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The Implementation of Talking Stick Learning Model to Improve Learning Outcomes of Islamic Religious Education Subjects for Students at SDN 40 Bengkulu Selatan

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A B S T R A C T

Objective: The purpose of this study was to determine the influence of the Talking Stick learning model in improving student learning outcomes in Islamic Religious Education (PAI) at SDN 40 Bengkulu Selatan. **Method:** This research employed a Classroom Action Research (CAR) approach conducted in 2023 at SDN 40 Bengkulu Selatan. The study involved 12 fourth-grade students. Data collection techniques included observation, questionnaires, tests, and non-test instruments such as observation sheets. The data were analyzed using a non-statistical or qualitative analysis method. **Result:** The findings revealed that the application of the Talking Stick learning model effectively improved student learning outcomes in PAI subjects. Students showed increased participation, engagement, and understanding of the material. The model fostered an interactive and dynamic learning environment that supported better academic performance. **Conclusion:** The Talking Stick learning model is a beneficial strategy in Islamic Religious Education, as it not only enhances student learning outcomes but also promotes active participation and collaboration among students. **Originality/Value:** This classroom action research offers applied pedagogical novelty in primary Islamic religious instruction by demonstrating the operationalization of the Talking Stick cooperative model to bridge student communication apprehension and cognitive achievement in small cohort settings. By addressing contextual and qualitative methodological gaps in localized primary schools, this study provides a practical reference that contributes to developing an active participation learning model and guiding instructional strategies for engaging young learners in religious education.

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Talking Stick Learning Model; Student Learning Outcomes; PAI Subjects

1. INTRODUCTION

Islamic Religious Education is a conscious and planned effort in preparing students to recognize, understand, recognize, believe, fear, have noble character, practice Islamic religious teachings from the main sources of the Quran and Hadith, through guidance, teaching practice, and the use of experience in daily activities (Hamim et al., 2022). Islamic Religious Education is an effort to foster and develop the human person both in spiritual and physical aspects. Islamic Education learning in schools has the function and purpose of making students understand and practice Islamic Education (Firmansyah, 2019).

The purpose of learning Islamic religious education at school is to instill and increase students' faith, appreciation, understanding and experience of the teachings of Islam, so that students become Muslims who are devoted

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to Allah SWT, and have noble character both in personal life, nation and state (Nasir, 2017). Athiyah al-Abrasyi suggests that there are five core general objectives in Islamic education, namely: (1) helping the formation of noble morals in humans; (2) preparation for life in this world and in the hereafter; (3) preparation in seeking sustenance and maintenance in terms of utilization; (4) fostering the scientific spirit in students and fulfilling the desire to know; (5) preparing students in terms of professional and technical skills (Nasir, 2017). The purpose of Islamic education is to foster people of faith and devotion who devote themselves only to Allah SWT, foster and maintain nature in accordance with sharia and utilize it in accordance with Islamic beliefs and morals (Simanjuntak, 2022). Islamic Religious Education is for students to become true Muslims who have broad insight; values, attitudes, behavior in accordance with Islamic demands; useful for society, nation and state and religion, which gets the blessing of Allah Swt (Ali, 2015).

Islamic religious education emphasizes how students learn to guide themselves based on religious teachings (Djollong & Akbar, 2019). To find out the development of students, learning outcomes as a measure of student success. Learning outcomes are assessments and changes that are observed, proven and measured in the abilities or achievements experienced by students as a result of learning experiences (Nurhasanah & Sobandi, 2016). Robert Gagne explains that learning outcomes are divided into five categories, namely verbal information, intellectual skills, motor skills, attitudes and cognitive strategies. Student learning outcomes are influenced by two factors, namely internal and external factors. Internal student factors include health problems, body defects, psychological factors (intelligence, student learning interests, attention, talent, motivation, maturity and student readiness), and fatigue factors (Septiani et al., 2020). External factors that influence the process and results of student learning include family, school, and society (Juniarti et al., 2015). Learning outcomes are a measure or level of success that can be achieved by a student based on the experience gained after evaluation in the form of a test and is realized with certain values or numbers and has an impact on cognitive, affective, and psychomotor changes (Wulandari & Surjono, 2013).

