



## TALKING STICK METHOD TOWARD STUDENT LEARNING ACTIVITIES IN ISLAMIC CULTURAL HISTORY LESSONS

Yahdinil Firda Nadhirah,<sup>1</sup> Istianah Alfisyah,<sup>2</sup> Juhji<sup>3</sup>

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sultan Maulana Hasanuddin  
Banten, Indonesia<sup>1,2,3</sup>

E-mail: [yahdinil@uinbanten.ac.id](mailto:yahdinil@uinbanten.ac.id),

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### Abstract

The purpose of this article was to determine the application of the talking stick learning method, choose students' learning activities, and analyze the effect of the talking stick learning method on students' learning activities in the history of Islamic culture at MTs Negeri 3 Cilegon. This research uses a quantitative approach and a quasi-experimental type of research with a non-equivalent control group design. The population in this study was all VIII graders at MTsN 3 Cilegon City, which consisted of 6 classes with 192 people. The sampling technique used was the purposive sampling technique. The instrument used is an observation sheet. The results showed that the application of the talking stick learning method was carried out well, students' learning activities were higher, and the t-count was 74,823, which was greater than the t-table at a significant rate of 0.05, namely 2.042. Thus, the study results conclude that applying the talking stick learning method in the history of Islamic culture at MTsN 3 Cilegon City provides better outcomes for student learning activities.

**Keywords:** Talking stick method, student learning activities, Islamic cultural history lessons

### Abstrak

Tujuan artikel ini adalah untuk mengetahui penerapan metode pembelajaran talking stick, mengetahui aktivitas belajar peserta didik, dan menganalisis efek penerapan metode pembelajaran talking stick terhadap aktivitas belajar peserta didik pada mata pelajaran sejarah kebudayaan Islam di MTs Negeri 3 Kota Cilegon. Penelitian menggunakan pendekatan kuantitatif dan jenis penelitian quasi eksperimen dengan design non-equivalent control group. Populasi dalam penelitian ini yaitu seluruh kelas VIII di MTsN 3 Kota Cilegon yang terdiri dari 6 kelas dengan jumlah 192 orang. Teknik pengambilan sampel menggunakan teknik purposive sampling. Instrumen yang digunakan ialah lembar observasi. Hasil penelitian menunjukkan bahwa penerapan metode pembelajaran talking stick terlaksanakan secara baik, aktivitas belajar peserta didik lebih tinggi, dan t-hitung sebesar 74,823 lebih besar dari t-tabel pada taraf signifikan 0.05 yakni 2.042. Dengan demikian, hasil penelitian menyimpulkan bahwa penerapan metode pembelajaran talking stick pada mata pelajaran sejarah kebudayaan Islam di MTsN 3 Kota Cilegon memberikan hasil yang lebih baik terhadap aktivitas belajar peserta didik.

**Kata Kunci:** Metode talking stick, aktivitas belajar siswa, pelajaran sejarah kebudayaan Islam

## INTRODUCTION

In the learning process carried out, students are expected to involve themselves as learners so that they learning process carried out becomes active.<sup>1</sup> Some studies also mention active learning a lot.<sup>2</sup> It is following the mandate of Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state.<sup>3</sup> In addition, based on the Decree of the Directorate General of Islamic Education Number 5163 of 2018 concerning Technical Instructions for Learning Development in Madrasahs, it is stated that learning activities designed must be designed at the point of learning experience able to involve students actively. However, in some schools, active learning is not optimal because learning places more emphasis on memorizing subject matter alone, causing students to become passive.

In addition, according to Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, article 19 paragraph 1 states that the learning process in academic units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space. For initiative, creativity, and independence following students' talents, interests, and physical and psychological development.<sup>4</sup> Thus, the learning process carried out in the classroom should emphasize students' learning activities so that creativity, independence, and student activity arise. However, active learning is still in the form of concepts where some schools have not fully implemented active learning that emphasizes student learning activities.

According to Sudjana, as written by Diantini et al., it is explained that learning activities are events in which students are directly involved intellectually and emotionally so that students really play a role and participate actively in an activity carried out during the teaching and learning process.<sup>5</sup> This understanding gives the meaning that active learning emphasizes students' intellectual and emotional activities so that they can participate in the

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<sup>1</sup> Juhji Juhji, *Profesi Pendidik dan Tenaga Kependidikan* (Serang: Pusat Penelitian dan Penerbitan LP2M IAIN Sultan Maulana Hasanuddin Banten, 2017); Juhji Juhji, *Model pembelajaran IPA untuk calon guru SD/MI* (Serang: CV. Media Madani, 2018); Maman Maman dkk., "Karakteristik Peserta Didik: Sebuah Tinjauan Studi Kepustakaan," *Geneologi PAI: Jurnal Pendidikan Agama Islam* 8, no. 1 (2021): 255–66.

