STUDENTS' ATTITUDE TO THE APPLICATION OF THE THINK TALK WRITE TYPE OF COOPERATIVE LEARNING LEARNING MODEL RELATIONSHIP WITH COGNITIVE ACHIEVEMENT IN ISLAMIC EDUCATIONS

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Abstract. This study aims to determine how students' attitudes toward the application of the Think Talk Write Cooperative Learning model are; how Cognitive achievement of students in Islamic Educations subjects; and how is the relationship between students' attitudes towards the application of the Think Talk Write Cooperative Learning model with their cognitive achievement in Islamic Educations subjects in eighth grade at junior high school 1 of Cianjur City. The approach in this study is quantitative, while the method used is the correlation method. Data collection techniques include observation, questionnaires, documentation, interviews and tests. The data analysis technique was carried out with a statistical approach for quantitative data. In analyzing the data that has been collected, the author uses statistical analysis by taking a partial analysis of indicators, normality test, regression test, correlation test and hypothesis testing. The results showed that, 1) The students' attitudes towards applying the cooperative learning model of think talk write type were categorized as positive with a score of 4.34. 2) Cognitive achievement of students in Islamic Educations subjects with a high category score of 83. 3) The relationship between the two variables is (a). The correlation coefficient includes an average score of 0.49 (b). The hypothesis is accepted, t_count is 7.1 and t_table is 0.2542. (c). The degree of influence of the X variable on the Y variable is sufficient, which is 74%. These results indicate that 26% of other factors can affect their cognitive achievement in Islamic Educations subjects apart from students' attitudes towards the application of the Think Talk Write Cooperative Learning learning model.

Keywords: Cooperative Learning Model Think Talk Write Type; Cognitive Achievement; Islamic Educations
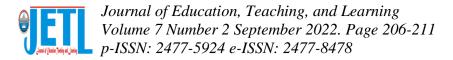
I. INTRODUCTION

Education has a meaning in the form of efforts to provide, create and develop what is owned by humans in the form of potential causes for humans in their lives to become things that have the vital interests, namely as a definite soul boost because with education, humans can develop and process both in terms of attitudes, knowledge and skills. The existence of education also in human life is very influential in thinking that always goes forward and there is a desire to move forward. From the results of education in the form of science and technology, humans can have the ability to maintain and build civilization for religion, the homeland of course for the nation as well (Asir, 2014; Burga, 2019; Das, 2013).

It is normal when there is a learning process in the classroom which will undoubtedly involve two subjects, namely teachers as teachers and educators and students as students in which there is a learning process in schools

(Djamarah, 2005). The task of creating, developing and providing updates in effective, efficient, creative and fun learning is a teacher's responsibility (educator) 's duty and responsibility. This affects the need for awareness and active involvement of students to respond and optimize an educational interaction created by the teacher (educator) which is needed in the learning process to achieve better student cognitive achievement.

Islamic Educations has the meaning as education in the form of knowledge and teachings of the Islamic religion that has religious values both in the relationship between creatures and the Creator and the relationship between animals and creatures. Islam exists in all institution stages (Hasbullah, 2001; Fridayanti, 2015).

Islamic Educations is also one of the main subjects in the State Junior High School 1 Cianjur which is a crucial subject to exist and be studied because apart from the existence of theories but also the direct application aspects related to activities of students in their daily lives. In another sense,

Islamic Educations is an effort to guide humans who are able to practice Islamic knowledge and teachings.

So the importance of Islamic Educations exists and is taught to students starting from Early Childhood Education (*PIAUD*) to tertiary institutions both to achieve educational goals, namely forming a generation of students who have good morals and as a guide for students. in charity and worship. Then the main point is intended to realize these things, namely as educators have the ability to create and also develop excellent and optimal student cognitive achievement learning. The acquisition of student cognitive achievement can be determined from the appropriate learning model used by teachers and supported by students as students in following the learning flow in the classroom (Hasbi, 2013).

The low cognitive level of students, namely students when going through a process in learning activities that can affect the flow of learning activities which causes learning to be less than optimal which will have an impact on the material taught by teachers to be incomplete and not well absorbed by students (Aqib, 2013).

In Indonesia, for the learning flow usually applied to schools, most still choose the traditional model, which is a lecture model that relies on student activity and teacher-centered learning who make students passive in learning and learning activities at school. class becomes one-way without a learning model that support.

