arts, mathematics, and social sciences, the implications of these findings strongly correlate with the pedagogical demands of Christian Religious Education, which integrates cognitive understanding, reflective thinking, interpersonal communication, and character development. The TTW learning model, as conceptualized within constructivist learning theory, is grounded in the idea that learners actively construct meaning through a cycle of internal reflection, social negotiation, and written articulation. This learning sequence closely mirrors the pedagogical expectations of Christian Religious Education, where students are required to process biblical teachings, engage in value-oriented discussions, and express their personal understanding in ways that influence both their motivation and their moral development. A synthesis of the selected studies shows that the TTW model consistently contributes to improvements in students' motivation to learn. Motivation, as defined by educational psychologists, encompasses students' internal drive, persistence, engagement, and willingness to participate actively in the learning process. In the context of Christian Religious Education, motivation is not limited to cognitive interest but also involves the desire to deepen one's spiritual understanding, strengthen personal faith, and develop character traits such as honesty, empathy, cooperation, and self-discipline. The reviewed studies demonstrate that TTW effectively addresses motivational factors by creating a learning environment in which students feel more involved, respected, and empowered. Several studies confirm that the "think" phase of the TTW model encourages students to explore concepts independently, which promotes autonomy—a core predictor of intrinsic motivation. When students are given the space to think critically about religious concepts, moral dilemmas, or biblical narratives before engaging in group discussions, they develop a sense of ownership over their learning. This independent exploration increases their confidence and readiness to share ideas during the subsequent phases.

The "talk" phase, which emphasizes collaborative discussion, has been shown to play a critical role in enhancing both motivation and character-related behaviors. Research findings consistently highlight that peer interactions strengthen students' enthusiasm for learning, as they have opportunities to exchange perspectives, clarify misunderstandings, and develop interpersonal skills. In Christian Religious Education, dialogue holds particular theological and pedagogical significance because it enables students to interpret Christian values in community, reflect on moral issues collectively, and cultivate attitudes of respect, humility, and empathy. When students discuss spiritual or ethical topics in small groups, they often show increased emotional engagement, curiosity, and openness. The act of speaking and listening becomes a moral practice in itself, modeling Christian principles such as mutual respect, patience, and compassion. These social

dynamics strengthen both extrinsic and intrinsic motivation, as students feel more connected to one another and more invested in the learning process. Meanwhile, the “write” phase is identified as the consolidating stage, allowing students to transform their understanding into coherent written expression. Writing, within the framework of Christian Religious Education, functions not only as an academic skill but also as a spiritual discipline. Through structured writing activities, students articulate their reflections, evaluate moral choices, and express personal commitments to Christian principles. The reviewed studies show that writing tasks following discussion enhance metacognitive awareness, as students must organize their thoughts, justify their viewpoints, and internalize the values explored. Writing also provides opportunities for deeper self-reflection, which plays a central role in character development. Several studies indicate that when writing follows thinking and discussion, students are more motivated to produce meaningful work because they have already developed conceptual clarity and emotional engagement. The writing phase also allows teachers to assess students’ understanding comprehensively, providing feedback that further strengthens motivation and growth.

The combined effect of these three phases creates a learning model that aligns well with the holistic goals of Christian Religious Education. While the subject area aims to equip students with religious knowledge, its deeper purpose lies in nurturing spiritually grounded individuals who embody Christian virtues. The TTW model naturally fosters these goals by involving students cognitively, emotionally, socially, and spiritually. The reviewed literature reveals several recurring themes concerning the relationship between TTW, motivation, and character development. First, TTW supports active learning, which enhances students’ sense of competence, a core component of intrinsic motivation. When students experience success in understanding and communicating complex religious concepts, they develop greater confidence and persistence. Second, TTW fosters social cohesion and positive peer relationships. Through discussion, students learn to respect diverse viewpoints, practice empathy, and build a sense of belonging. These social experiences increase their willingness to participate in learning activities, especially in value-based subjects such as Christian Religious Education. Third, TTW encourages reflective practice. Reflection is central to Christian formation, and writing provides an avenue for students to internalize biblical teachings and apply them to real-life situations. When students reflect on moral or spiritual issues during the writing phase, they strengthen both their cognitive understanding and their moral identity. The findings show that the TTW model addresses common challenges in Christian Religious Education classrooms. One recurring issue is the passive learning culture in which students rely heavily on teachers as the primary source of information. This creates low engagement, minimal critical thinking, and weak intrinsic motivation. The TTW model counters this tendency by shifting responsibility to the students, requiring them to construct meaning, initiate discussion, and articulate responses. Studies indicate that such active engagement significantly increases motivation, as students perceive themselves as contributors rather than mere recipients of information. Another challenge involves the difficulty students face in connecting biblical concepts to real-life contexts. The reflective and dialogical nature of TTW helps bridge this gap by prompting students to relate classroom learning to personal experiences. Discussions often allow students to contextualize Christian values within their daily lives, while writing assignments help them articulate