<sup>2</sup> Muafikoh Muafikoh dkk., "The Influence of Reciprocal Learning Model for Student Learning Activities in Madrasah Tsanawiyah Pipitan Walantaka Serang City," dalam *Proceeding of Annual International Conference on Islamic Education and Language: The Education and 4.0 Industrial Era in Islamic Perspective*, 2019, 449–52; Ayu Tusaroh dan Juhji Juhji, "The Effect of Role-Playing Method on Student's Confidence in Indonesian Language Subjects," *Madrosatuna: Journal of Islamic Elementary School* 4, no. 1 (2020): 01–07; Juhji Juhji, Devi Anggraeni, dan Teguh Fachmi, "Investigating Science Learning in Elementary Schools: Class Action Research on SAVI Learning Models," *Indonesian Journal of Elementary Teachers Education* 2, no. 1 (2021).

<sup>3</sup> Undang-Undang Republik Indonesia Nomor 20, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Pemerintah Republik Indonesia*, 2003.

<sup>4</sup> Badan Standar Nasional Pendidikan, "Standar Nasional Pendidikan," <http://www.bsnpindonesia.org>, 2005.

<sup>5</sup> Luh Risfa Diantini, Lulup Endah Tripalupi, dan Kadek Rai Suwena, "Pengaruh model pembelajaran kooperatif dengan metode talking stick berbantuan question card terhadap aktivitas belajar ips siswa kelas viii di smp negeri 7 singlaraja," *Jurnal Pendidikan Ekonomi Undiksha* 11, no. 1 (2019): 154–63.

learning process. Students are not only listeners, but they are actors of learning.<sup>6</sup> However, implementing active learning in the classroom, there are still obstacles from several factors such as mastery of the learning approach, mastery of learning methods, mastery of the class, mastery of the students themselves, and other factors.

It is different from the case in several schools in Cilegon City. After interviewing one of the teachers of the history of Islamic culture, Isqoyati, it was found several problems that can be encountered when the process of learning the history of Islamic culture is applied, including that students in following the learning process in class express their opinions when asked questions by the teacher, they do not self-confident; some students who are not active in the learning process; lack of cooperation in group work; lazy when reading material in Islamic cultural history textbooks, especially those related to years such as the Ayubiyah Dynasty material.<sup>7</sup> This problem is possible because the learning process in the classroom uses the lecture method, question, and answer, or group work so that students in the learning process are still found to be passive and less able to cooperate.

Several studies reveal that talking stick learning affects learning activities and student outcomes. For example, Rasjid's research on 11th-grade students of SMA 9 Makassar found the talking stick method's effect on metacognition skills and biology learning outcomes.<sup>8</sup> In addition, Alfiyana et al. conducted a study on 7th-grade students of MTs Negeri 1 Bobotsari, who found that the use of the talking stick method positively affected students' motivation and learning outcomes for the material on the digestive system.<sup>9</sup> The talking stick method is one of cooperative learning, where the talking stick method is learning that involves students directly and is at the same time fun for students where the sticks that have been prepared by the teacher become media or quotas and can be said as a turn to have opinions or answer questions from the teacher after students study the material.<sup>10</sup> The results of research on talking sticks suggest that teachers should use various methods, one of which is the talking stick learning model, to create pleasant learning situations and conditions.<sup>11</sup> However, based on these findings and tracing existing references, there has not been any use of the talking stick method in learning the history of Islamic culture.

Based on the problems above, it is necessary to find a solution so that the learning process of Islamic cultural history subjects becomes active and fun. Therefore, the talking stick method as a suitable learning method is seen as overcoming the problems of student

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<sup>6</sup> Juhji, Anggraeni, dan Fachmi, "Investigating Science Learning in Elementary Schools: Class Action Research on SAVI Learning Models."

<sup>7</sup> Isqoyati Isqoyati, "Permasalahan Pembelajaran Sejarah Kebudayaan Islam Wawancara, 22 Februari 2020."

