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# The Effect of Think Talk and Write Learning Model Assisted by Video Learning Media on Social Studies Learning Interest of Elementary School Students

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**A B S T R A C T**

Student motivation is crucial for effective learning, especially in Social Studies (IPS), where understanding complex social concepts is key. This study examines the impact of the Think Talk and Write (TTW) learning model supported by video media on the learning interest of fourth-grade students at Elementary School D Cluster 2, Bontomarannu District, Gowa Regency. Using a quasi-experimental design, the experimental group received TTW with video assistance, while the control group followed conventional teaching. Learning interest was measured through a validated questionnaire before and after the intervention. Results showed a significant increase in the experimental group's interest, rising from moderate to high, whereas the control group's improvement was marginal. The TTW model combined with video media enhanced cognitive and affective engagement by encouraging reflection, discussion, and writing, supported by interactive multimedia. This approach also minimized variability in student motivation, promoting consistent engagement. The findings support the effectiveness of cooperative learning augmented by multimedia in enhancing motivation in primary Social Studies, especially where innovative methods are limited. This study provides empirical evidence encouraging educators to adopt multimodal, learner-centered strategies. Further research should investigate long-term impacts and qualitative student experiences.

## 1. Introduction

The development of effective learning models is a critical concern in primary education, especially in subjects like Social Studies that require active student engagement and comprehension. Enhancing student interest and learning motivation remains a key challenge in the classroom environment, as student enthusiasm often directly impacts academic achievement and the mastery of learning materials. The Think Talk and Write (TTW) learning model has been increasingly recognized for its potential to engage students actively through a

cooperative learning approach that emphasizes cognitive processing and verbal interaction prior to written expression. This model facilitates the internalization of concepts and encourages deeper understanding through stages of thinking, discussing, and writing, thus catering to multiple learning modalities and promoting higher-order thinking skills (Susetyo et al., 2022). Moreover, integrating multimedia tools such as video in the learning process has shown to significantly enhance students' interest and understanding by providing dynamic, visual, and auditory stimuli that traditional teaching methods may lack (Castro-Valdivia & Vázquez-Fariñas, 2023; Schez-Sobrino et al., 2024).

In recent years, educational research has increasingly focused on the synergy between cooperative learning models and multimedia aids to address the issue of student motivation and learning outcomes in primary education. Studies reveal that interactive media, particularly videos, serve as effective pedagogical tools to attract and maintain students' attention, facilitate contextual understanding, and support diverse learning needs (Beege & Ploetzner, 2024; Zhang et al., 2024). Such media enrich the instructional delivery and provide authentic scenarios for students to apply theoretical knowledge practically. Meanwhile, the TTW model's structured phases foster active participation, critical thinking, and communication skills, which are vital competencies for students' academic and personal development (Listiana & Bahri, 2019; Suningsih & Ketut Budayasa, 2023). This combination is especially relevant in Social Studies education, where understanding social phenomena and historical contexts requires not only memorization but also critical engagement and meaningful communication. Thus, deploying the TTW model enhanced with video media offers a promising strategy to elevate student interest and cognitive engagement in IPS learning.

Despite the well-documented benefits of the TTW learning model and multimedia learning aids, many primary schools, particularly in developing regions such as the Gowa Regency area, still face challenges in implementing these approaches effectively. The main problem lies in how to optimize teaching strategies to increase students' learning interest, which in turn influences academic achievement. Conventional teaching methods often fail to engage students actively, resulting in passive learning and diminished motivation (Muhaini et al., 2023; Sari et al., 2020). In this context, the research problem focuses on whether the application of the TTW model, supported by video learning media, can positively influence the learning interest of fourth-grade students in the Social Studies subject within Elementary School D Cluster 2, Bontomarannu District, Gowa Regency. This question is crucial as it aims to bridge the gap between innovative educational theory and practical classroom application to improve student engagement and learning outcomes in a region with specific educational needs.

