

Islamic Education: Application of Talking Stick Learning Model to Improve Learning Outcomes in Elementary School Students

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ABSTRACT:

This study aims to determine the application of the hanifida method in improving the memorization of short surahs in SD Negeri 145 OKU students. This research is a Classroom Action Research (PTK). The subjects in this study were third grade students, totaling 20 children at SD Negeri 145 OKU. Data collection techniques used in this study were using test and non-test techniques. Data analysis includes observation sheets for learner and teacher activities, as well as written test results. The results showed that the application of the Hanifida method in memorizing short sentences can optimize memorization results. This is indicated by significant changes in students' enthusiasm in following the learning material and the percentage of memorization results. The implementation of the study of the application of the Hanifida method to increase memorization speed took place as planned.

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1. INTRODUCTION

It has been emphasized in the Law, teachers are professional education with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, basic education, and secondary education. (Matnuh, 2017). The obligation of educators as educational actors is to find the best solution and in accordance with the needs of students in carrying out learning activities. This problem of course there must also be other factors that can support the creation of good quality learning, both external and internal. Teachers are implementers and developers of teaching and learning activity programs. Teaching and learning depends on the teacher's ability to apply learning methods. Many facilities and infrastructure will not be meaningful in the hands of teachers who do not have the ability to teach (Fitrah, 2017). Teachers must have the ability to carry out the process of learning activities, especially mastering and skillfully using the learning model needed to present the lessons given to their students (Sirojuddin et al., 2021). Each child has different abilities in receiving lessons given by the teacher. Teachers must be able to provide materials and methods that are in accordance with the characteristics of students that need to be applied in a lesson (Nurjanah et al., 2020). The role of the teacher is identical to learning in the

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classroom, learning is a deliberate, purposeful and controlled effort so that others learn or relatively permanent changes occur in others. This effort is carried out by a person or team who has the ability and competence to design and or develop the necessary learning resources (Alfath et al., 2022).

The subject of Islamic religious education is one of the subjects that is mandatory and needs to be given to students. The purpose of Islamic religious education in elementary schools is to develop faith through the provision, fertilization, and development of knowledge and appreciation, experience, habituation and experience of students about Islam so that they become Muslim humans who continue to develop in terms of faith, devotion to Allah SWT and noble character in personal, social life (Ismail & Hasan, 2022). Islamic Religious Education (PAI) emphasizes balance, harmony, and harmony between human relations with Allah SWT human relations with fellow humans, human relations with themselves, and human relations with the surrounding nature (Zubaidillah & Nuruddaroini, 2019). The scope of Islamic Religious Education in elementary schools includes the following aspects 1). Al Quran and Hadith; 2). Aqidah; 3). Akhlak; 4). Fiqh; 5). Islamic History and Culture (Ritonga, 2017).

To be able to achieve these goals, a teacher must be able to implement learning that is interesting for students. Teachers must provide a variety of interesting learning methods, so that students do not get bored quickly in carrying out the learning process in class (Tafonao, 2018). This is because students at the elementary school level are more likely to learn while playing and are more interested in concrete examples and can be observed directly. One method that can be used is the Talking Stick method, this method is very helpful in achieving learning objectives and creating good learning conditions, it is expected that students can be active and the teacher acts as a facilitator, in order to support the implementation of learning and improve learning outcomes. Talking Stick is a learning model with the help of a stick who holds the stick is obliged to answer questions from the teacher after students have learned the subject matter (Kurniasih & Sani, 2016). Learning with the Talking Stick model encourages students to dare to express their opinions, learning with the Taking Stick method begins with the teacher's explanation of the subject matter to be studied. students are given the opportunity to read and study the material (Fajri et al., 2016).

The results of observations made by researchers as well as observers show a gap between expectations and reality. The quality of learning in Class IV SDN 01 Bengkulu Selatan semester I of the 2023/2024 academic year in Islamic Education subjects has not been as expected. Therefore, the teacher will try to use one of the learning models, namely the talking stick learning model to improve the learning achievement of Islamic Religious Education in Class IV semester I students of SDN 01 Bengkulu Selatan, by raising a title, "Application of the Talking Stick Learning Model in Improving Islamic Religious Education Learning Outcomes in Class IV Semester I Students at SDN 01 Bengkulu Selatan in the 2023/2024 Lesson Year."