<sup>8</sup> Yusniar Rasjid, "Pengaruh Model Pembelajaran Survey Question Read Reflect Recite Review (SQ4R) dengan Metode Talking Stick terhadap Keterampilan Metakognisi dan Hasil Belajar Biologi Siswa SMAN 9 Makassar," *Jurnal Biotek* 3, no. 2 (2015): 170–83.

<sup>9</sup> Rifda Alfiyana, Sri Sukaesih, dan Ning Setiati, "Pengaruh model ARCS (Attention, Relevance, Confidence, Satisfaction) dengan metode talking stick terhadap motivasi dan hasil belajar siswa materi sistem pencernaan makanan," *Journal of Biology Education* 7, no. 2 (2018): 226–36.

<sup>10</sup> Maftuhatul Hasanah, "Pengaruh penerapan metode talking stick terhadap motivasi belajar siswa di mtsn 3 kota bima" (Universitas Muhammadiyah Malang, 2020).

<sup>11</sup> Ni Ketut Trianti Lestari, Mg Rini Kristiantari, dan Ni Nyoman Ganing, "Pengaruh model pembelajaran talking stick berbantuan lagu daerah terhadap hasil belajar IPS," *International Journal of Elementary Education* 1, no. 4 (2018): 290–97.

learning activities. Therefore, the purpose of this study was to determine the application of the talking stick learning method, to find out the learning activities of students, and to analyze the effect of the application of the talking stick learning method on the learning activities of students in the history of Islamic culture at MTs Negeri 3 Cilegon.

## **METHOD**

The method used is a quantitative approach. This type of research is a quasi-experimental design with a non-equivalent control group. The population in this study was all eighth-grade students at MTsN 3 Cilegon City, which consisted of 6 classes with 192 people. The sampling technique used was the purposive sampling technique. The instrument used is an observation sheet. The research was conducted in three meetings for each class.

## **RESULTS AND DISCUSSION**

### **Applying the talking stick learning method**

The talking stick learning method was applied to 7D grade students as an experimental class in Islamic cultural history, which was carried out in three meetings. The learning process in the classroom consists of several stages, namely preliminary activities, core activities, and closing. The researcher observed the implementation of the talking stick learning method using the learning observation sheet. For more details, the results of this study can be seen in Table 1 below.

Table 1. Percentage of implementation of the talking stick learning method

No		Meeting		
		1 (%)	2 (%)	3 (%)
1	Preliminary activities	19	32	32
2	Core activities	43	43	43
3	Closing Activities	19	25	25
	Total	81	100	100

Based on Table 1 above, it can be concluded that the application of the talking stick learning method to student learning activities in the history of Islamic culture at MTs Negeri 3 Cilegon was carried out well. The changes in each meeting indicate it; namely, at the first meeting, the percentage of implementation was 81 percent, the second meeting was 100 percent, and the third meeting was 100 percent. Thus, it can be seen that there is a drastic improvement in the implementation of the talking stick learning method.

### **Student learning activities**

Student learning activities include visual, aural, listening, mental, and emotional activities. Visual activities, namely students listening to the explanations given by the teacher, then students are allowed to read and study the material that the teacher has delivered; oral activities, namely active students asking the teacher, and answering the questions given by the teacher; listening activities, namely students listening to explanations from teachers and friends; mental activities, namely students dare to give opinions and solve questions given by

the teacher; and vigorous activities, namely students are happy, excited in the learning process. Students' learning activities in both class groups can be seen in Table 2 and Table 3 below.

Table 2 Learning activities of students in the experimental class

Learning activities	Meeting			Average	Average difference with the control class
	1	2	3		
<i>Visual Activities</i>	94	103	95	97,3	12,0
<i>Oral Activities</i>	64	96	101	87,0	15,3
<i>Listening Activities</i>	94	101	95	96,7	6,0
<i>Mental Activities</i>	81	99	107	95,7	24,0
<i>Emotional Activities</i>	124	128	128	126,7	66,4
Average	91,4	105,4	105,2		

Based on Table 2 above, the average score of visual activities is 97.3; oral activities of 87.0; listening activities of 96.7; mental activities of 95.7; and emotional activities of 126.7. The average difference with the control class: visual activities are 12.0; oral activities of 15.3; listening activities of 6.0; mental activities of 24.0; and emotional activities of 66.4.