The role of the learning model is significant to students' cognitive achievement. The suitability of applying and using the learning flow model planned by the teacher as an educator will affect students' cognitive achievement. However, educator-centered learning will lead to a lack of experience given to students when developing cognitive abilities, namely the knowledge possessed by students. The learning model that will be used must support students' cognitive achievement as students to achieve cognitive abilities, namely knowledge, affective attitudes and psychomotor skills.

Facts in the field prove from information from Islamic Educations teachers at At junior high school 1 of Cianjur City that some students who are still low in cognitive achievement are caused by several factors, namely: 1) unpreparedness in undergoing the process of learning activities, especially materials that have many sub-chapters or discussions, such as in Education subjects. Islamic Religion material for Fasting Worship Forms a God-fearing Person. 2) the impact of online learning is one of the factors that hinders an effective learning process and results in a decline in students' cognitive achievement. 3) when the learning activity takes place students are engrossed in joking and chatting with their friends. 4). When learning activities occur some students are less enthusiastic and involved, it can be seen that these students do not write and do not participate in discussions. 5) when the learning activity ends, some students are late in submitting assignments and there are even students who do not work (Argaheni, 2020).

By choosing to be applied to the learning model so that it is appropriate, varied and active, of course, it can also be adapted to the student's situation, class atmosphere and class conditions when choosing to implement and use learning models because not all students can survive to be able to maintain focus when learning takes place for a sufficient time even for a long time. The focus of students on a variety of material will affect the development of students' cognitive achievement as well as by adjusting the characteristics of the discussion chapters to be taught and adapted to the accomplishment of the objectives to seek more optimal learning and become one way to make learning more effective and efficient (Masnaiyah, 2016; Mulyadi, 2016).

It can be understood the reasons for the problems listed above, researchers try to be able to provide references to learning models. So in this study it is intended for teachers to be able to apply, maximize and use the Think Talk Write Cooperative Learning learning model so that students are more enthusiastically active in participating in learning, creative in generating ideas for learning and having fun in the process of learning and learning activities. enjoyable and students' cognitive achievement will also be better.

When technically, students are given learning material to be discussed and understood by the student's own language after reading the material (think), then students understand the discussion material, after that students, namely students, will be divided into groups by the teacher, usually consisting of five to eight people or adjusted to the quantity of students in the class with the aim of discussing with members of each group and adjusted to what they understood, namely students already understood (talk). Next, students discuss to exchange ideas and then students as students have the responsibility to summarize the results of the discussions that have been discussed together (write). Think Talk Write is one type of learning model from various kinds of cooperative learning that already exists for students indirectly so that students want to think, speak and write. Meanwhile, when implementing the use of the Think Talk Write (TTW) Cooperative Learning learning model, it was a learning model developed by Huinker and Laughlin (1996).

With the application of the Think Talk Write (TTW) Cooperative Learning learning model when the learning process of Islamic Educations subjects is expected to have a positive relationship impact for students and affect cognitive achievement for students as well. It can be understood based on the explanation above as a frame of reference that there are problems. From this, an exciting issue to be discussed and researched also raised the title "Students' Attitudes towards the Application of Cooperative Learning Learning Models Think Talk Write Type is Relation to Their Cognitive Achievement in Islamic Educations Subjects"

II. METHODS

This study uses a quantitative approach with the type of correlation research. Because this study will use statistical tests to determine the interdependence between two variables. The results of correlation research also have implications for making a decision. The researchers will

examine the cognitive achievement of students in the subject of Islamic Educations in relation to students' attitudes towards the application of the Think Talk type Cooperative Learning learning model.

Primary data in this study is a source of field data derived from observations, tests, questionnaires and interviews. In this study, the primary data sources were 60 students from eighth grade at junior high school 1 of Cianjur City. This was done by distributing questionnaires, conducting tests, interviews, observations and personal documentation used to obtain field data.

Secondary data in this study is data in the form of information obtained not directly obtained in the field but obtained through books, documents and information on the internet. The secondary data in this study are books, journals and information about the Cooperative Learning model of Think Talk Write Type. In addition, this data was also obtained from teachers and school staff.

The secondary data sources from at junior high school 1 of Cianjur City were obtained from Islamic Educations subject teachers as the teachers concerned, school principals, Administrative staff and from the data available to the authors themselves.

