



The Effect of Talking Stick on Students' Islamic Religious Education Learning Outcomes

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Abstract

The low learning outcomes of Islamic Religious Education (PAI) cause problems for students who do not dare to express their opinions in class. This study aims to understand the effect of the Talking Stick learning model on students' PAI learning outcomes. This research is a field research with a quantitative research method that uses an experimental approach. Sampling using purposive sampling technique. Data collection in this study used test instruments. Data processing and analysis using statistical data. So obtained the results of the Talking Stick learning model with an average value of 81.6 learning outcomes.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process (Pristiwanti et al., 2022) so that students actively develop their potential (Wasis, 2022) to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Ichsan, 2021). The objectives of national education have been determined by law no. 20 of 2003 on the National Education System, National Education aims to develop students' potential (Ristanti et al., 2020) so that they become human beings who have faith and devotion to God Almighty, have noble character, are creative, capable, healthy, knowledgeable, independent, and become democratic and responsible citizens (Nurhayati, 2020). Education also includes teaching special skills, and also something that can be seen but is more in-depth (Darim, 2020), namely providing knowledge, consideration and wisdom and guiding all the natures found in children, so that they can achieve salvation both individually and as a group (Mardiana, 2024). However, nowadays most teachers are overwhelmed by students who lack enthusiasm for learning, this happens because most students feel bored with conventional learning methods (Anitasari & Utami, 2022). One method that can increase student attention is the Talking Stick type cooperative learning model (Irmawati et al., 2022). Using the Talking Stick learning method on halal and haram food and drink material is very important, because in this material so many questions arise, such as; examples of foods that are haram to eat and halal to eat (Anwar, 2021).

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That's why this halal and haram food and drink material is suitable for the Talking Stick method. The material on halal and haram food and drink is very useful and relates to everyday life, there are many things in the surrounding environment that are related to halal and haram food and drink (Yetmi et al., 2021), therefore the use of the Talking Stick method aims to help students understand what haram and halal food are so that there are no more misunderstandings regarding food and drink laws.

The results of Meirza Nanda Faragita's research entitled *The Influence of the Talking Stick Type Learning Method on Science Learning Outcomes in Grade 4 Elementary School Students*, show that the learning process carried out using conventional methods or more centered on the teacher will provide less enthusiasm and foster student creativity, so teachers must be able to use more innovative learning methods (Hasriadi, 2022) in order to boost student learning outcomes. By implementing the Talking Stick cooperative learning model, learning activities can be more interesting and enjoyable so that students are more active and can develop their knowledge. (Rizal, 2023).

The results of this research show that student scores are quite satisfactory so that this research can be concluded that the Talking Stick method can influence student learning outcomes. Likewise with the results of Dina Apriani Tambunan's research entitled *The Influence of the Talking Stick Type Cooperative Learning Model on Student Learning Outcomes in Class V Social Sciences Subjects at MIS Ikhwanul Muslimin*. Shows that the learning outcomes taught using the Talking Stick type cooperative learning model are higher than the learning outcomes of students listening to the conventional model, namely lecture and question and answer. Based on the results of several studies above related to the Talking Stick learning model, it can be concluded that this method can influence positive and significant learning outcomes (Purwadhi, 2019). The results of an interview with the Islamic Religious Education Teacher at SMP Negeri 3 Lubik Suhung, who said that: Most students do not understand the subject of halal and haram food and drinks. Only a small number of students get scores above the KKM, this is caused by a lack of student enthusiasm during the teaching and learning process. Maybe they will be more enthusiastic if they use a more interesting learning model such as Talking Stick. The key to overcoming this problem lies with the teacher (Batubara et al., 2022).

Teachers must choose the right method, especially choosing learning methods that can increase student enthusiasm so that learning outcomes will be better. The learning model that can be used to improve student learning outcomes in PAI learning is the Talking Stick type cooperative learning model (Izati et al., 2024). When using the Talking Stick method, students are accustomed to being braver in answering questions, more confident and responsible so that improvements in student learning outcomes can be realized through the use of the Talking Stick learning model (Putri & Suryana, n.d.).

A learning model can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals (Asyafah, 2019). Cooperative learning is a learning model that involves a number of students as members of small groups with different levels of ability. There are three main objectives of cooperative learning, namely: achieving academic results (Panjaitan, 2021), acceptance of individual differences, and development of social skills. The Talking Stick type cooperative learning model is one of the many cooperative learning models carried out using sticks (Number et al., 2022). Ways of learning *talking stick* is that the teacher forms several groups consisting of 4 to 5 people, the teacher prepares a stick, which is called a stick, the teacher conveys the main material to be studied, the students discuss the problems contained in the discourse, the teacher takes the stick and gives it to one of the group members, the

teacher and the students learn the lesson that has been discussed, the teacher carries out an assessment and the teacher completes the lesson. The advantages and disadvantages of this Talking Stick type cooperative learning model (M. R. Dewi, 2022) are: testing students' readiness in learning, encouraging students to study harder and the disadvantages, making students a little afraid, students who are not ready will not be able to answer.

Learning outcomes are behavior that is formulated in the form of abilities and competencies that can be measured or can be displayed through student performance (N. Dewi et al., 2020). There are three domains in learning outcomes, namely: cognitive domain, affective domain, and psychomotor domain. There are 8 types of learning outcomes, namely, abstract learning, skills learning, social learning, problem solving learning, rational learning, habit learning and the process of forming new habits, appreciation learning and knowledge learning. Factors that influence learning outcomes are classified into two, namely: internal factors (internal factors), external factors and learning approach factors (Indrawathi et al., 2021).

