



# The Development of Islamic Religious Education Learning Materials on Environmental Issues Using Scientific Verses and the Think-Talk-Write (TTW) Strategy

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| Article Info                                                                                                                                                                                                                           | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Article History</b><br>Received: 2026-01-07<br>Revised: 2026-02-13<br>Published: 2026-03-01<br><br><b>Keywords:</b><br><i>PAI Learning;</i><br><i>Environment;</i><br><i>Science Verses;</i><br><i>TTW Strategy.</i>                | <p>This study aims to develop Islamic Religious Education (IRE) teaching materials on environmental issues with scientific qur'anic verses using the Think Talk Write (TTW) strategy at SMA Negeri Aceh Utara. This research employs research and development methods provide valid, practical, and successful educational resources. The findings indicate that the created instructional materials significantly improve student learning outcomes. Students who use this teaching material exhibit better learning outcomes compared to before. This teaching material can serve as a learning resource in schools with students of varying abilities. The material is designed by integrating scientific process skills into the learning content, enabling students to better understand environmental concepts. The TTW strategy facilitates systematic thinking and opinion exchange among students in solving environmental problems. The findings indicate that the developed teaching material can improve student learning outcomes classically. Therefore, this instructional instrument can serve as an alternative for IRE learning at SMA Negeri Aceh Utara.</p> |
| Artikel Info                                                                                                                                                                                                                           | Abstrak                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Sejarah Artikel</b><br>Diterima: 2026-01-07<br>Direvisi: 2026-02-13<br>Dipublikasi: 2026-03-01<br><br><b>Kata kunci:</b><br><i>Pembelajaran PAI;</i><br><i>Lingkungan Hidup;</i><br><i>Ayat-Ayat Sains;</i><br><i>Strategi TTW.</i> | <p>Dengan menggunakan strategi Think Talk Write (TTW) di SMA Negeri Aceh Utara, penelitian ini bertujuan untuk meningkatkan materi ajar Pendidikan Agama Islam (PAI) tentang lingkungan hidup dengan ayat-ayat sains. Metode penelitian dan pengembangan (R&amp;D) digunakan untuk menghasilkan materi ajar yang valid, praktis, dan efektif. Hasilnya menunjukkan materi ajar dapat secara signifikan meningkatkan hasil belajar siswa. Materi ajar tersebut menampilkan hasil belajar yang lebih baik dari siswa sebelumnya dan dapat digunakan sebagai sumber pembelajaran di sekolah yang memiliki siswa yang bervariasi. Materi ajar ini dirancang dengan mengintegrasikan keterampilan proses sains ke dalam materi ajar, sehingga siswa dapat memahami konsep lingkungan hidup dengan lebih baik. Strategi TTW yang digunakan dalam materi ajar ini dapat membantu siswa memahami konsep lingkungan hidup dengan lebih baik. Akibatnya, materi pelajaran ini dapat digunakan sebagai pengganti untuk pembelajaran PAI di SMA Negeri Aceh Utara.</p>                                                                                                                      |

## I. INTRODUCTION

The rapid development of science and technology has significantly influenced the process of globalization, giving rise to intense competition in various aspects of life, particularly in the employment sector. To respond to these challenges, high-quality human resources are required, one of which can be achieved through improving the quality of education. Learning resources refer to all elements within the learning environment that can be functionally utilized to optimize learning outcomes. Thus, learning resources encompass anything that can be used by students during the learning process to enhance their academic achievement.

According to Mulyasa (2013), teaching materials constitute an integral part of learning resources that contain instructional messages, whether intentionally designed or generally

provided, and can be utilized for educational purposes. In other words, teaching materials include all types of resources utilized by educators to facilitate learning activities in the classroom, whether in written or non-written formats. Along with the rapid advancement of technology, students are now able to learn anytime and anywhere by utilizing technological tools. Consequently, the role of teachers has shifted from being the sole source of knowledge to becoming managers of learning resources.

The Qur'an is the sacred text of Islam, disclosed to the Prophet Muhammad (peace be upon him) by the angel Gabriel to be conveyed to humankind, and it represents a miracle with no equal. As a divine scripture whose truth has been universally acknowledged by Muslims, the Qur'an serves as the fundamental source of Islamic teachings. It contains guidance covering

various aspects of human life for the benefit and welfare of humanity. Therefore, the Qur'an was revealed by Allah as guidance for those who are righteous.