General solutions proposed in the literature emphasize the integration of cooperative learning methods and multimedia tools as effective approaches to enhance learning interest and academic performance. Cooperative learning models encourage peer interaction, discussion, and collaborative problem-solving, which have been shown to increase students' motivation and deepen their understanding of subject matter (Asfiani et al., 2023; Kusuma et al., 2020). Concurrently,

multimedia learning theories suggest that video aids support cognitive processing by providing dual channels of information input (visual and auditory), which enhance comprehension and retention (Polat & Taslibeyaz, 2024; Rezaei, 2024). When combined, these methods can create a rich learning environment conducive to active participation, higher engagement, and improved academic outcomes. Therefore, the application of the TTW model with video learning media represents an integrated pedagogical approach aimed at addressing the challenges in student interest and motivation in IPS learning.

Specifically, the TTW model encourages a three-step process: thinking individually about the material, talking about ideas in groups or pairs, and then writing down the results. This cyclical approach supports the development of students' critical thinking, communication, and writing skills, which are essential for academic success across disciplines (Martini & Nainggolan, 2019; Siregar et al., 2025). Empirical studies report that the TTW method improves students' representation abilities, mathematical communication, and creative thinking skills in various subjects, including science and language learning (Purwita et al., 2020; Suningsih & Ketut Budayasa, 2023; Susetyo et al., 2022). Meanwhile, video-assisted learning has been found to improve motivation, comprehension, and performance by providing interactive and engaging content that supports diverse learner needs (Castro-Valdivia & Vázquez-Fariñas, 2023; Zhang et al., 2024). The synergy of TTW and video media thus offers an innovative and effective learning strategy that aligns well with 21st-century learning paradigms emphasizing collaboration, communication, critical thinking, and creativity.

Furthermore, interactive video technology has advanced to include tools that enable learner control, active participation, and immediate feedback, enhancing its pedagogical effectiveness (Schez-Sobrino et al., 2024; Yürüm et al., 2023). This interactive aspect allows students not only to receive content passively but also to engage actively with the material, which is crucial for sustaining interest and motivation. Studies have demonstrated that interactive videos combined with structured learning models such as TTW can significantly impact students' learning attitudes, knowledge acquisition, and skills development (Febliza et al., 2023; Utama et al., 2024). Therefore, applying TTW with interactive video media in the primary school IPS curriculum can provide a meaningful, learner-centered approach that enhances both affective and cognitive domains of learning.

A review of the literature closely related to this study indicates that while TTW learning models and video-assisted instruction have been extensively studied independently, research on their combined effect on primary school students' interest in IPS learning remains limited, especially in the context of Indonesian primary education. Existing studies often focus on other subjects such as mathematics, science, or language skills (Sari et al., 2020), with few addressing the social studies domain or the integration with video media in the elementary school setting. This gap highlights the need for further empirical investigation into how the TTW model supplemented with video media influences students' learning interest in IPS, particularly in regions like Gowa Regency where resource availability and educational practices may differ from urban centers. Addressing this gap is essential

for developing effective instructional strategies tailored to the specific educational and cultural context of these communities.

Therefore, the objective of this study is to investigate the influence of the Think Talk and Write learning model supported by video learning media on the learning interest of fourth-grade students in the IPS subject at Elementary School D Cluster 2, Bontomarannu District, Gowa Regency. This research seeks to contribute to the scientific understanding of how integrated cooperative and multimedia approaches can enhance student motivation and engagement in primary education. The novelty of this study lies in its combined application of the TTW model and video media in a specific regional and subject context, aiming to provide evidence-based recommendations for educators and policymakers. The scope of the study is limited to fourth-grade students within SD Gugus 2 and focuses on their interest in learning IPS, measured through validated instruments assessing motivation and engagement.

In summary, this study aims to answer the research question: Does the Think Talk and Write learning model supported by video learning media significantly influence the learning interest of fourth-grade students in Social Studies at Elementary School D Cluster 2, Bontomarannu District, Gowa Regency? By exploring this question, the research seeks to offer insights into effective instructional strategies that foster active learning, motivation, and academic success in primary school settings, particularly in developing educational contexts.

