
Improving Learning Outcomes of Islamic Religious Education for Elementary School Students with the Application of the Talking Stick Learning Model

Wantini¹, Waharjani², Clara Shinta Wijayanti³, Suyatno⁴

^{1, 2, 3 & 4} Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

* Correspondence to: wantini@mpai.uad.ac.id

Abstract: This study aims to analyse the improvement of Islamic religious education learning outcomes for elementary school students by applying the Talking Stick learning model. Achieving the target of learning is the main goal of an educator to his students. In fact, there are not a few educators who have not fully implemented how to learn effective and fun and still stick only with classical methods. There are quite a few choices of learning models, one of which is the Talking Stick. This research was conducted using the Systematic Literature Review method which was carried out by reviewing, analysing, and drawing conclusions based on relevant articles that were screened and selected systematically. In this study, we will discuss efforts to improve elementary school student learning outcomes by applying the Talking Stick learning model. Learning outcomes by applying the Talking Stick learning model, namely, the experimental class with the Talking Stick model immediately showed significant differences in learning outcomes in the first cycle compared to before the implementation of Talking Stick. Several other studies on the implementation of the Talking Stick model were carried out for 2 to 3 cycles and then there was a significant difference in results from before the implementation of the Talking Stick learning model.

Keywords: Learning outcomes; learning model; talking stick.

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INTRODUCTION

Learning is a component of teaching and learning activities in educational institutions (Bayar, 2014; Frye & Ziv, 2013; Morrison et al., 2015). Achieving the target of learning is the main goal of an educator for his students. As the opinion of Vidayanti, R., YP & Listyani, (2017), the external factor, like the teacher, learning model, method, and media, and internal factors, like student's learning motivation and interest, affect the process and result of learning.

According to Ramadhani (2021) writing, the hope possessed by students is accompanied by determining a great and effective learning strategy. Since education in elementary school is a level where science is laid and encouraged to optimize a child's development under the guidance of an educator in the learning process (Agus & Samuri, 2018; Yopo et al., 2021). In addition, the learning goal that requires to be achieved is directly connected to the student's learning results. According to Hurit & Harmawati (2019), the attempt to improve the quality of education will be optimally achieved if it is carried out the improvement and development of the components of education, namely teacher, student, and learning activity.

There are not a few educators who have not fully implemented how effective and fun learning is and still stick with classical methods (Adiko & Djafar, 2022a; Huda, 2017; Sagara et al., 2024; Simbolon, 2023). It needs to be paid more attention by looking back at the purpose of the existence of learning. Determining strategy manifests the success of the achievement of the learning goals (Baadilla & Puspita, 2019; Lestari et al., 2017).

There are a few choices for the learning model, one of which is Talking Stick (Purwanti et al., 2018; Seran et al., 2020). The learning model selection is an alternative to presenting an enjoyable state during the learning process (Ritonga et al., 2021). Especially for elementary school students, their age range is between childhood and early adolescence, where their world is close to the play world (Ramadhani, 2021). Aslami et al., (2019), revealed the characteristics of elementary school students like playing games, physical movement activity, being in groups, imitating, and demonstrating something directly.

The talking Stick method can be a choice for manifesting learning targets and help improve elementary school students learning outcomes. Because Talking Stick brings the atmosphere of fun playing, which this help students feel enjoyable during learning. According to Suhartin (2017) Talking stick learning model leads the student to be brave in expressing their notion and be more focused on the process of learning activity. Therefore, this study discusses the effort to improve elementary school students learning outcomes by applying the Talking Stick learning model.

METHOD

This research constitutes the method of *Systematic Literature Review*, conducted by studying, analyzing, and concluding according to relevant articles that are systematically filtered and selected (Rohyati & Subekti, 2022). Bibliographic sources are searched by browsing Indonesian and English essays. This search is related to the learning model material to obtain the necessary information and further analysis. This analysis unifies the Talking Stick learning model to improve student's learning outcomes and achievement in elementary school, containing articles from 2017-2022. Data analysis techniques were also carried out by comparing test scores before and after applying the Talking Stick learning model.