Learning is a process of interaction between students and educators to convey material with strategies, methods and learning resources in a learning environment. Learning is a change in behavior that occurs in students as a result of interactions between individuals and their environment (Nahar, 2016). Learning outcomes are changes in students, related to knowledge (cognitive), attitudes (affective), and skills (psychomotor) as a result of learning activities.Learning activities or instructional activities, usually teachers set learning objectives so that students can achieve learning objectives. To achieve these learning outcomes, teachers plan the right teaching and learning strategies and use creative, active, and fun learning models (Sudana & Wesnawa, 2017). To achieve these learning outcomes, teachers plan the right learning strategy by using creative, active and fun learning models.

One of the things that determines student success in learning is the learning model. In this case, the learning model of talking stick learning becomes an important point in student learning success. The talking stick learning model is one of the models that involves students in the teaching and learning process (Syafiâ & Fatmalawati, 2018). This learning strategy is done with the help of a stick, whoever holds the stick is obliged to answer questions from the teacher after students have learned the subject matter.This learning model encourages students to be able to connect questions with existing theories.In learning with talking sticks, the teacher is able to act as a motivator and facilitator so that every learning process can take place effectively (Hasrudin & Asrul, 2020). Therefore, teachers must have a broad knowledge insight and be able to utilize modern technology, and the potential of the surrounding environment to be used as learning resources and learning media.

Talking Stick is a group learning method using stick media (Syafiâ & Fatmalawati, 2018). In learning activities, the group that gets the stick first is obliged to answer questions given by the teacher after they have studied the subject matter. The activity is repeated continuously until all groups get their turn to answer the questions that have been given. In applying the Talking Stick method, the teacher makes groups of 5 or 6 heterogeneous students. In forming the groups, the teacher considers familiarity, intelligence, friendship, or different interests. This method is suitable for all classes and all age levels (Koten et al., 2020).

Related to exploring students' problems in learning, researchers conducted an initial research study in class 4 of SDN 40 Bengkulu Selatan, concluding that in the learning process of Islamic Religious Education (PAI) there are still many students having difficulty in understanding or mastering the material presented by the teacher.The learning method used, namely the lecture method, is inappropriate and monotonous so that student learning outcomes do not meet the Minimum Completion Criteria of 70%.Students become less focused and do not concentrate on learning, causing learning outcomes to decline.

This research seeks to present an active, creative, innovative and fun method in the form of a talking stick model in delivering Islamic Religious Education material.This learning model involves all students in teaching and learning activities, and also increases good cooperation between students so as to maximize learning outcomes in Islamic Education learning.In this case, the talking stick model is a method that will be used in this study that involves

students more, the atmosphere of learning with games, not boring as an effort to improve student learning outcomes in PAI learning. In connection with the above description, the researcher will make a paper with the title "Application of Talking Stick Method in Improving Student Learning Outcomes in PAI Subjects of Grade 4 SDN 40 South Bengkulu".

2. METHOD

2.1. Research Design

In this study, researchers tried to describe the form of learning Islamic Religious Education to improve learning outcomes by applying the Talking Stick method. The data collected is descriptive, namely regarding descriptions of student learning activities. Classroom Action Research emphasizes researchers acting directly in research, from the beginning to the end of the action (Parnawi, 2020). The purpose of action research is to address a concrete problem in the field of learning (education) experienced by students (Nurgiansah et al., 2021). In line with this, the main objective of Classroom Action Research is the resolution of problems experienced by students in terms of learning, personal and social problems. (Pandiangan, 2019).

2.2. Research Implementation

This research was conducted at SDN 40 Bengkulu Selatan in 2023. The sample of this research was 4th grade students of SDN 40 Bengkulu Selatan. The total number of students in the class is 12, consisting of 6 male students and 6 female students. The object of this Classroom Action Research study is all students in grade 4 because they have lower learning outcomes.

2.3. Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). In the data collection process, in this study researchers used observation techniques, questionnaires, tests, test instruments, non-test instruments using observation sheets.