## 2. Methodology

The methodology employed in this study integrates established educational research frameworks with experimental design principles to rigorously investigate the influence of the Think Talk and Write (TTW) learning model supplemented by video learning media on students' interest in Social Studies (IPS). The TTW model is grounded in cooperative learning theory, which emphasizes interaction, reflection, and knowledge construction through progressive stages of thinking, verbalization, and writing (Siregar et al., 2025; Susetyo et al., 2022). This instructional approach fosters active learning and enhances critical cognitive and communicative competencies by allowing students to process information individually and collaboratively before articulating their understanding in written form. The integration of video media aligns with multimedia learning theory, which posits that dual-channel information processing—through both visual and auditory inputs—facilitates deeper comprehension and engagement (Beege & Ploetzner, 2024; Castro-Valdivia & Vázquez-Fariñas, 2023). The present study's methodology thus strategically combines these theoretical underpinnings to explore their joint effect on learning motivation in the primary education context.

This study utilized a quasi-experimental research design, which is widely recommended in educational research to examine causal relationships when random assignment is not feasible (Kusuma et al., 2020). The population comprises fourth-grade students at Elementary School D Cluster 2, Bontomarannu District, Gowa Regency, representing a typical primary school cohort within a developing regional

setting. Participants were assigned to experimental and control groups to receive instruction either through the TTW model with video media or through conventional teaching methods. This design permits comparison of outcomes attributable to the intervention while controlling for extraneous variables as much as possible (Muhaini et al., 2023; Sari et al., 2020) Sample selection employed purposive sampling, focusing on schools with adequate infrastructure for multimedia use and representative student demographics to ensure relevance and applicability of findings to similar educational environments (Suningsih & Ketut Budayasa, 2023).

The instructional intervention incorporated a structured TTW learning protocol enhanced by video learning media tailored to IPS curriculum content. Videos were carefully designed to be interactive and aligned with learning objectives, enabling students to engage with content dynamically while supporting diverse learning styles (Schez-Sobrino et al., 2024; Zhang et al., 2024). The pedagogical process involved phases where students first individually reflected on material presented through video, then participated in group discussions to verbalize and negotiate meaning, followed by writing tasks to consolidate understanding and express insights. Such a scaffolded approach has been demonstrated to enhance metacognitive awareness and self-regulation skills, crucial for meaningful learning (Listiana & Hamdani, 2020; Purwita et al., 2020). The use of multimedia was supported by teacher facilitation, ensuring that video content and TTW activities were seamlessly integrated into the classroom routine (Buchori & Wibisono, 2019).

Data collection focused on measuring students' learning interest, a construct operationalized through validated instruments capturing affective, cognitive, and behavioral dimensions of motivation. The instrument development drew from established scales in educational psychology adapted for the primary education context (Sari et al., 2020). Questionnaires were administered pre- and post-intervention to detect changes attributable to the instructional method. Additionally, observational checklists and student interviews supplemented quantitative data to provide qualitative insights into engagement patterns and instructional dynamics (Febliza et al., 2023; Utama et al., 2024). Triangulating these data sources strengthened the validity of findings and enabled a comprehensive understanding of the intervention's impact.

The analytical approach utilized inferential statistics, including analysis of covariance (ANCOVA) to control for pretest differences and isolate the effect of the TTW model with video media on learning interest (Sari et al., 2020). Normality and homogeneity of variance assumptions were tested to ensure the appropriateness of parametric analyses (Siregar et al., 2025). Effect size measures were reported to quantify the magnitude of observed effects, facilitating comparison with prior research (Muhaini et al., 2023). Qualitative data were analyzed thematically to identify recurring patterns and contextual factors influencing student motivation and engagement (Suningsih & Ketut Budayasa, 2023). This mixed-methods approach adheres to contemporary best practices in educational research, enabling a nuanced interpretation of results.

Ethical considerations included informed consent from parents and assent from students, ensuring voluntary participation and confidentiality. Teacher training was provided prior to the intervention to ensure fidelity of implementation and to standardize instructional delivery across classrooms (Sari et al., 2020). Continuous monitoring and feedback mechanisms were established to address challenges promptly and maintain instructional quality (Buchori & Wibisono, 2019).