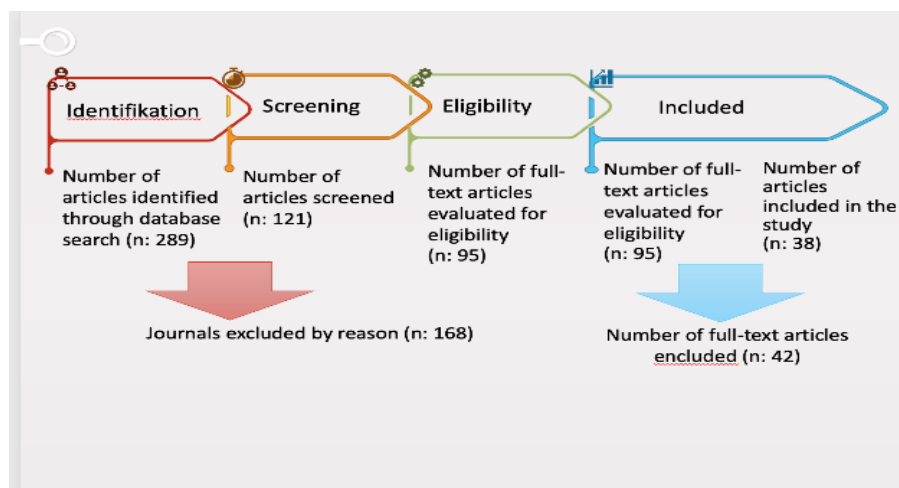


Figure 1. Prisma Diagram

The researcher searched for references through Google Cendekia under keywords of Talking Stick learning model and elementary school student's learning achievement. The

result shows that the researcher found approximately 80 articles that have been read. Then about 38 articles were reviewed and analyzed, consisting of national and international journals. The references that the researchers got are listed in the following table:

Table 1. Lists of the Research References

Year of Publication	International Journal	National Journal
2022	1	3
2021	0	6
2020	2	7
2019	1	3
2018	1	7
2017	3	4
Total	8	30

Table 2. Authors classified by subject

Subject	Authors
Talking Stick Learning Model	(Sultan & Kadir, 2022), (Ramadhani, 2021), (Azizah & Nugraha, 2018), (Afifah et al., 2020), (Vidayanti et al., 2017), (Alfiani, 2021), (Faradita, 2018), (Atma et al., 2022), (Hasrudin & Asrul, 2020), (Setiawan et al., 2019), (Nelpi & Farida, 2020), (Salwa et al., 2018), (Rahmi et al., 2018), (Purnamayanti & Tegeh, 2020), (Kamarudin et al., 2021), (Saihu, 2020), (Gunardi & Ramadewi, 2022), (Utami et al., 2020), (Aslami et al., 2019), (Ayuni et al., 2017), (Fajrin, 2018), (Lestari et al., 2017), (Huda, 2017)
Learning Outcomes Elementary Students with Talking Stick	(Noviyanti, 2020), (Suwarni, 2020), (Sihotang, 2017), (Partami & Rendra, 2019), (Adiko & Djafar, 2022b), (Ritonga et al., 2021), (Pantas & Surbakti, 2020), (Ratmawati & Ihtari, 2021), (Suhartin, 2017), (Hayun & Ataphary, 2019), (Wulandari, 2021), (Noviana & Triwulan Desta, 2018), (Yopo et al., 2021), (Septianingrum & Hamimah, 2021), (Rusiyah, 2018)

RESULT AND DISCUSSION

The research result shows that the researcher assumes the variation and innovation in learning will help the achievement of the learning target. Also, it allows students to reasonably understand materials seen by comparing test scores before applying the Talking Stick learning model and after. This applies not only to a subject but also to several elementary school subjects from 2017 to 2022, such as natural science, social science, thematic subject 1, thematic subject 2, mathematics, Bahasa Indonesia, and civic education. The percentage increase in student scores above the minimum completeness criteria reaches 68%-86%. This shows that student's scores obtained after implementing the Talking Stick learning model increased significantly.

Anwer (2019), argue that the measurement of academic achievement and student activity at school is sufficiently seen from the student's scores for a year or mid-years. Several internal and external factors can affect a student's academic. Internal factors include physical (health, disability) and psychological (intelligence, attitude, talent, interest, and motivation). External factors can be in the form of family, school, community, and media factors, as well as learning approach factors (approach learning) achievement (Coldwell & Callaghan, 2013; Kurniawan et al., 2021; Sa'adah & Ariati, 2018).