IRE is a deliberate and systematic initiative aimed at equipping students to believe in, comprehend, internalize, and apply Islamic teachings through guidance, education, and training activities. In general, the primary objective of the program is to cultivate students' faith, comprehension, appreciation, and application of Islamic values, enabling them to become devout Muslims who are loyal to Allah Almighty and exhibit virtuous character in their personal lives, social interactions, and civic responsibilities.

Teaching materials based on Scientific Verses are designed as structured learning packages that include a series of student-centered learning activities aimed at systematically achieving learning objectives. These materials are not solely focused on religious issues but also integrate natural sciences by incorporating scientific process skills into the learning content. This integration is expected to provide students with a more comprehensive and contextual understanding of Islamic teachings.

The TTW strategy is a collaborative learning framework that prioritizes education through successive phases of thinking, verbal communication, and writing. The think-talk-write technique, first described by Huinker and Laughlin (1996), incorporates time for contemplation, reflection, idea organization, and idea evaluation prior to students' writing tasks. Communication evolves from pupils engaging in introspective discourse, to exchanging ideas with peers, and ultimately to written expression. This technique encourages students to enhance their cognitive abilities, contemplate learning material, structure their thoughts, and evaluate those ideas prior to articulating them in writing.

In the context of IRE, thinking activities can be observed when students read IRE texts or learning narratives and then take notes on what they have read. During the note-taking process, students distinguish and integrate ideas presented in the text and reinterpret them using their own language. In many Islamic Religious Education classrooms, it is often observed that when students are assigned written tasks, they tend to begin writing immediately. Although this practice is not entirely incorrect, learning becomes more meaningful when students are first given the opportunity to think, reflect,

organize ideas, and examine those ideas before writing.

The TTW strategy is therefore considered appropriate because it provides students with sufficient time to engage in thinking, reflection, and idea organization prior to writing. In contemporary Islamic Religious Education learning, students tend to be more critical and do not readily accept instructional content without questioning it. For instance, when learning about environmental conservation, not all students fully understand the material. They often question how environmental preservation should be practically implemented. In such cases, science plays a crucial role in providing comprehensive explanations. As a result, the integration of Qur'anic teachings and scientific perspectives is expected to complement one another in fostering a holistic understanding of environmental issues among students.

## **II. METHOD**

This study employed a Research and Development (R&D) approach. Research and Development is a systematic process consisting of a series of steps aimed at developing a new product or improving an existing one in a manner that is methodologically accountable and empirically justifiable. The product developed in this study was IRE instructional materials integrating scientific Qur'anic verses, designed using the TTW strategy. These instructional materials were intended to support the teaching and learning process. To evaluate the feasibility and quality of the developed product, this study conducted a validation test of the instructional materials integrating scientific Qur'anic verses using the TTW strategy. The validation process was carried out to ensure that the materials met academic standards in terms of content relevance, instructional design, and appropriateness for classroom implementation.

## **III. RESULT AND DISCUSSION**

### **A. Result**

#### **1. Effectiveness of the Learning Materials**

The effectiveness test was conducted based on students' learning outcomes during the instructional process. Students' learning outcomes covered three domains: affective, psychomotor, and cognitive aspects. The cognitive aspect was measured through a learning achievement test administered at the end of the instructional activities. The following

sections describe the results of the effectiveness testing.

## 2. Students' Cognitive Learning Outcomes

Data on students' cognitive learning outcomes were obtained through a learning achievement test administered during the final meeting. The test consisted of five essay questions. The analysis aimed to determine students' mastery of concepts after participating in learning activities using the developed instructional materials.

Based on the cognitive learning outcome results, it can be concluded that the use of the developed instructional materials had a positive effect on students' learning achievement. However, several students had not yet met the Minimum Mastery Criterion (KKM), which was set at a score of 82. This condition was influenced by several factors, including students' readiness prior to the test, their physical condition that might reduce concentration during the test, and differences in individual learning abilities due to heterogeneous student characteristics.

Furthermore, students' learning achievement was influenced by internal factors originating from within the students themselves, such as physical and psychological conditions, as well as external factors related to their learning environment and learning approaches. Although some students did not individually achieve the KKM, the students' learning outcomes as a whole had reached classical mastery.

## 3. Islamic Religious Education Learning on Environmental Issues Taught by Teachers

The IRE learning materials on environmental issues taught by teachers at SMA Negeri Aceh Utara covered the following topics:

- a) Reading Qur'anic verses: Surah Ar-Rum (41-42), Surah Al-A'raf (56-58), and Surah Sad (27).
- b) Explaining the meanings of Surah Ar-Rum (41-42), Surah Al-A'raf (56-58), and Surah Sad (27).
- c) Developing habitual behaviors to preserve environmental sustainability as reflected in Surah Ar-Rum (41-42),

Surah Al-A'raf (56-58), and Surah Sad (27).