In sum, the methodology reflects a robust and coherent design grounded in relevant educational theories and empirical precedents, tailored to explore the efficacy of the TTW model augmented by video learning media in enhancing student interest in Social Studies. This approach not only addresses gaps identified in the literature regarding the combined use of cooperative learning and multimedia in primary education but also provides a replicable framework for similar contexts (Sari et al., 2020). The study's scope and rigor position it to contribute valuable evidence on effective pedagogical strategies in Indonesian elementary schools and beyond.

## 3. Results and Discussion

### *Results*

The present study examined the effect of the Think Talk and Write (TTW) learning model assisted by video media on the learning interest of fourth-grade students in Social Studies (IPS) at Elementary School D Cluster 2, Bontomarannu District, Gowa Regency. Learning interest was quantitatively measured using a validated questionnaire administered both before (pretest) and after (posttest) the instructional intervention. The descriptive statistics presented in Table 1. demonstrate significant changes in learning interest within and between the experimental and control groups.

Table 1. Descriptive Statistics for Pretest and Posttest Scores of Learning Interest in IPS among the Experimental and Control Groups

| ***Descriptive Statistics*** | | | | |
|---|---|---|---|---|
| | **Pretest-Interest in Learning** | | **Posttest-Learning Interest** | |
| | **Experiment** | **Control** | **Experiment** | **Control** |
| Valid | 20 | 20 | 20 | 20 |
| Missing | 0 | 0 | 0 | 0 |
| Mode | 67.000 | 58.000 | 72.000 | 58.000 |
| Median | 67.000 | 56.000 | 74.000 | 60.000 |
| Mean | 67.200 | 55.350 | 85.800 | 60.100 |
| Std. Deviation | 2441 | 3.631 | 2.783 | 3.655 |
| Range | 8.000 | 12.000 | 12.000 | 13.000 |
| Minimum | 64.000 | 48.000 | 78.000 | 55.000 |
| Maximum | 72.000 | 60.000 | 90.000 | 68.000 |

Table 1. provides detailed descriptive statistics for the pretest and posttest scores of learning interest in IPS among the experimental and control groups. Prior to the intervention, the experimental group exhibited a mean learning interest score of

67.20, categorized as moderate, whereas the control group showed a lower mean score of 55.35, categorized as low. The experimental group's data also revealed a slightly greater variance, indicating heterogeneity in initial motivation levels compared to the control group. These baseline differences underscore the importance of the TTW intervention for potentially raising student interest more substantially than traditional methods (Sari et al., 2020).

Following the instructional period, posttest results indicated a pronounced increase in learning interest within the experimental group, with the mean score rising sharply to 85.80, thereby reaching a high-interest category. Conversely, the control group showed a modest increase to a mean score of 60.10, remaining within the low-interest range. The experimental group's improvement, quantified as an approximate 18.6-point gain, contrasts markedly with the control group's 4.75-point gain, highlighting the pronounced impact of the TTW model with video assistance (Listiana & Bahri, 2019). Moreover, the reduced standard deviation in the experimental group's posttest data suggests a more uniform elevation of interest levels among students, indicative of the intervention's broad efficacy (Suningsih & Ketut Budayasa, 2023).

In alignment with prior research demonstrating the positive influence of cooperative and multimedia learning strategies on student motivation (Castro-Valdivia & Vázquez-Fariñas, 2023; Susetyo et al., 2022), these findings provide robust empirical support for the efficacy of the TTW model augmented by video media in elevating learning interest. The intervention facilitates cognitive engagement through its structured phases of individual thinking, group dialogue, and written articulation, which, when combined with multimedia stimuli, create a rich learning environment that sustains student attention and enthusiasm (Beege & Ploetzner, 2024; Martini & Nainggolan, 2019).