Gunardi & Ramadewi (2022) assumes that learning outcome is a change occurred in students that is related to psychomotor, affective, and cognitive aspects as a result of the

learning process. According to (Ratmawati & Ihtiari, 2021; Snelbecker, (2013), a learning outcome is a change or new ability possessed by students after they experience learning. Student's cognitive learning outcomes can be seen through the student scores.

As the world of education develops, PAI learning is able to develop itself into a learning that has various characteristics, not only about Islamic law and Akidah or behavior (Sayekti et al., 2021). The use of learning media in the PAI learning process is not a goal but as a tool as well as a source of learning for students (Wahidin, 2018). However, it encourages and inspires students to be able to understand, develop and apply an objective and rational mindset in responding to PAI learning materials (A. A. Ritonga, 2017). Development of learning media to improve student learning outcomes (Baharun, 2016). In the cooperative class, students are expected to be able to help each other, discuss and argue with each other to hone their knowledge (Sari & Wijayanti, 2017).

A great student's outcome cannot be separated from the ongoing teaching-learning process. Furthermore, the determination of the learning model should be varied and interesting, like the cooperative learning model. A cooperative learning mode is a learning model in which, in its activity, students are encouraged to be actively involved and find the concept out themselves through the learning experience. Afterward, there are kinds of cooperative learning models, one of them is a cooperative learning model with the type of Talking Stick (Pasaribu et al., 2017).

Talking stick is a learning method of talking stick which is carried out with the help of a tool, such as a stick, and whoever holds it must respond to questions posed by the teacher whom students have previously studied the content and discussion of a lesson. Beside talking training, this method encourages students to collaborate with peers; therefore, they can understand the teacher's questions and are ready to answer them (Siregar, 2017).

According to Iwan (2016), , the cooperative learning model is one of the problem-solving expected to benefit student's readiness, encourage student's courage and ability, be responsible, and cooperate to solve problems (Sizi et al., 2020). This model has been proved by Rendi Lilit Iman Pambudi (2016). His study showed that applying the Talking Stick learning model can increase student's mathematics learning outcomes in grade IV at SD N Suryodiningratan II (Ratmawati & Ihtiari, 2021).

The Talking Stick learning model has several advantages in improving student learning outcomes in elementary schools. First, this method can help students to more actively participate in learning. In traditional learning, often only a few students speak, while other students only listen. With the Talking Stick learning model, all students have equal opportunities to speak and share their opinions. Second, the Talking Stick learning model can help improve students' speaking, listening, and critical thinking skills (Minariskawati, 2016). Students will learn to listen to other people's opinions, respond appropriately, and construct good arguments. In addition, by holding the stick, students will learn to feel confident when speaking in front of the group. Third, the Talking Stick learning model can help improve social interaction between students (F. A. Huda & Thoharudin, 2021). In traditional learning, students often only work individually. With the Talking Stick learning model, students will learn to work together in groups and build stronger social relationships.

However, although the Talking Stick learning model has many advantages, it also requires good preparation and organization from the teacher. The teacher must ensure that students understand the rules and procedures of the Talking Stick learning model, and

choose topics or problems that are relevant to students' interests. In addition, the teacher must ensure that all students are actively involved in learning and provide appropriate feedback to students.

The results of the last five years in 38 articles found in the national and international journals show that the learning process in the early class is the activity the researcher observes. Researchers conduct a pretest on a subject matter that has been explained and then analyze the learning outcomes. Besides, some researchers look directly at the achievements of the existed student's outcome. Afterward, the researchers looked into the teaching-learning activity being held, and nearly all stated that some teachers still carry learning out classically. Yet, some varies learning models in the learning process. However, it is still inappropriately with the character and needs of the elementary school students, and the result still shows an insignificant increase.

The implementation of the Talking Stick learning model in the learning process shows several results, as follows: 1) The experiment class shows a significant discrepancy between applying the Talking Stick learning model in learning outcomes in the first cycle and before using the Talking Stick learning model; 2) Several other studies on the implementation of the Talking Stick learning model were carried out in 2 to 3 cycles, and there was a significant difference in results from before the performance of the Talking Stick learning model.