2. METHOD

2.1 Research Design

This research method is Classroom Action Research which is abbreviated as PTK, the distinctive characteristic of PTK is the existence of certain actions to improve the teaching and learning process in the classroom. (Susilowati, 2018). In addition, according to Kusnandar in Ekawarna explained that PTK is an activity carried out by teachers or together with others (collaboration) which aims to improve and improve the quality of the learning process in the classroom (Ekawarna et al., 2021).

Classroom Action Research is a form of research that is reflective in nature by taking certain actions in order to improve or improve classroom practices professionally (Nellitawati & Aswardi, 2017). Classroom Action Research is an approach to improving education by making changes towards improving learning outcomes, Classroom Action Research aims to improve learning on an ongoing basis (Arini et al., 2019). From the classroom action research model (PTK) described above, the following stages of the research are explained:

- a) Action Planning (Planning). Researchers identify problems then make a plan for learning activities based on the analysis of the problems obtained, starting from determining the time, material, method of delivering the material;
- b) Action. Researchers take action as a form of treatment through classroom action (learning), the implementation of action is carried out according to the RPP plan that has been prepared and the action cycle.
- c) Observation. Researchers observe the process of implementing the action on the conditions or symptoms caused during the action process.
- d) Reflection. Peneliyti conducts a reassessment, namely by reflecting on all the actions that have been taken, this activity is then followed by re-planning in a separate cycle..

2.2 Research Subject

This research was conducted at SDN 01 Bengkulu Selatan, the subjects of this study amounted to 20 students. the subjects were taken using purposive sampling, namely the researcher makes a choice based on certain criteria or characteristics that have been determined by the researcher.

2.3 Instrumens and Data Collection

The instruments used by researchers in the data collection process use three forms, namely observation, documentation and tests.

- a) Observation. Researchers use observation in the form of observing teacher activities and student activities during the action, the observation process uses teacher and student observation sheets filled in by the observer.
- b) Documentation. Researchers use documentation in the form of photos or videos during the action process, documentation is carried out to describe the entire process of classroom action activities that have been carried out.
- c) Test. Researchers used tests in the form of initial and final tests. The initial test was conducted to determine or measure student knowledge before being given action. While the final test is used by students to find out how much students understand or the impact of the actions that have been given.

2.5 Data Analysis

Data analysis was carried out through observation sheet analysis by calculating the average observation score, then the researcher determined the observation score category based on the criteria with the following formula:

$$KB = \frac{N}{S} \times 100$$

Description:

KB = Learning Completeness

N = Highest score

S = Number of Students

3. RESULTS AND DISCUSSION

3.1 Result

Based on the data obtained from the results of initial observations and observations of researchers regarding the condition of PAI learning in class IV SDN 01 Bengkulu Selatan, it is known that student learning activities and outcomes are still low. Many students still have not reached the completeness of learning outcomes. The results of the study can be concluded that learning completeness only reached 40% or 8 students, while the classical average score was only 53.79. The reality of the learning results above shows that there are learning problems that require special handling which will be carried out by carrying out class action research activities.

From the results of the study it was concluded that students' learning activities were still low, this was evidenced by the figure of 40% or 8 students who were declared complete in the aspect of learning activities so that it required action and efforts to overcome it so that it would not have a negative impact on students' learning achievement.

3.1.1 Cycle 1 Results

Table 1. Recapitulation of Student Learning Outcomes in Cycle 1

No	Initial Condition	Total	Completeness
1	Completed	11	55%
2	Not Completed	9	45%
	Total	20	1000
	Lowest score	50.00	
	Highest Score	80.00	
	Average	64.83	
	Completeness	62.5	

Based on table 1, it is known that there is an increase in learning outcomes before the action at the end of cycle I. The average value and percentage of learning completeness have increased from the initial data, namely from the average value has increased from the initial data to 55 and classical completeness to 55%. However, the learning completeness of cycle I

only reached 55%, not meeting the criteria for the success indicator of classical completeness that has been determined, namely 85% of students learning who are complete so that it needs improvement in the next cycle..