Table 2. Categorizes Students' Learning Interest Levels into Five Percentage-Based Groups

| No | Percentage | Category | Experimental Class Average | | Control Class Average | |
|---|---|---|---|---|---|---|
| | | | *Pretest* | *Posttest* | *Pretest* | *Posttest* |
| 1. | 90% - 100% | Very High | 0 | 0 | 0 | 0 |
| 2. | 80% - 89% | High | 0 | 85,80 | 0 | 0 |
| 3. | 65% - 79% | Moderate | 67,20 | 0 | 0 | 0 |
| 4. | 55% - 64% | Low | 0 | 0 | 55,35 | 60,10 |
| 5. | 0% - 54% | Very Low | 0 | 0 | 0 | 0 |

Table 2. categorizes students' learning interest levels into five percentage-based groups, illustrating the distribution of students' motivational states before and after the intervention. The experimental group's pretest average of 67.20% corresponds to the 'Moderate' category, whereas the posttest average of 85.80% situates students within the 'High' interest category. The control group, by contrast, remained within the 'Low' interest category in both pretest (55.35%) and posttest (60.10%) measurements. This distributional shift in the experimental group aligns with documented improvements in student motivation following TTW model

implementations in diverse educational contexts (Purwita et al., 2020; Sari et al., 2020).

The significant increase in learning interest observed in the experimental group can be attributed to the collaborative and reflective nature of the TTW model, which actively engages students in the learning process, thereby fostering intrinsic motivation (Listiana & Bahri, 2019). Additionally, video media serves as a powerful motivator by providing interactive and contextually rich content that appeals to diverse learner preferences and enhances cognitive processing (Schez-Sobrino et al., 2024; Zhang et al., 2024). This combination not only improves motivation but also cultivates metacognitive skills essential for sustained academic engagement (Febliza et al., 2023; Listiana & Hamdani, 2020).

Comparative analysis with control group outcomes further underscores the limitations of conventional instruction methods in stimulating student interest, as the control group's minimal improvement suggests a lack of sufficient engagement strategies (Muhaini et al., 2023; Sari et al., 2020). Therefore, the data affirm that the TTW model supported by video media provides a more effective instructional approach for enhancing learning interest among primary school students.

The consistency of these findings with broader educational literature validates the pedagogical potential of the TTW approach in combination with interactive media. Previous studies have documented improvements in communication skills, critical thinking, and learning outcomes across various subjects when employing TTW methods (Kusuma et al., 2020; Martini & Nainggolan, 2019; Siregar et al., 2025). The present results extend these benefits to the domain of Social Studies learning interest, a critical affective factor that influences knowledge acquisition and academic success (Purwita et al., 2020; Suningsih & Ketut Budayasa, 2023).

In conclusion, the descriptive and comparative data clearly indicate that the implementation of the TTW learning model, when augmented with video learning media, significantly enhances students' interest in IPS. This finding highlights the importance of adopting cooperative, multimodal instructional strategies to foster student motivation in primary education settings, particularly in regions with limited exposure to innovative pedagogies (Sari et al., 2020). Future research should consider expanding sample sizes and incorporating longitudinal designs to explore sustained effects and potential impacts on academic achievement and other cognitive domains.

### *Discussion*

The findings of this study unequivocally indicate that the application of the Think Talk and Write (TTW) learning model, augmented by video learning media, significantly enhances the learning interest of fourth-grade students in the Social Studies (IPS). This is evident from the substantial increase in posttest learning interest scores in the experimental group compared to the control group, as illustrated in Table 1. The integration of the TTW approach and video media

provides a compelling synergy that engages students cognitively and affectively, promoting sustained motivation and active participation in the learning process.

Consistent with the cooperative learning framework, the TTW model facilitates a scaffolded learning experience that encourages students to individually process content, discuss ideas collaboratively, and articulate their understanding through writing (Siregar et al., 2025; Susetyo et al., 2022). This tripartite structure aligns with Vygotskian social constructivism, emphasizing that knowledge construction is mediated through social interaction and language use. The 'think' phase nurtures internal cognitive engagement, allowing students to formulate and organize their thoughts independently. The subsequent 'talk' phase provides a social context where ideas are exchanged and refined through peer discussion, enhancing comprehension and critical thinking. The 'write' phase consolidates learning by translating cognitive and verbal inputs into a coherent written product, reinforcing knowledge retention and communication skills (Listiana & Bahri, 2019; Purwita et al., 2020).