This study examines the population of eighth grade students at SMPN 1 Cianjur with a total of 400 students. While the sample chosen by the researcher is a sample of a census study by means of the researcher taking all of the population. The sampling technique using simple random sampling is a data collection technique that is carried out randomly and does not require additional information from the research object. The sample used was 60 people because the population was quite effective and it was impossible for researchers to take data from all students in the school.

Data analysis technique is an attempt to analyze, calculate and interpret the data that has been collected in order to produce data interpretation. In this study, not only collect data or information, but the data is compiled and analyzed. The data analysis was carried out in two stages: Partial Analysis and Correlational Analysis.

III. RESULT AND DISCUSSION

A. Attitude student to application model learning cooperative Learning type Think Talk Write

Efforts to determine students' attitudes towards the application of the Think Talk Write type cooperative learning model for eighth grade, were carried out through a questionnaire of 20 statement items with closed questionnaire answer choices with a five-level scale.

The questionnaire was distributed to 60 respondents, the distribution of 20 questionnaire items was based on four indicators, namely, 1) The presence of greetings, praying together, attending students to giving apperception and motivation by the teacher, 2) The involvement of students in thinking or dialogue with themselves after the process. reading (think), 3) The students then talk and share ideas with their friends before writing (talk), 4) After getting the results from the discussion, they can be written (write) in their respective books. student.

Based on the four indicators of student attitudes towards the application of the Think Talk Write Cooperative Learning model, Thus, it can be concluded that student's attitudes towards the application of the Think Talk Write Cooperative Learning model are included in the positive category, because the attitudes shown by students are accepting, liking and paying attention.

Tendency Test Central

Central tendency test is performed by calculating the mean (average), median (middle value) and mode (data that occurs frequently). Based on the calculation results, the mean is 88.3, the median is 89.38 and the mode is 93.38. Based on these data, it shows that the curve is negative/sloping to the left, because the mean<median<mode. So the results of this central tendency test state that the interpretation for variable X has a tendency towards negative.

Normality Test

The normality test was conducted to determine whether the data from the variable was normally distributed or not. This really needs to be done in order to find out the following test step which requires the data to be normally or not normally distributed.

Based on the results of the calculations through structured steps to carry out the Chi-Square Test which can be interpreted (attached), an interpretation of the normality test results is compiled with the provision that H0 is rejected if the value of x 2 count x 2 table then the data is not normally distributed. H0 is accepted if the value of x 2 count x 2 table then the data is normally distributed. As for Chi Square count (4,15) Chi-Square table (9,49), then Ho is accepted. With a significance level of (a) = 5%, the data comes from a population that is distributed normal.

B. Student Cognitive Achievement in Religious Education Subjects Islam

To determine students' cognitive achievement in Islamic Educations subjects, the researchers proposed 20 structured test items with alternative answers to the respondents. The developed alternatives are arranged in tiers into two options, if it is correct, the score is 1 if it is wrong, the score is 0.

Based on the six indicators of student cognitive achievement in Islamic Educations subjects, it can be seen that the average final score is $86 + 80 + 78 + 81 + 87 + 86 = 581: 4 = 83$. Thus, it can be concluded that the cognitive achievement of students in Islamic Educations subjects is in the very good category.

Tendency Test Central

Central tendency test is performed by calculating the mean (average), median (middle value) and mode (data that occurs frequently). Based on the calculation results, the mean is 17.13, the median is 17.86 and the mode is 19.16. Based on these data, it shows that the curve is negative/sloping to the left, because the mean<median<mode. So the results of this central tendency

test state that the interpretation for the Y variable has a tendency towards negative.

Variable Normality Test

The normality test is intended to determine whether the frequency distribution of students' cognitive achievement is normal in Islamic Educations subjects. Based on the results of the calculations through structured steps to carry out the Chi-Square Test which can be interpreted (attached), an interpretation of the normality test results is drawn up with the provision that 0 is rejected then the data is normally distributed.