2.4. Data Analysis

The data analysis technique used is non-statistical analysis or qualitative analysis, namely data that is descriptive, sentence-shaped information is analyzed qualitatively, words, in-depth information about an object that is the target of research. In analyzing data on learning outcomes on cognitive aspects or mastery of concepts using descriptive analysis of each cycle using post test scores compared to the minimum completeness criteria value and the difference in the value of the second meeting to see an increase in results.

2.5. Procedure

This research was conducted in 2 cycles.In cycle 1, 2 meetings were held, and in cycle 2, 1 meeting was held. There are 4 main activities carried out in the research, namely planning, action, observation and reflection.

3. RESULTS AND DISCUSSION

3.1 Result

3.1.1. Cycle I Data Description

The description of the results of the level of student completeness in PAI learning activities at the 1st meeting of cycle I has reached 41.67% and the unfinished 58.33%. While the results of the level of student completeness in PAI learning activities at the 2nd meeting of cycle I have reached 66.667% and those who have not completed reached 33.33%. The following is a recapitulation of the completeness of student learning outcomes in cycle I.

Table 1.Data Recapitulation of Percentage of Observation Results Cycle I

Meeting	Complete	Not Complete
1	41,67 %	58,33 %
2	66,667 %	33,33 %
Average	54,16%	45,83%

Based on the data above, it can be described that the level of student completeness in Islamic Religious Education learning activities in cycle I the results were recapitulated for the 1st and 2nd meetings, the average

results had reached 54.16% and students who did not complete reached 45.83%, so there was an increase from the 1st and 2nd meetings of cycle one experienced an increase of 8.33%.

3.1.2. Deskripsi Data Siklus II

Siklus kedua dilaksanakan pada hari Senin, 09 Desember 2023 dengan alokasi waktu 1x pertemuan(2 jam pelajaran x 35 menit) dan jumlah kehadiran 12 siswa. Materi yang dibahas adalah *Beriman Kepada Rasul allah SWT*. Metode pembelajaran yang digunakan adalah Ceramah, *Talking Stick,* tanya jawab dan diskusi serta media

Tabel 2. Rekapitulasi Persentase Data Hasil Observasi Kegiatan Belajar Siswa

Learning outcomes	Cycle 1		Cycle 1
	I	II	I
Total students who completed	5	8	11
Average student score	64	74,167	80
Percentage of completeness	41,67%	66,667%	91,67%

In cycle I, the observation results of student activities in Islamic Religious Education subjects have reached 54.168%, while in cycle II it has reached 91.67%. So, it can be concluded that between cycle I and cycle II there was an increase of 37.50%.

3. 2 Discussion

This Classroom Action Research using the Talking Stick Method was conducted in class 4 of SDN 40 Bengkulu Selatan.The first cycle Action Research showed that the Talking Stick method in cycle I had been applied quite well, although the seriousness of students at the 1st meeting had not yet reached the minimum success score. In cycle II, the material discussed was Believing in the Messengers of Allah SWT. The learning methods used were lectures, Talking Stick, questions and answers and discussions and learning media using learning videos. This Classroom Action Research was conducted through two cycles. This was done to find out whether applying the Talking stick method can improve student learning outcomes in Islamic Religious Education subjects in class 4 SDN 40 South Bengkulu. Because seen from the initial observation there are still many students who lack motivation and student learning outcomes are still low, and there are still many students who are not serious, chatting, even engrossed in their friends and engrossed in themselves.

The results revealed that learning Islamic Religious Education using the Talking Stick method can improve student learning outcomes.This can be seen from the activities and responses of students during Islamic Religious Education learning activities.Students are more actively excited, independent and very enthusiastic in learning.

This study measures learning outcomes with Bloom's taxonomy which has been developed and revised by Anderson and Kratwohl.Learning outcomes in this study are the level of success achieved by a student based on the experience gained after an evaluation in the form of a test that causes changes including remember, understand , apply, analyze, evaluate, create. Bloom divides learning outcomes into three domains, namely: cognitive, affective and psychomotor (Mahmudi et al., 2022) All three aspects have educational objectives.Cognitive has educational objectives related to the recall or recognition of knowledge and the development of skills and intellectual abilities.Affective includes educational objectives that describe changes in attitudes, values and the development of appreciation, psychomotor includes learning outcomes related to manipulation and limb movement skills (Tan, 2017).