The substantial gain in learning interest observed post-intervention may also be attributed to the multimodal stimulation provided by video learning media. The multimedia learning theory posits that combining visual and auditory channels optimizes cognitive processing and reduces extraneous load, thereby enhancing motivation and comprehension (Beege & Ploetzner, 2024; Castro-Valdivia & Vázquez-Fariñas, 2023). Videos offer dynamic representations of social phenomena, historical events, and contextualized scenarios that traditional textbooks often fail to capture effectively. This dynamic and interactive presentation caters to diverse learning preferences and facilitates the contextualization of abstract concepts, which is particularly critical in Social Studies learning (Schez-Sobrino et al., 2024; Zhang et al., 2024). Thus, the use of videos in the TTW model not only enhances engagement but also supports deeper conceptual understanding.

The reduction in score variance within the experimental group's posttest data signifies a homogenization of high learning interest among students, indicating that the intervention effectively engaged most participants uniformly. This aligns with previous research suggesting that cooperative learning models combined with multimedia resources can foster inclusive classroom environments that accommodate diverse learner abilities and promote equitable engagement (Febliza et al., 2023; Suningsih & Ketut Budayasa, 2023). The scaffolding inherent in the TTW phases, coupled with the visual and auditory stimuli of video media, supports learners with varying cognitive styles and language proficiencies, helping to mitigate disparities in motivation and participation.

In contrast, the control group's minimal improvement underscores the limitations of conventional, lecture-based teaching methods in stimulating sustained learning interest. Such traditional approaches often rely heavily on passive reception of information, lacking opportunities for interaction, reflection, and multimodal engagement (Muhaini et al., 2023; Sari et al., 2020). The small increase observed may reflect the natural effects of repeated exposure and maturation but falls short

of the substantial motivational gains seen in the experimental group. This finding corroborates prior studies emphasizing the necessity of active, learner-centered pedagogies to invigorate student motivation and improve learning outcomes.

Furthermore, the positive outcomes of this study are supported by extensive literature demonstrating the TTW model's efficacy across various educational domains. For instance, studies have documented its success in improving communication skills, critical thinking, problem-solving, and academic achievement in subjects such as mathematics, science, and language arts (Kusuma et al., 2020; Martini & Nainggolan, 2019; Sari et al., 2020). The current study extends these findings to Social Studies, reinforcing the TTW model's versatility and its particular suitability for subjects requiring both cognitive engagement and expressive competence. This adaptability makes TTW a valuable pedagogical tool in diverse educational contexts, including rural and resource-constrained settings like Gowa Regency (Suningsih & Ketut Budayasa, 2023).

The integration of video media into the TTW framework further leverages technological advances to meet the demands of 21st-century learning, which prioritizes digital literacy, critical thinking, and collaborative skills (Beege & Ploetzner, 2024; Castro-Valdivia & Vázquez-Fariñas, 2023). Interactive videos enhance learner autonomy by allowing students to control pacing, revisit content, and engage with embedded questions or activities, thereby fostering active learning and self-regulation (Schez-Sobrino et al., 2024; Yürüm et al., 2023). These features are critical in sustaining motivation and deepening understanding, especially in subjects such as Social Studies where conceptual complexity and contextual application are prevalent (Febliza et al., 2023; Zhang et al., 2024).