Students' Attitudes towards the Application of the Model Cooperative Learning Think Talk Write Type Learning with Students' Cognitive Achievement in the eyes lesson PIE After the analysis was carried out on each variable obtained an interpretation of the formulated hypothesis that both variables in research this distribute normal. Next analysis directed on effort to measure there is whether or not connection Among attitude student to application Cooperative Learning learning model type Think Talk Write with cognitive achievement student on eye lesson PIE eighth grade junior high school 1 Cianjur. Data from each variable, namely the X variable, is obtained through the distribution of questionnaire as for variables Y got through deployment test. As for for researching there is no relationship Among variable X and Y, researcher use steps to analyze it as follows:

Regression Linearity Equation

This regression analysis is used to determine the form of the relationship between students' attitudes towards the application of the think talk write type of cooperative learning learning model with students' cognitive achievement in Islamic Educations subjects. The results of to the data Islamic Educations form a linear regression obtained from the results of calculations through the formula $Y = a + bX$. It is known that $= 7.10$ and $= 0.27$ so that the regression value is $= 7.10 + 0.27X$ Y. This means that each change in the Y variable is proportional to 0.27 times the change in the X variable.

Linearity Test Regression

Based on the calculation using the formula as described in chapter III, namely using the F test if $<$ then the data is linearly regressed and if $>$ then the regression data is not linear, the result is that is 0.49 and Fable is 0.0305. Thus it can be concluded that the regression is not linear because $(0.49) > (0.0305)$.

Coefficient Test Correlation

Based on the results of the calculations contained in the appendix, the results of the two variables are normally distributed and the regression is not linear. Then the analysis used is rank spearmen correlation which does not require data from a normally distributed population. The calculation results obtained a correlation coefficient value of 0.49. Thus, it can be interpreted that the relationship between the X variable (students' attitudes towards the application of the Think Talk Write Cooperative Learning model) and the Y variable (their cognitive achievement in Islamic Educations

subjects) belongs to the moderate correlation, because it is in the interval $(0.40 – 0,59)$.

Test Hypothesis

In testing this hypothesis, the author uses the t-test, which is intended to determine whether there is a significant correlation between variable X and variable Y or vice versa. From the calculation results show the price of of 7.1 and of 0.2542 meaning that the hypothesis is accepted because $>$ then is rejected which means is accepted then it can be interpreted that there is a relationship between students' attitudes towards the application of the Think Talk Write Cooperative Learning model and their cognitive achievement in Islamic Educations subjects.

Based on the calculation results that there is a relationship between students' attitudes towards the application of the Think Talk Write Cooperative Learning learning model with their cognitive achievement in Islamic Educations subjects by 74%. These results indicate that there are still 26% of other factors that can affect their cognitive achievement in subjects.

Discussion

A. Students' attitudes towards the application of the Think Talk type of Cooperative Learning Learning Model Write

Based on the results of the research described above, the students' attitudes towards the application of the Think Talk Write type of Cooperative Learning learning model were included in the positive category. In theory, the positive results regarding students' attitudes towards the application of the Think Talk Write Cooperative Learning model can be seen because students respond and receive well, which can be seen from four indicators such as: (1) There are greetings, praying together, attending students to giving apperception and motivation by teacher; (2) There is involvement of students in thinking or dialogue with themselves after the reading process (think); (3) Next, students talk and share ideas with their friends before writing (talk); (4) After getting the results from the discussion, they can be written in their respective books student.

It can be understood from the results above that the application of the Think Talk Write type of Cooperative Learning learning model resulted in 4.34 with a positive category. Because students respond and respond positively. Because in the application of the learning model, it is accepted by students and can be known through students paying attention and receiving good learning. Students are required to participate in learning by thinking, talking and writing actively.

This is in accordance with the theory that this learning model has the aim of collaboration between teachers and students to be active in their learning. There are two reasons teachers should use the Think Talk Write Cooperative Learning learning model, first, after several studies that have been carried out, namely it can improve students' cognitive achievement, but it can also improve the ability of social relations between students and also train an attitude of accepting the shortcomings of self and others (Masnaiyah, 2016). Second, with the use of the application of the Think

Talk Write type of Cooperative Learning learning model, it can fulfill what is needed by students such as training aspects of thinking (think), aspects of speaking (talk) and aspects of writing (write). From this explanation, it can be understood that the Think Talk Write Cooperative Learning model is a learning model that can renew the learning system that is felt to have weaknesses (Lusia, 2014).

So from this it can be seen that when the teacher applies the Think Talk Write Cooperative Learning model, it will lead to two possibilities, namely the emergence of positive and negative attitudes. For students' attitudes towards the application of the Think Talk Write Learning Model, the Think Talk Write type is in the positive category with a score of 4.34 in the interval (3.5 – 4.5).