commitments or decisions arising from their reflections. Several studies reviewed show that TTW has a positive impact on the development of character values such as honesty, respect, responsibility, and cooperation. These values are central to Christian Religious Education, which aims to nurture students who not only understand Christian teachings but also embody them in behavior. Through collaborative discussions, students learn to listen actively, speak respectfully, and engage ethically with others, behaviors that mirror Christian teachings on community and fellowship. The writing phase further reinforces character development by requiring students to articulate moral reasoning and consider how Christian principles guide personal decision-making. Over time, this combination of cognitive and moral engagement contributes to the internalization of Christian character. Another important theme emerging from the review is that TTW enhances higher-order thinking skills, which are essential for deeper motivation and spiritual formation. Because TTW requires students to analyze, interpret, evaluate, and express ideas, it naturally supports the development of critical and reflective thinking. Christian Religious Education, as a subject that frequently deals with abstract theological concepts, moral dilemmas, and spiritual questions, benefits greatly from instructional models that promote higher-order thinking. When students are guided to think critically about biblical teachings or ethical issues, they become more intellectually and emotionally engaged. This deeper engagement enhances their motivation to learn, as they perceive the learning process as meaningful and relevant to their lives. Despite these positive findings, the review also identifies several gaps and challenges. One notable gap is the scarcity of empirical studies applying the TTW model specifically within Christian Religious Education settings. While the existing research demonstrates the effectiveness of TTW in general academic contexts, more subject-specific research is needed to fully understand its influence on religious learning and character development. Another challenge involves the need for adequate teacher training. Successful implementation of the TTW model requires teachers to adopt a facilitator role, guide discussions effectively, and design meaningful writing tasks. Without sufficient training, teachers may struggle to create an environment that supports the reflective and dialogical nature of TTW. Classroom management also becomes an important factor, as the talk phase requires structured group interaction that can become unproductive without clear guidelines. The overall synthesis suggests that TTW offers significant potential for improving the quality of Christian Religious Education. The model encourages students to take an active role in their learning, enhances intrinsic and extrinsic motivation, and supports the development of Christian character through reflective and interpersonal processes. When properly implemented, TTW can transform the learning environment into a dynamic space where students engage deeply with Christian teachings, develop strong communication skills, and cultivate moral virtues. These findings affirm that the Think Talk Write model is not only academically effective but also pedagogically aligned with the holistic and transformative nature of Christian Religious Education.

## **CONCLUSION**

The findings of this systematic literature review affirm that the Think Talk Write (TTW) learning model offers substantial potential for enhancing learning motivation and supporting character development within Christian Religious Education. Through its structured sequence of reflective thinking, interactive discussion, and expressive writing,

the TTW model fosters a dynamic learning environment that engages students cognitively, emotionally, socially, and spiritually. Such multidimensional engagement is particularly relevant in Christian Religious Education, where the objective extends beyond the acquisition of religious knowledge to the cultivation of Christ-like character, moral reasoning, and spiritual maturity. The evidence synthesized from various studies demonstrates that TTW effectively nurtures intrinsic motivation by promoting autonomy in the “think” phase, relatedness in the “talk” phase, and competence in the “write” phase—three components aligned with established motivational theories such as Self-Determination Theory. These elements collectively build a sense of purpose, ownership, and accountability in learners, encouraging them to participate actively in the learning process and internalize the values explored. The review also highlights the need for further subject-specific research examining the application of TTW directly within Christian Religious Education settings. While existing studies from other disciplines offer strong indications of TTW’s effectiveness, empirical evidence from actual Christian Religious Education classrooms remains limited. This gap underscores the importance of future research that investigates classroom-based implementations, teacher readiness, student perceptions, and long-term impacts on faith development and character formation. Additionally, successful implementation of TTW requires adequate teacher preparation. Teachers must be equipped with skills to facilitate thoughtful discussion, manage group dynamics, and design writing tasks that are both academically rigorous and spiritually meaningful. Institutional support, professional development, and curriculum adjustments may therefore be necessary to maximize the benefits of TTW in Christian Religious Education. The Think Talk Write learning model holds considerable promise as an innovative and holistic instructional approach for Christian Religious Education. By promoting active participation, reflective inquiry, collaborative dialogue, and meaningful writing, TTW enhances students’ motivation to learn and supports the development of Christian character. Its alignment with the cognitive, emotional, social, and spiritual dimensions of learning makes it a powerful tool for educators seeking to create transformative learning experiences. As Christian Religious Education continues to adapt to the demands of modern pedagogy, the integration of TTW may serve as a strategic pathway for nurturing motivated, thoughtful, and morally grounded students who embody Christian virtues in both academic settings and everyday life.

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