Islamic religious education (PAI) is a conscious and planned process to guide students to always know, understand, believe and practice the teachings of the Islamic religion in everyday life (Hamim et al., 2022). The foundation of Islamic religious education consists of three types, namely: ideal basis, structural/constitutional basis and operational basis (Zubaidillah & Nuruddaroini, 2019). The aim of Islamic religious education is to grow and increase faith through providing and cultivating knowledge, appreciation and experience to be able to continue at a higher level of education. The scope of PAI includes efforts to create harmony, harmony and continuity of relationships between humans and other creatures (Rambe et al., 2022). The learning process requires a syllabus before starting the learning process, a syllabus is a component of learning tools for a particular learning subject, which contains basic competencies, learning materials, indicators, time allocation and learning resources (Rahayu & Fitri, 2021).

METHODS

This research uses quantitative research methods with experimental research type. The population used in this research was 101 students using a purposive sampling sample of 50. The research instrument was an essay test, the validity of the instrument was tested using construct validity. To understand the reliability of the description test, Cronbach's Alpha formula is needed.

RESULT AND DISCUSSION

This research was conducted with the aim of understanding the influence *Talking Stick* on student learning outcomes (Saputra et al., 2022) class VIII at SMP Negeri 3 Lubuk Suhuung in the Islamic Religious Education (PAI) subject, so it is hoped that the value of the learning outcomes obtained by *Talking Stick* higher than classes taught using conventional methods (Azizah & Nugraha, 2019). The author conducted research in 4 meetings. Each class meets twice, namely one meeting filled with the learning process and one meeting filled with taking tests (Ramadhana et al., 2019). Learning in the control and experimental classes is carried out in the classroom (Harefa et al., 2022). This research chose one sample class, namely control class VIII.3 with a total of 25 students and experimental class VIII.1 with a total of 25 students. Before being tried by students, the test questions are tested for validity. There are two ways to test validity, namely expert validity and empirical validity (Ramadhan et al., 2024). The validity test requires 2 experts, namely the lecturer at STAI YDI Lubuk Suhuung and the PAI subject teacher at SMP N 3 Lubuk Suhuung. To test the empirical validity of the questions, 5 questions were tested on 25 students in class VIII.2.

Based on the corrected total item correlation value for each question item, the value is greater than the R table (0.3961), so each question item is declared valid based on the Cronbach's Alpha if Item Deleted value for each question which is greater than the R table, so it can be stated that each question is reliable. Based on the research, a picture of the learning outcomes of students in the control class was obtained: First, there were 4 students who received excellent qualifying grades (16%). Second, there were 4 students who got grades with good qualifications (16%). Third, there were 9 students who scored more than sufficient qualifications (36%). Fourth, there were 8 students who got scores with sufficient qualifications (32%).

From the research, a picture of student learning outcomes was obtained (Palittin et al., 2019) in the experimental class: First, there were 7 students (28%) who got grades with very good qualifications. Second, there were 11 students who got grades with good qualifications (44%). Third, there were 6 students who scored more than sufficient qualifications (Florina & Atmazaki, 2023). Fourth, only 1 student (4%) got enough grades and qualifications. So it is concluded that learning uses *Talking Stick* has an influence on learning outcomes (Molan et al., 2020). It was explained that in the first experiment the students were very enthusiastic about participating in the learning until the second meeting. They are serious in answering the questions given, whether during discussions or written tests (Sayekti et al., 2021).

It was concluded that these students had great enthusiasm for learning in participating in the learning process using the Talking Stick type cooperative learning model. Class VIII.3 students (25 people) studied using conventional learning methods as a control class, and class VIII.1 students (25 people) studied using *Talking Stick* as an experimental class. The following are the learning outcomes scores for the control class and experimental class.

Recapitulation of Learning Results in Control Class and Experimental Class

Criteria	Control	Experiment
The highest score	95	95
Lowest Value	55	68
Amount	1811	2040
Rate-Rata	72,44	81,6

According to the table, it shows that there is a difference in the average produced by the experimental class, namely 81.6 and the control class is only 72.44. The highest score has the same score, namely 95, then the lowest score has a difference of 55 and 68. Thus, the experimental class test scores are better than the control class.

According to the normality test, it can be concluded that the control class test data is normally distributed (Permana & Ikasari, 2023), and the experimental class test data is also normally distributed. So, after data processing was carried out, the control class learning results showed that the average class value was 72.44, while the experimental class test results obtained an average value of 81.6. This means that the initial hypothesis was accepted because the average learning outcome value of the experimental class (Nurhadiyati et al., 2021) which was taught using the Talking Stick type cooperative learning model was higher than the average learning outcome value of the control class which was taught using conventional learning methods (Adnyana, 2020). With the average score of the experimental class being higher than the control class (Ali et al., 2023), it can be concluded that there is an influence of the Talking Stick learning model on student learning outcomes. The author's previous hypothesis or initial guess was proven to be acceptable after the experimental class (Yam &

Taufik, 2021) got a higher average learning outcome score than the control class after implementing the learning *Talking Stick* (Hasanah & Himami, 2021).

CONCLUSION

The results of this research are that PAI learning outcomes in experimental classes that require conventional learning models are lower than those that require learning *Talking Stick* in experimental class. The number of students in this class is 25 people. This can be seen from the average value of the experimental class, namely 81.6. There were 7 students (28%) who got grades with excellent qualifications. Second, there were 11 students (44%) who got grades with good qualifications. Third, there were 6 students (24%) who got grades with more than sufficient qualifications. Fourth, 1 student (4%) got a score with sufficient qualifications.

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