Think, Talk, Write Learning Model in Historical Learning during the Covid-19 Pandemic

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Abstract: This paper aims to determine the use of Think, Talk, Write learning models in history learning. Think, Talk, Write is a learning model that encourages students to think and discuss the results of their thoughts with others, then transfer their ideas and discussion results into written text. History learning is closely related to literacy activities. Indonesia is one of the countries with the lowest literacy rate in the world. Employing the Think, Talk, and Write learning model can improve students' literacy skills. The thinking skills of children also contribute to building strong literacy skills. The COVID-19 pandemic has forced the history learning process to shift from face-to-face learning to online learning. This situation requires teachers to look for alternative learning models suitable for online learning. The think, Talk, Write learning model can be used in online learning during the COVID-19 pandemic. One of them is increasing digital literacy for students using the think, talk, write learning model.

Keywords: Covid-19 pandemic, history learning, think-talk-write

Introduction

Quality education is indispensable in today's situations. Education has an essential role in forming an intelligent and independent Indonesian society and forming a newly educated people. Education is inseparable from learning activities. Learning activities are expected to form active and intelligent students. To achieve this goal, intelligent and creative teachers are needed who can create fun learning activities.

History is a subject that instills knowledge and values regarding the process of change and development of Indonesia and the world from the past to the present (Isjoni, 2007). According to Kartodirdjo (1992), there are two benefits in studying history: First, we can explore the facts or forces that played a role in the past from current time and situation; Second, by analyzing the present situation, we can make projections into the future which are analyzed based on historical facts.

Raising historical awareness through history learning is the goal of implementing this subject in schools. Historical awareness in history learning requires active participation and cooperation. The teacher acts as a facilitator and guide to encourage 'how to learn' in students (Isjoni, 2007). As stated by Isjoni (2007), history learning aims to help students understand science and foster historical thinking and historical understanding.

Literacy activities cannot be separated in understanding history. According to Kern (2000, p. 3), literacy is the ability to read and write. In addition, literacy also has a similar meaning as learning and understanding reading sources. In the 21st century, education must be creative in thinking, critical in intellectual, ethical in relationships, and character in life. It is the same with literacy in the 21st century, where literacy develops into reading, writing, speaking, and listening. However, in the traditional sense, literacy is perceived as the ability to read and write (Abidin, 2015). In 2018, the Program for International Student Assessment resulted in reading literacy showing a score of 371 for Indonesian students (Suprayitno, 2019). This result is far below the international average score and the average score of other ASEAN countries. Indonesia is ranked 74th out of 79 countries where Indonesia's ranking has dropped from its previous position in 2015. It is an issue that all parties in Indonesia must consider. Responding to this issue, the government has initiated various

programs to increase student literacy interest, one of which is the *Gerakan Literasi Sekolah* (School Literacy Movement). This movement requires all elements of the school to activate literacy activities in all subjects. Thus, History is given a role to improve students' literacy skills.

Historical literacy is an ability that history teachers must possess in developing history learning in the classroom (Rahman, Kurniawati, & Winarsih, 2021). Historical literacy also encourages teachers to take the initiative so students can develop their historical literacy skills. As stated in a study by Rahman, Kurniawati, and Winarsih (2021), teachers have mastery of essential aspects that form the conceptual framework of historical literacy applied in history learning. Meanwhile, the development of students' historical literacy skills have the basis these students' ability to understand a historical event is highly dependent on the students' historical literacy skills.

The COVID-19 pandemic has entered Indonesia since March 2020. During the emergency response to the COVID-19 pandemic, all schools in Indonesia were temporarily closed to prevent the spread of the COVID-19 virus. Students are forced to study at home through online learning. This policy was initially implemented for two weeks. However, it turned out that this closure was carried out for more than a year. During online learning, teachers are urged to improve their IT skills to adapt to online learning. Students are also asked to be able to use their gadgets for learning. This makes learning become more flexible and can be accessed anywhere and anytime by anyone easily. However, Cahyani et al. (2020) stated that online learning during the COVID-19 pandemic reduces student motivation. This is because learning conditions at home are different from learning conditions in the classroom.

At home, students must be able to study independently and maintain the quality of their learning so they can understand the learning materials effectively. In addition, students admitted that it was difficult to find free time for studying at home. An unsupportive family social environment interferes with students' focus when studying, so there must be cooperation and parental support so that students can continue to study in a quiet environment. In addition, Handarini and Wulandari (2020) emphasize that the challenge in online learning is the need for adequate facilities and infrastructure, such as laptops, computers, smartphones, and internet networks. These challenges

certainly reduce students' learning abilities, including literacy skills. An interactive learning model is needed to answer the challenges of this pandemic.

The learning model is an important aspect that must be considered since it can motivate students to participate in learning activities that ultimately improve learning outcomes. In implementing the 2013 Curriculum, teachers, especially history teachers, need to anticipate the last obstacle by applying a suitable learning model.

One way to overcome these challenges in learning History is using the Think, Talk, Write learning model in history learning. Think, Talk, Write (TTW), introduced by Huinker & Laughlin is built through thinking, talking, and writing activities (Yamin & Ansari, 2012). Through this learning model, students are not only encouraged to come up with ideas (think). However, they are also involved in discussion activities, expressing their opinions (talk), and systematically writing down the discussion results (write). This learning model allows students to study independently or work in groups to participate in learning actively. This learning model can be used for learning History during this pandemic situation. Online learning can be supported by digital literacy. Students and teachers are also encouraged to employ literacy. This will increase students' ability to use literacy and understand learning materials even without face-to-face learning at school.