The second result is caused by the first cycle, in which students still need to be adapted and know the procedure of implementing the Talking Stick learning model, which is put into practice. Talking Stick is a communication tool used to organize conversations in groups (Purwanti & Suhaimi, 2020). In Islamic learning in elementary schools, Talking Stick can have the following advantages: 1) Increase student engagement: By using Talking Stick, each student will have the opportunity to speak and be the center of attention. This can increase student involvement in learning, as well as provide opportunities for them to talk and share experiences; 2) Increase confidence: Talking Stick can help students to feel more confident in speaking in front of groups. Over time, they will become more confident and skilled in public speaking (Anderson, 2005). 3) Build cooperation: In using Talking Stick, students need to cooperate and listen carefully. This can help them build good cooperation and communication skills in groups (Gibbs, 2014). 4) Increase fairness: With Talking Stick, every student will have equal opportunity to speak out. This can help reduce inequities within the group, as well as provide each student with a fair opportunity to participate. 5) Facilitating effective discussions: Talking Stick can help facilitate effective discussions in class (Siregar, 2017). Each student can speak quietly and clearly, while the other students will listen well. With the advantages above, Talking Stick can be an effective tool in teaching Islam in elementary schools.

Islamic theory regarding the talking stick

Talking stick is a customary tradition that is commonly practiced in several Native American cultures and is used in various activities such as meetings, deliberations, or group meetings. Related to Islamic theory, this concept is not found explicitly in Islamic religious teachings. However, in Islam there are teachings about the importance of dialogue and deliberation in making decisions. In this case, each party is given the opportunity to express their views fairly and politely. This principle is contained in the verses of the Koran and the traditions of the Prophet Muhammad.

In addition, Islam also recognizes the principle of shura, namely the principle of deliberation and consensus in making decisions (Santoso, 2013). This principle is considered very important in carrying out state governance and leadership in Islam. In practice, the shura principle can be implemented in various ways, including by using tools such as talking sticks. In this case, the talking stick can be considered as a symbol that shows the rights and responsibilities of each member in a group to speak and be heard fairly. However, it is important to remember that the use of talking sticks or other symbols in the Islamic context is not absolute. The Islamic principles of dialogue and deliberation can be applied in various ways according to the existing needs and context.

Increasing Learning Achievement of Elementary School Students with the Application of the Talking Stick Learning Model the Talking Stick learning model is a learning strategy that can help improve student achievement in elementary schools. This model emphasizes the active participation of students in the learning process and provides opportunities for each student to talk and interact with their classmates.

The application of the Talking Stick learning model can be done in the following steps: Choose learning topics to be discussed, then distribute Talking Sticks to students. The student holding the Talking Stick talks about a predetermined topic, while the other students must listen carefully. After finishing speaking, the Talking Stick is transferred to the next student, and the speaking and listening process continues. Teachers can provide feedback and guidance to students as they speak.

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CONCLUSION

According to the previous description, it can be concluded that the selection learning model must consider the accuracy of targets to the student's level that will be applied to that learning model. The application of the Talking Stick learning model has several benefits, including: (1) Increasing students' active participation in the learning process. (2) Improve students' communication skills and social skills. (3) Facilitate learning in groups and collaboration between students. (4) Strengthen students' problem solving and critical thinking skills. (5) Improving students' confidence in speaking and communicating. In the long term, the application of the Talking Stick learning model can help improve student achievement in elementary schools. In addition, this model can also

increase students' interest in learning and help create a more inclusive and positive learning environment.

The use of learning media in the PAI learning process is not a goal but as a tool as well as a source of learning for students. The Talking Stick learning model must be introduced well before it is practiced to students to be examined and analyzed its results. Off the issues of student's elementary school learning outcome, the Talking Stick learning model has acceptable and allows in the elementary school learning outcome, which is seen from the research result that shows the increase in learning outcome after this learning model is used. Therefore, the Talking Stick learning model is one of the choices to help students the improvement of student's learning outcomes and means of assisting students in exploring and understanding the subject matter well.

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