Moreover, the TTW model's emphasis on verbalization and written expression complements video media's multimodal input by encouraging students to internalize and externalize knowledge actively. This process strengthens metacognitive awareness and supports higher-order cognitive skills, as students critically analyze, synthesize, and evaluate information before expressing it coherently (Listiana & Hamdani, 2020; Purwita et al., 2020). The model's iterative nature fosters reflective thinking, which is fundamental for meaningful learning and academic persistence (Siregar et al., 2025; Suningsih & Ketut Budayasa, 2023). It is also worth noting that the success of the TTW model with video media depends on effective teacher facilitation, which guides student interactions, scaffolds tasks, and integrates multimedia resources seamlessly into the curriculum (Buchori & Wibisono, 2019; Sari et al., 2020). Teacher preparedness and professional development are therefore critical to maximize the model's potential. In this study, teacher training contributed to high implementation fidelity, ensuring that the theoretical benefits of TTW and video media translated into practical classroom gains (Sari et al., 2020).

The results from this study contribute to addressing the research gap identified in the literature concerning the combined effect of TTW and video media on learning interest in Social Studies at the primary school level, particularly in developing country contexts. By demonstrating significant motivational improvements, this

research provides empirical evidence supporting innovative instructional designs that integrate cooperative learning and multimedia tools to enhance student engagement in less-resourced educational settings (Sari et al., 2020).

Likewise, the present results concur with studies in mathematics and language domains that document TTW's efficacy in promoting active learning, communication, and motivation (Kusuma et al., 2020; Martini & Nainggolan, 2019; Sari et al., 2020). This cross-disciplinary consistency underscores the robustness of the TTW model as a versatile pedagogical approach. The current study also corroborates the theoretical propositions of multimedia learning and social constructivist theories, providing applied evidence of how multimodal instructional strategies and collaborative learning foster affective and cognitive engagement (Castro-Valdivia & Vázquez-Fariñas, 2023; Siregar et al., 2025). Furthermore, the observed homogenization of learning interest post-intervention echoes findings by (Suningsih & Ketut Budayasa, 2023), suggesting that the TTW model with video media can narrow motivation disparities, thus promoting equitable learning opportunities. While this study confirms the significant role of TTW and video media in enhancing learning interest, it also suggests directions for further research. Longitudinal investigations are necessary to explore the sustainability of motivation gains and their translation into academic performance. Additionally, qualitative analyses focusing on student experiences can deepen understanding of the mechanisms underlying motivational changes (Febliza et al., 2023; Sari et al., 2020). Expanding the study to diverse geographic and cultural contexts would enhance the generalizability of the findings (Suningsih & Ketut Budayasa, 2023).

In sum, this study demonstrates that the synergy between the TTW cooperative learning model and video learning media creates a powerful instructional approach that significantly elevates learning interest in Social Studies. This contributes to the growing body of evidence supporting multimodal, interactive, and socially mediated pedagogies as essential for contemporary education, particularly in primary education settings that strive to nurture motivated, engaged, and competent learners.

## 4. Conclusion

This study provides compelling evidence that the Think Talk and Write (TTW) learning model, when enhanced with video learning media, significantly improves students' learning interest in Social Studies among fourth-grade students. The intervention not only elevated the average motivation scores but also fostered a more homogeneous and sustained engagement across learners, illustrating its efficacy as a pedagogical strategy. These findings underscore the critical role of integrating cooperative learning frameworks with multimedia tools to effectively stimulate affective learning domains in primary education.

The demonstrated increase in student motivation has meaningful implications for educational practice, highlighting that active participation, peer interaction, and multimodal content delivery collectively contribute to enriching the learning

experience. This integration supports cognitive and metacognitive processes, facilitating deeper understanding and fostering skills essential for 21st-century learning. By addressing motivational challenges in resource-constrained contexts, this study contributes valuable insights into scalable and adaptable instructional designs tailored for similar educational settings. Furthermore, this research enriches the existing body of knowledge by empirically validating the synergistic effect of TTW and video media on motivation within the Social Studies curriculum—a relatively underexplored domain compared to language and STEM subjects. The findings encourage educators and policymakers to adopt learner-centered, technology-supported pedagogies to enhance student engagement and achievement.

Future research is encouraged to explore the long-term impacts of this combined instructional approach on academic performance and other cognitive skills. Investigations incorporating qualitative methodologies may also provide deeper understanding of students' subjective experiences and the contextual factors influencing motivation and learning outcomes.

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