

Implementation of the Talking Stick Method in Islamic Education Learning as an Effort to Improve Student Learning Outcomes in Elementary Schools

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ABSTRACT

This study aims to improve student learning outcomes by applying the talking stick method. This study is a classroom action research. The subjects of this study were elementary school students. Data collection techniques used were observation and tests. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the talking stick method can improve elementary school students' learning outcomes. This can be seen from the increase in the average student learning which experienced an average increase with details of the first cycle 70.35, the second cycle 79.61 and the third cycle 87.03. Furthermore, the percentage of student completion also increased in each cycle with details of the first cycle 69.33%, the second cycle 76.57% and the third cycle 92.67%. Therefore, the talking stick method can be used as an alternative learning method for elementary school students.

Keywords: *Talking stick method, Islamic education learning, elementary school.*

Introduction

Education is a learning process that continues throughout life and is carried out intentionally and planned to educate humans actively to develop their potential, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. One of the characteristics of good and successful learning can be seen from the level of student learning activities. The higher the student's learning activities, the higher the chance of successful teaching. However, achieving learning success is not easy, it takes effort from various parties to achieve it. The success of the teaching and learning process must of course also be supported by the selection of the right learning model, with the right learning model, students will be more active in learning, so that if students are active in learning, student learning outcomes will increase, thus learning success will also be achieved well. The learning process that takes place generally still uses the lecture method, where the teacher explains the material and students only listen and take notes, so that there is no activity in learning. The use of learning methods or models by a teacher greatly influences student learning activity. A teacher can use various teaching methods or models to achieve teaching goals, where the learning methods or models used can attract students' attention so that they can improve student activity and learning outcomes in the learning process.

Based on the results of initial observations, the learning process of Islamic Religious Education in class IV of SD Negeri 01 Percontohan Meulaboh has several problems in the learning process, one of which is that the learning process only takes place as long as the teacher explains and students listen and then take notes on the lessons given so that student learning outcomes are low. During the learning process, the teacher also does not use interesting media. The media used is limited

to a blackboard, there are no other media that support the learning process and there are no interesting learning activities.

Therefore, most students are rarely involved in asking questions or expressing opinions, even though the teacher has repeatedly asked students to ask if there are things that are not clear. When the teacher asks, not a single student answers. Many students do not pay attention to the teacher's explanation, only pay attention to it for a few moments, then some students are busy with their respective activities. In reality, many students look lazy, inactive in following the ongoing learning process and result in low student learning outcomes.

To raise motivation and increase student learning activity and improve low student learning outcomes, the author tried to research by applying the Talking Stick learning model. The Talking Stick learning model is a learning model that uses a tool in the form of a stick as an aid for teachers to ask questions to students by creating a pleasant atmosphere. The stick is rotated to students and for students who get the stick according to the teacher's cue, the students are asked questions by the teacher and must be answered.

The talking stick method is an interactive learning method because it emphasizes the active involvement of students during the learning process. Learning can be carried out by teachers with various approaches. With this method, learning will be more interesting and students are trained to be more responsible. To improve student learning outcomes, teachers use stick media as an aid in implementing the Talking Stick method. And it is hoped that with this change in learning methods, student learning outcomes will be more satisfying. Therefore, the use of the Talking Stick method is expected to attract students' attention so that it can motivate students to actively participate in learning and can improve student learning outcomes for the next time. Because through the use of this talking stick method, it can test student readiness, train students to work together, train skills in reading and understanding quickly, train student concentration, make students more active in learning, invite students to continue to be ready in any situation, can measure the level of student understanding directly and individually, increase student activity in learning and can improve student learning outcomes.

Method

The method used in the study is the Classroom Action Research (CAR) type. The consideration underlying this research method is because the research steps are quite simple, so they are easy to understand and implement by researchers. Schematically, the following are the steps of design action research. The subjects in this study were 30 students in grade IV of SD Negeri 01 Percontohan Meulaboh in the 2023/2024 Academic Year, consisting of 19 male and 11 female students. The data collection technique used was observation and testing. Observation is used to measure and analyze teacher and student activities in the learning process. Tests are used to measure improvements in student learning outcomes.

Result and Discussion

1. Description of Initial Conditions

The description of pre-cycle learning outcomes is obtained based on the results of direct observation before carrying out research actions, in the form of student activities in class and measuring the level of student learning success in the learning process of Islamic Religious Education in class IV of SD Negeri 01 Percontohan Meulaboh in the 2023/2024 academic year.

In pre-cycle learning activities, the learning method used by teachers is the conventional method. Teachers tend to transfer knowledge to students, so that students are passive, less creative, and even tend to be bored, besides that in delivering lesson materials, teachers often use lecture and question and answer methods and give assignments.

With learning conditions where the methods used by teachers are the same as other lessons, it has an impact on the rigid learning process. This also has an impact on the grades obtained by grade IV students in the material welcoming puberty. Where the grades obtained by grade IV students of SD Negeri 01 Percontohan Meulaboh are still below the Minimum Completion Criteria (KKM) that have been previously determined, which is 75.

2. Description of Cycle 1 Results

a. Planning stage

At this stage, the researcher prepares learning devices consisting of lesson plan 1, LKPD 1, formative test questions 1 and supporting teaching tools. In addition, the teacher activity observation sheet, student activity observation sheet and learning processing with a direct learning model are also prepared.

b. Activity and Implementation Stage

At this stage, the researcher has begun to change little by little the teaching system applied to students, namely by introducing the talking stick learning method. The implementation of teaching and learning activities for cycle I was carried out on October 30, 2023 in class IV with 30 students. In this case, the researcher acted as a teacher assisted by colleagues as observers. The teaching and learning process refers to the lesson plan that has been prepared, and observations are carried out simultaneously with the implementation.

3. Description of Cycle II Results

a. Planning Stage

At this stage, the researcher prepares learning devices consisting of lesson plan 2, formative test questions II and supporting teaching tools.

b. Activity and implementation stage

The implementation process of teaching and learning activities for cycle II was carried out on Tuesday, November 7, 2023 in class IV with 30 students. In this case, the researcher acted as a teacher assisted by a teacher, while the observer was another PAI subject teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II, so that student learning activities are more interesting, more creative and not dominated by the teacher. Observations are carried out simultaneously with the implementation of the teaching and learning process in the classroom with the aim of time efficiency in research.

Conclusion

The results of the study indicate that the talking stick method can improve the learning outcomes of elementary school students. This can be seen from the increase in the average learning of students who experienced an average increase with details of the first cycle 70.35, the second cycle 79.61 and the third cycle 87.03. Furthermore, the percentage of student completion also increased in each cycle with details of the first cycle 69.33%, the second cycle 76.57% and the third cycle 92.67%. Therefore, the talking stick method can be used as an alternative learning method for elementary school students.

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