Methods

The literature study was used in this study as the research method. A literature study is a data collection technique by conducting a review study of books, literature, notes, and reports that have to do with the problem being solved (Nazir, 2003). The researcher searched and found some literature that is relevant to this paper. Then, the literature needed to be reviewed to be a reference in this paper.

Discussions

Definition of Think, Talk, Write Learning Model. The Think, Talk, Write learning model is learning that starts with thinking through reading materials (listening, criticizing, and alternative solutions), the reading results are presented through presentations, discussions, and then making a report on the results of the presentation (Siswanto & Ariani, 2016). Meanwhile, according to Suyatno

(2009), Think, Talk, Write (TTW) is a learning process that starts with thinking. The results of the thinking are communicated with presentations, discussions, and then making a report on the presentation results. This makes students play an active role in the learning process.

The Think, Talk, Write (TTW) learning model builds thinking, reflects the mind, and organizes ideas, then there is a need to test these ideas before students are expected to write. The flow of the Think, Talk, Write (TTW) learning model starts from the involvement of students in thinking or reflective dialogue with themselves, then talking and sharing ideas with their friends before students write (Siswanto & Ariani, 2016).

From the previous definition, it can be concluded that the Think, Talk, Write (TTW) is a learning model carried out with thinking, speaking, and writing activities carried out by students to make students more active in learning.

Stages of Think, Talk, Write Learning Model. The TTW learning method involves three essential stages that must be developed and carried out in the learning process. The first stage is Thinking. Think is a student's thinking activity that can be seen from reading an exam or observation and how to solve the problem. In addition, learning to write regularly after reading can stimulate thinking activities before, during, and after reading some problems; It then proceeds to the Talk stage. Talk is communicating using words they understand. The importance of Talk in learning is that it can build a mutual understanding and knowledge through interactions and conversations between individuals in groups; while the third stage is Write which is a writing activity that will help students make connections and allow teachers to see the development of students' concepts. Writing activity means constructing ideas because this activity begins after discussing or having a dialogue with friends. The results of this activity is then expressed through writing (Shoimin, 2014).

Benefits of Think, Talk, Write Learning Model. According to Hamdayana (2014), the advantages of Think, Talk, Write are as follows:

1. Communication-based learning model with Think, Talk, Write can help students construct their knowledge so that students' understanding of concepts becomes better. Students can discuss their thoughts with their

friends so that students help each other and exchange ideas. This can help students understand the material being taught.

2. The Think, Talk, Write learning model can train students to systematically write down the results of their discussions in written form so that students can express their ideas in written form and better understand the material.

3. Think, Talk, Write learning model powerfully helps teachers carry out the learning activity because students must be more active and carry out the three activities of thinking, speaking, and writing.

Think Talk Write Learning Model in History Learning during the COVID-19 pandemic. The Think, Talk, Write learning model is very suitable to be applied in various subjects. It can be seen from various studies that have been conducted. One of them is research from Margarisya, Murjainah, and Lian (2019), which states that the Think Talk Write learning model has been shown to significantly influence student learning activities in Geography subjects in high school. In addition, research conducted by Suminar and Putri (2015) also shows the effectiveness of using the Think, Talk, Write strategy in learning English in Junior High Schools.

The Think, Talk, Write learning model can also be used in History. History learning cannot be separated from literacy activities. Every student who studies History must be able to explore history through literacy. Literacy is a challenge in Indonesian education because Indonesia's literacy rate is lower than other countries. In Think, Talk, Write Learning Model, the teacher gives material to students and encourages students to read the material provided. It will make students think individually. This activity will strengthen students' literacy skills. Students are also invited to communicate their views on the material being taught in a group or forum. In addition, this learning model increases students' imagination power in understanding historical material. This imagination is a part of creative thinking. Meanwhile, creative thinking is one of the higher-order and critical thinking (Supriatna & Maulidah, 2020). Research conducted by Sari and Setiawati (2017) proves that Think Talk Write learning has a positive and significant effect on improving the ability to analyze students' history material.

Covid-19 made face-to-face learning impossible, so the learning activities shifted to online learning. The Think, Talk, Write learning model can be adjusted according to the learning situation during the pandemic. The learning

model can also be modified to suit the online learning environment. The literacy activities can be transferred to become digital literacy activities. Supriatna and Maulidah (2020) explained that digital literacy does not only involve the ability to use technology, information, and communication devices, but also social skills, learning skills and attitudes, critical thinking, creativity, and inspiration as digital competencies. Digital literacy is the skill or understanding of a person when using digital media and is responsible for obtaining information and communication (Supriatna & Maulidah, 2020). Teachers and students can apply digital literacy in online learning. Ease of access can also support literacy efforts carried out by teachers and students. The teacher does not need to print the worksheets or hand out the material in paper form. With the development of technology, teachers can share their material digitally, and students can open it anywhere and anytime. Students do not need to read the material in the form of books or paper. They only need to open the material in their device, and the learning activities can be carried out. Group discussions can be conducted online using video conference media or chat that can be done at any time. Students can discuss the results of their thinking with the whole class using the devices they have. The ease of the material and the steps of this Think, Talk, Write learning model can facilitate history learning activities during the pandemic.

Conclusion

Think Talk Write is a learning model used in history learning. This learning model improves students' literacy skills. The Covid-19 pandemic has forced face-to-face learning to shift into online learning. This learning model is also suitable for online learning. Digital literacy skills can support the literacy activities in TTW learning models. In addition, the TTW learning model encourages students to think creatively. This ability can also improve students' ability to understand history.

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