Student Cognitive Achievement in subjects

Based on the results of the research described above, the cognitive achievement of students in Islamic Educations subjects is included in the very good category. This is known based on the above calculation of 83. The results of the average score of the final item are $86 + 80 + 78 + 81 + 87 + 86 = 581 : 4 = 83$. This figure is included in the very good category because it is in the interval (80 – 100).

Theoretically, these results are very good regarding students' cognitive achievement in Islamic Educations subjects, it can be seen because students respond and receive well, which can be seen from six indicators, namely: (1) Explaining the meaning of fasting, the pillars and conditions and things that invalidate it; (2) Distinguishing obligatory fasting and fasting sunnah; (3) Classifying between sunnah fasting and fasting Required; (4) Conclude material fast; (5) interpret the propositions; (6) Combining material about fasting with life daily.

It can be understood from the results above that the cognitive achievement of students in Islamic Educations subjects is 83 in the very good category. Because students when learning takes place learn well with the application of the Think Talk Write Cooperative Learning model which can increase students' understanding which has an impact on their cognitive achievement (Tu'us, 2004).

This is in accordance with the theory that students' cognitive at least are influenced by three (3) factors, namely the first physical factor, the second emotional factor and the last motivational factor. Regarding the motivational factors for learning from each student, there are students who do not really need motivation because in their minds, learning has become a necessity. However, there are also students who really need motivation in learning due to growing interest in learning. One of the impacts of a good student's cognitive achievement will reflect aspects of his good knowledge and make one of the benchmarks for describing the quality of his school (Saputri, 2010; Tyas. 2017).

So from this it can be seen that the cognitive achievement of students in Islamic Educations subjects is five (5) possible results, namely there are categories of very good, good, sufficient, lacking and failed. For students' cognitive achievement in Islamic Educations subjects, the average value of the overall indicator variable Y is 83. This number is included in the very good category because it is in the interval (80-100).

The correlation between students' attitudes towards the application of the Think Talk Write Cooperative Learning model is related to students' cognitive achievement

The results of the research on the calculation show that there is a significant relationship between students' attitudes towards the application of the Think Talk Write Cooperative Learning model (variable X) with students' cognitive achievement in Islamic Educations subjects (variable Y). It can be seen from the calculation results) that the correlation coefficient value is 0.49. Thus, it can be interpreted that the relationship between variable X and variable Y is classified as being in a moderate correlation, which is in the interval 0.40-0.59. Based on the results of statistical calculations obtained of 7.1 and of 0.2542. It can be interpreted that there is a relationship between students' attitudes towards the application of the cooperative learning model Learning

Think Talk Write type has a relationship with their cognitive achievement in Islamic Educations subjects by 74%. These results indicate that there are still 26% of other factors that can affect their cognitive achievement in Islamic Educations subjects.

As the theory of cognitive achievement that learning outcomes are changes in behavior obtained by students after experiencing the learning process. The author argues that students' attitudes towards the application of the Think Talk Write Cooperative Learning model can lead to positive or negative student attitudes depending on the results of internal factors within students or from external in the surrounding environment.

Basically, there are many factors that can affect students' cognitive achievement. In this study, students' attitudes toward the application of the Think Talk Write Cooperative Learning model had a significant positive relationship with students' cognitive achievement in Islamic Educations subjects.

This is as stated by Muhibbin Shah (2010) that the factors that influence cognitive achievement include internal factors which look at the physical and spiritual conditions of students, namely students and also see from external factors of students, namely environmental conditions. In addition, the learning approach factor is also influential, namely the type of student learning effort which includes the strategies and learning models used to carry out activities to study the materials. learning.

The results of this study provide an illustration that there is a moderate and significant correlation between students' attitudes towards the application of the Think Talk Write Cooperative Learning learning model with their cognitive achievement in Islamic Educations subjects by 74%. These results indicate that there are still 26% of other factors that can affect their cognitive achievement in Islamic Educations eighth grade at junior high school 1 of Cianjur City.

IV. CONCLUSIONS

Based on the results of research on students' attitudes towards the application of the Think Talk Write Cooperative Learning Model in relation to their cognitive achievement in Islamic Educations subjects, the following conclusions were obtained: (1) The student's attitude towards the application of the Cooperative Learning learning model of Think Talk Write Type is categorized as positive; (2) The cognitive achievement of students in Islamic Educations subjects is categorized as very good; (3) The relationship between students' attitudes towards the application of the Think Talk Write Type Cooperative Learning Model with their cognitive achievement in Islamic Educations subjects in the medium category.

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