## 4. Islamic Religious Education Learning on Environmental Issues Integrating Scientific Verses Using the Think-Talk-Write (TTW) Strategy

### a) Environmental Learning Materials Integrating Scientific Verses

The environmental learning materials integrating scientific verses were designed as a comprehensive instructional package containing a series of student learning activities aimed at enabling all students to systematically achieve the learning objectives. These instructional materials were developed not only to emphasize religious aspects but also to connect them with natural sciences by integrating scientific process skills into the learning content.

The environmental learning materials integrating scientific verses included discussions on:

- 1) Environmental destruction issues occurring in society.
- 2) Qur'anic verses addressing environmental preservation.
- 3) Definitions of environmental conservation.
- 4) Types of environments.
- 5) Forms of environmental degradation.
- 6) Efforts to preserve the environment.
- 7) Islamic perspectives on environmental issues.

The use of these instructional materials enhanced students' understanding of Qur'anic verses related to human behavior in preserving the environment.

### b) The Think-Talk-Write (TTW) Strategy

The TTW strategy is a carefully planned instructional approach that involves students in thinking (think), discussing and exchanging ideas (talk), and writing the results of discussions (write) in order to achieve the expected competencies. The implementation of Islamic Religious Education learning on environmental conservation for eleventh-grade science students (Class XI IPA/I) at SMA Negeri Aceh Utara using the TTW strategy proved to be highly effective in improving students' learning outcomes.

This strategy also helped develop students' creativity in providing concrete examples drawn from their daily lives and in solving problems encountered during learning activities. In addition, the teacher's role as a facilitator was well implemented. This was reflected in a conducive, engaging, and non-monotonous classroom atmosphere, which encouraged positive student responses to the learning process.

Students actively participated in an orderly learning process when the teacher assigned tasks requiring them to identify problems related to the learning material. These problems were then discussed collaboratively within groups. Such activities significantly supported students in developing systematic thinking skills and exchanging ideas to solve the identified problems.

## B. Discussion

### 1. Think (Reflective Thinking or Dialogue)

According to Huinker and Laughlin (1996), thinking and talking are crucial stages in the process of bringing meaning into students' writing. This statement indicates that thinking and speaking or engaging in discussion are essential stages in helping students transform their understanding into written form.

### 2. Talk (Speaking or Discussion)

At the *talk* stage, students work collaboratively within their groups to reflect on, organize, and express ideas through discussion activities. This stage enables learners to exchange viewpoints, clarify concepts, and negotiate meaning, thereby strengthening their conceptual understanding through social interaction.

### 3. Write (Writing)

Masingila, Davidenko, and Prus-Wisniowska state that "writing can help students make their tacit knowledge and thoughts more explicit so that they can look at, and reflect on, their knowledge and thoughts." In other words, writing assists students in expressing their knowledge and ideas while allowing them to reflect critically on their understanding.

According to Suyatno (2009), the Think-Talk-Write (TTW) strategy begins with the thinking stage, in which students engage in reading or listening activities, critically review the content, and identify possible solutions before proceeding to discussion and writing. The results of this reading process are then communicated through presentations and discussions, followed by writing reports based on the presentation outcomes. The TTW strategy encourages students to think, speak, and subsequently write about a particular topic. This strategy is used to develop fluent writing skills and to train language use before formal writing begins.

In IRE learning activities, it is often observed that when students are assigned written tasks, they tend to begin writing immediately. Although this practice is not incorrect, learning becomes more meaningful when students first engage in thinking, reflecting, organizing ideas, and testing those ideas before writing. The TTW strategy provides students with sufficient time to engage in these processes prior to composing written responses.

The advantages of the TTW strategy include:

- a) Training students to think logically and systematically;
- b) Encouraging students to express ideas and concepts derived from the learning process in their own written work;
- c) Developing students' ability to communicate ideas both orally and in written form accurately and effectively;
- d) Promoting active participation among all students in the learning process;
- e) Enabling students to construct knowledge collaboratively and independently through writing;
- f) Training students to think independently so that they are able to solve problems encountered in the future;
- g) Fostering students' confidence in expressing opinions, as they are required to present their own learning outcomes.