Factors that affect learning can be divided into two categories, namely (1) physiological factors that affect physical condition and the role of the five senses that function optimally will facilitate learning activities.2) Psychological factors are a person's psychological condition that can affect the learning process, psychological factors including intelligence, attention, interest, talent, motive, maturity and readiness (Musdalifah, 2019), 3) The fatigue factor that often occurs in a person, there are two kinds of physical fatigue and spiritual fatigue; (2) external factors that affect learning can be grouped into four including family, school, community and the surrounding environment.These two factors influence each other in the individual learning process, thus determining the quality of learning outcomes.

In the talking stick learning model, the teacher conveys the subject matter, then students are invited to read the material and study it to strengthen their understanding of what the teacher has explained.The steps of implementing the talking stick model are (1) the teacher prepares a stick with a length of ± 20 cm; (2) the teacher conveys the subject matter to be learned, then gives groups the opportunity to read and study the subject matter; (3) students discuss the problem.

The Talking Stick method has advantages and disadvantages in it, including (1) the advantages of the Talking Stick method include testing students in learning, training students to understand the material quickly, spurring students to study harder (learn first before starting the lesson), students dare to express their opinions; (2) the disadvantages of the Talking Stick method include making students tense, fear of the questions given, students are not ready to answer (Tanjung et al., 2019).

The use of the talking stick method can help students in improving the learning outcomes of students' Islamic Education subjects. Along with the development of the educational journey, islamic education learning is able to develop itself into a learning that has diverse characteristics, not only about Islamic law and Akidah or behavior. This is in line with the 2013 Curriculum which is designed to develop an intact competency between knowledge, skills, and attitudes. Therefore, the curriculum can be included with other learning, which aims to develop students' cognitive, effective and psychomotor domains (Nasution et al., 2022).

4. RESEARCH IMPLICATIONS

Based on the results of the research conducted by researchers at SD Negeri 40 Bengkulu Selatan, the following theoretical and practical implications can be stated:

4.1 Theoretical Implications; (1) The selection of appropriate learning media can affect student learning outcomes. In Islamic Religious Education and Ethics subjects, there is an increase in learning outcomes when using learning media; (2) Although it does not increase drastically, but from each stage of learning by using flashcard media, learning outcomes continue to increase, in this study it is hoped that there will be teacher creativity in finding the best solution in the Islamic Religious Education learning process to improve student learning outcomes. With the existence of interesting learning media, it is hoped that it can attract students to be active in learning and can easily absorb the information embedded in the learning process.;

4.2 Practical Implications. The results of this study are used as input for teachers and prospective teachers. Improve themselves in connection with the teaching that has been carried out, by using appropriate and interesting media, the learning carried out can improve student learning outcomes.

5. CONCLUSIONS

Learning Islamic Religious Education using the Talking Stick method can improve student learning outcomes. This can be seen from the activities and responses of students during Islamic Religious Education learning activities. Students are more active, excited, independent and very enthusiastic in learning.

From the research conducted by researchers at SDN 40 Bengkulu Selatan, it can be concluded that the application of the Talking Stick method can improve student learning outcomes. The research used 2 cycles, in cycle I student learning outcomes in Islamic religious education subjects had reached 54.168%, while in cycle II it had reached 91.67%. So, it can be concluded that between cycle I and cycle II there was an increase of 37.50%.

Researchers also want to participate in the form of ideas or thoughts in the form of suggestions for all interested parties, can also improve student learning achievement in Islamic Religious Education subjects, as follows: Teachers should be more careful in choosing learning methods; learning media stimulates learning activities so that learning is more active, innovative and fun. Furthermore, this research can be developed with learning methods using talking sticks to improve learning outcomes.

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Author Contribution Statement

All data that researchers write in this article are original in accordance with the results that researchers have obtained and conducted in the field, researchers fully guarantee the entirety of this article.

Conflict of Interest Statement

The researcher declares that the researcher has no potential conflict of interest in relation to the research, the research, and/or the publication of this article.

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