3.1.2 Cycle II Results

In the implementation of cycle I, the research indicators that have been applied have not been achieved, so it is continued to cycle II. The activities carried out in the learning process in cycle II include planning, implementation, observation, and reflection stages described as follows:

Table 2. Recapitulation of Student Learning Outcomes in Cycle II

No	Initial Condition	Total	Completeness
1	Completed	18	84,62%
2	Not Completed	2	15,38%
	Total	20	1000
	Lowest score	60.00	
	Highest Score	90.00	
	Average	77,24	
	Completeness	84,62	

In cycle II, student activities in learning PAI by using the talking stick learning model as a whole reached an average of 93.10%. This has met the criteria for the success indicator of classical completeness, which is 85%. The student activity observation sheet can be seen in the appendices. The following is the calculation of the percentage of student activity.

Table 3.Recapitulation of Student Observation Results in Cycle II

No	Description	Total	Description
1	Student Completion	18	
2	Percentage Complete	92,31	
3	Students Not Completed	2	
4	Percentage Not Completed	7,69	
5	Classical Completeness	92,31	

Based on the results of observations and data analysis, the data obtained that in cycle II the overall level of student activity was 92.31%, including in the active and very active activity categories. Analysis of observations of the activities of fourth grade students of SDN 01 Bengkulu Selatan during the PAI learning process using the talking stick learning model in cycle II can be seen in the appendices.

3.3 Description of Research Analysis Results

The results of data analysis of the results of the implementation of research activities in 2 cycles of action and 2 meetings in each cycle can be explained in the tables below.

Table 4. Recapitulation of the Increase in Student Learning Outcomes in Each Cycle

No	Cycle	Number of Students	Average value	Criteria for Completion		Ket
				Completed	Incomplete	
1	Awal	20	46,15	-	Incomplete	
2	I	20	61,54	-	Incomplete	
3	II	20	77,24	Completed	-	

An explanation of the completeness based on student learning outcomes from the initial conditions, the first cycle and the second cycle can be explained in the table below:

Table 5.. Recapitulation of Improvement in Student Learning Outcomes

No	Cycle	Incomplete		Activities		Completed	
		Total	%	Total	%	Total	%
1	Pre-Cycle	5	30,76	15		69,24	
2	Cycle I	15	61,54	5		38,46	
3	Cycle III	19	92,31	1		7,69	

Based on the data recapitulation of the written test results of cycle I and cycle II, it can be explained that the learning achievement of PAI subjects on entering the age of puberty according to fiqh continues to increase in each cycle. The increase in learning outcomes also increased from completeness in the initial condition of 30.76% or 4 students increased to 61.54% or 8 students and 92.31% or 12 students in the last cycle with a classical average score of 46.15 in the initial condition increased to 61.54 in the first cycle and 77.24 in the second cycle. The results of data analysis sourced from observations of student activities in learning activities experienced a fairly good increase from the implementation in the initial conditions, the first and second cycles..

3.2 Discussion

In Cycle 1, the observation stage was carried out by means of researchers observing the ongoing learning process by recording the findings on the available observation sheet. There were two aspects that researchers observed in the PAI learning process using the talking stick learning model, namely aspects of student activity. During the implementation of cycle I, in general, the learning process used the talking stick learning model on the material of entering the age of puberty according to fiqh. In the implementation of the talking stick learning model goes well and each student can follow well. The classroom situation with the talking stick learning model is not yet conducive, there are still some students who do not listen to the explanation of the teacher. When given an explanation and students submit questions and answers, there are already most of the students taking notes, marking/underlining in the material book and notebook..