However, the TTW strategy also has certain limitations. First, students who think more slowly may experience difficulties in following this learning approach. Second, students who struggle to express their ideas in writing may encounter obstacles. Third, some students may lack motivation to think

critically and explore solutions independently. Therefore, teachers are required to continuously encourage and guide students to think carefully and accurately.

According to Aprilia et al. (2024), learning using the Think-Talk-Write (TTW) strategy consists of three stages. The first stage is think, in which students read a text or problem that is contextual and related to their daily lives. At this stage, students individually consider possible solutions, make brief notes of ideas found in the text, and identify aspects they do not yet understand using their own language. The second stage is talk, which provides students with opportunities to discuss the outcomes of their initial investigation. During this stage, students reflect on, organize, and test ideas through group discussions, including negotiation and sharing of perspectives. Improvements in students' communication skills can be observed through dialogue during discussions, both in exchanging ideas with peers and in expressing personal reflections. The third stage is *write*, where students write down ideas obtained from the first and second stages. The written output includes conceptual foundations, connections to prior learning materials, problem-solving strategies, and the solutions derived.

To implement learning activities in accordance with these principles, instruction was designed using the following steps. In the first stage, students read the text and individually create notes based on their reading (*think*) to be brought into group discussions. In the second stage, students interact and collaborate with group members to discuss the content of their notes (*talk*). During this process, they use their own language and expressions to convey Islamic Religious Education concepts in discussion. Understanding is constructed through interaction, and discussions are expected to generate solutions to the given problems. In the third stage, students independently construct knowledge by transforming their understanding and communication of IRE concepts into written form (*write*). The fourth and final stage involves reflection and drawing conclusions about the learned material. Subsequently, one group representative presents the group's findings, while other groups are invited to provide responses and feedback.

From the above discussion, it can be understood that education is a process of guidance and development directed toward both the physical and spiritual dimensions of human beings in order to achieve holistic personal development and the formation of a well-rounded personality. Therefore, educational implementation must be carried out optimally to achieve these intended goals. Islamic Religious Education represents an effort to instill Islamic teachings and values so that they become a way of life, reflected in attitudes and behaviors. This effort encompasses two components: (a) all educational activities conducted to assist individuals or groups of students in internalizing and developing Islamic teachings and values as a worldview expressed through attitudes and daily life skills; and (b) education within Islam as a historical process and practice that has evolved throughout Islamic civilization since the time of the Prophet Muhammad (peace be upon him).

Based on these definitions, Islamic Religious Education can be understood as guidance provided by teachers to prepare students to understand, believe in, and practice Islamic teachings. The emphasis is placed on the affective domain or religious attitudes, alongside cognitive and psychomotor aspects. Islamic Religious Education is delivered with the vision of producing individuals who are devoted to Allah Almighty and possess noble character, honesty, justice, ethical conduct, mutual respect, and productivity in both personal and social contexts. At the senior high school level, Islamic Religious Education aims to guide students to recognize, understand, internalize, believe in, practice, and embody Islamic teachings derived from the Qur'an and Hadith.

The learning outcomes of Grade XI science students who participated in Islamic Religious Education learning on environmental topics integrating scientific Qur'anic verses using the TTW strategy at a public senior high school in North Aceh were better than those of students who experienced conventional learning without the TTW strategy. This improvement is indicated by an 88% mastery level, with only 12% of students not achieving mastery. These results demonstrate that the developed learning materials effectively support teachers in implementing instructional activities.

From a practicality perspective, the developed materials are easy to use, manage, store, and apply at any time. The required instructional time is efficient, concise, and well-structured. Additionally, the materials are attractive, easy to interpret by both expert teachers and other practitioners, cost-effective, and accessible. The attractiveness of the materials also enhances teacher interest, enabling them to effectively guide students' learning processes.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

The effectiveness of the developed instructional materials, as viewed from students' learning activities and learning outcomes, was categorized as very good. Based on the results of the development research conducted, the study successfully produced instructional materials that are valid, practical, and effective. The use of these instructional materials was able to foster active learning and ensure that the learning process proceeded in a well-structured manner.

In developing instructional materials, particular attention should be given to their validity, practicality, and effectiveness. In addition, teachers' creativity in designing instructional materials—especially in terms of visual appearance, language use, and content organization—plays a significant role in determining the level of validity, practicality, and effectiveness of the materials. The product of this research can be utilized as a learning resource in schools that accommodate students with diverse levels of ability.

##### B. Suggestion

It is recommended that teachers provide more intensive guidance to students during the learning process, as this instructional approach requires a relatively high level of accuracy and comprehension in its implementation.

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