Based on the results of observations and data analysis, it is obtained that in cycle I the overall level of student activity was 55% or 11 students included in the active and very active activity categories, so there were still 9 students or 45% who were not complete. Seeing the above results, the researcher together with a peer agreed to carry out learning improvements in cycle II with the hope that in cycle II student learning activeness could reach an acquisition above 85% in accordance with the predetermined indicators and success criteria. From the reflection carried out, the results showed that (1) There were still many passive students in the learning process, reaching 45% on learning outcomes and 55% on learning activities so that it had not reached the classical completeness criteria that had been applied, namely 85% of active students in learning; (2) Teachers were still awkward in implementing learning by using the talking stick learning model. This allows students to be passive in the learning process because this is the first time applying this learning media..

The learning process in the classroom is still dominated by the teacher. The unachievement of student learning activities and outcomes in cycle I was due to the talking stick learning model that was determined to be new, so there were several shortcomings, including (1) Students' confusion in listening to the song when the music was stopped, because the application of the talking stick learning model was still the first time it was done; (2) Students lacked confidence in expressing opinions in answering questions; (3) Less optimizing time and a crowded learning atmosphere in the classroom during the implementation of learning by using the talking stick learning model..

Based on the shortcomings in cycle I, the researcher as an observer and the teacher as a learning resource collaborated to develop an action plan (RTL), for improvement in the next cycle. The follow-up plans include: (1) Readiness of students to read the next material by looking for learning sources other than study guide package books and student worksheets (LKS); (2) Motivating students to be more confident in expressing opinions, both in terms of asking or answering questions; (3) In front of other students and giving rewards in the form of grades; (4) Teachers must be able to optimize time well and condition students as a whole, so that the implementation of learning by using the talking stick learning model is more systematic. Based on the results of cycle I and II research, it shows that PAI learning using the talking stick learning model has improved, both in terms of increasing student activity and learning outcomes during the learning process. The talking stick learning model tries to optimize student activity. This can be seen in the steps of the talking stick learning model reflected during the learning process which is dominated by student activity.

Learning activities that are less than optimal are caused by students not being accustomed to the talking stick learning model which was first applied to PAI and BP learning in Class IV of SDN 01 Bengkulu Selatan. From this background, the researcher then continued learning cycle II. From the results of student activity in cycle II, the percentage of student activity levels increased to 92.31%. Based on observations in cycle II, students were more active in participating in the learning process in class, no longer shy to ask or answer questions from the teacher or other students. Students have been able to discuss in an orderly and good manner. Students also dare to convey or respond to the results of the discussion.

4. RESEARCH IMPLICATIONS

The implication of this research is as input and consideration for Islamic religious teachers in improving learning outcomes in Islamic religious education subjects using the talking stick learning model, religious teachers can create various variations in learning in order to improve the learning process and learning outcomes of Islamic religious education..

5. CONCLUSIONS

The results showed that in cycle I and cycle II it was found that the use of the talking stick learning model in class IV students of SD Negeri 01 Bengkulu Selatan could improve learning outcomes on the material of entering the age of puberty according to fiqh correctly. The conclusion of the study reveals that the application of the talking stick learning model has an impact on improving the learning outcomes of Islamic religious education in students, this can be seen from the results of the test scores before being given action and after being given action. The increase can be seen in terms of increasing student activity and learning outcomes during the learning process. The talking stick learning model tries to optimize student activity.

Research suggestion. From the findings and conclusions of the study, the suggestions that researchers can offer are to improve the learning outcomes of Islamic religious education in elementary school students, religious teachers should be able to use a variety of learning models that allow them to stimulate and attract students' learning interests. while for further researchers, the results of this study can be used as a reference related to the application of the talking stick learning model in improving the learning outcomes of Islamic religious education in elementary school students..

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AUTHOR CONTRIBUTION STATEMENT

All the data that the author has written in this article is original in accordance with the results that the author has obtained and conducted in the field, the author fully guarantees the entire article..

DECLARATION OF COMPETING INTERESTS

The authors declare that they have no potential conflicts of interest in connection with the research, authorship, and/or publication of this article.

ETHICAL APPROVAL STATEMENT

The author has approved the article to be published in the Indonesian Journal of Islamic Education Studies in accordance with publication ethics.

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