Table 3 Learning activities of students in the control class

Learning activities	Meeting			Average	Average difference with the experimental class
	1	2	3		
<i>Visual Activities</i>	93	67	96	85,3	12,0
<i>Oral Activities</i>	84	63	68	71,7	15,3
<i>Listening Activities</i>	97	96	79	90,7	6,0
<i>Mental Activities</i>	79	68	68	71,7	24,0
<i>Emotional Activities</i>	94	35	52	60,3	66,4
Rata-rata	89,4	65,8	72,6		

Based on Table 3 above, the average score for visual activities is 85.3; oral activities of 71.7; listening activities of 90.7; mental activities of 71.7; and emotional activities of 60.3. The average difference with the experimental class: visual activities is 12.0; oral activities of 15.3; listening activities of 6.0; mental activities of 24.0; and emotional activities of 66.4. It can be concluded from the two tables above that the learning activities of students in the experimental class get a high score compared to the learning activities of students in the control class.

**The effect of applying the talking stick learning method**

The results of applying the talking stick learning method on student learning activities can be carried out by t-test. The results of the t-test for the two groups can be seen in Table 4 below.

Table 4. T-test results for both groups

Research group	t-count	Sig. (2-tailed)
Experimental	74.823	0.000
Control	40.142	0.000

Based on Table 7 above, it can be seen that the results of the calculation of the t-count value for the experimental class are 74,823, with a significance value of 0.000. So, for the

experimental class,  $H_0$  is rejected, and  $H_a$  is accepted because the significance value  $< 0.05$  significance level. In the control class, the t-count value is 40,142 with a significance value of 0.000, then for the control class,  $H_0$  is rejected, and  $H_a$  is accepted. So, there is a significant difference in the results of learning activities using the talking stick learning method in the experimental class with the control class using conventional learning methods.

## **Discussion**

The talking stick learning method is applied by following the learning steps (syntax) from beginning to end. Changes in the level of student learning activities were measured by the observation sheet, which was observed by the teacher who became an observer during the learning process. This talking stick learning method has advantages, including testing student readiness,<sup>12</sup> training to read and understand the material quickly that has been delivered by the teacher,<sup>13</sup> students dare to express opinions when asked questions by the teacher when the talking stick learning method takes place in class.<sup>14</sup>

The application of the talking stick learning method to students' learning activities in the history of Islamic culture at MTs Negeri 3 Cilegon was carried out well. It is indicated by a change in the percentage of each meeting, namely at the first meeting, the implementation was 81 percent, the second meeting got 100 percent, and the third meeting got 100 percent. Thus, it can be seen that there is a significant increase in the application of the talking stick learning method. It is supported by Bandura's learning theory known as Bandura's social learning theory and social cognitive learning theory,<sup>15</sup> which states that a person can learn from his social environment.

The learning activities of students in the experimental class and control class are as follows: visual activities, namely students listening to the explanations given by the teacher, then students are allowed to read and learn the material that the teacher has delivered; oral activities, namely students actively ask the teacher, and answer the questions given by the teacher; listening activities, namely students listen to explanations from teachers and friends; mental activities, namely students dare to give opinions and solve questions given by the teacher; and vigorous activities, namely students are happy, excited in the learning process.

The results of student learning activities carried out in the experimental class, and the control class has differences from the results of the scores obtained, for the experimental class obtained an average score of 503.4. Furthermore, in the control class, the average score was 379.7. So it can be concluded that the learning activities of students in the experimental class got a high score of 503.4 compared to the learning activities of students in the control class of 379.7. The final score analysis of the results of students' learning activities in the experimental

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<sup>12</sup> Abdul Hafid R Hakim dan J A Pramukantoro, "Pengaruh perpaduan metode pembelajaran snowball throwing dengan talking stick terhadap hasil belajar siswa pada standar kompetensi menerapkan dasar-dasar elektronika," *Jurnal Penelitian Pendidikan Teknik Elektro* 01, no. 1 (2013): 11–20.

<sup>13</sup> Dewi Sasmita Pasaribu, Menza Hendri, dan Nova Susanti, "Upaya meningkatkan minat dan hasil belajar fisika siswa dengan menggunakan model pembelajaran talking stick pada materi listrik dinamis di kelas X SMAN 10 Muaro Jambi," *Edufisika: Jurnal Pendidikan Fisika* 2, no. 01 (2017): 61–69.

<sup>14</sup> Rasjid, "Pengaruh Model Pembelajaran Survey Question Read Reflect Recite Review (SQ4R) dengan Metode Talking Stick terhadap Keterampilan Metakognisi dan Hasil Belajar Biologi Siswa SMAN 9 Makassar."

<sup>15</sup> Razieh Tadayon Nabavi, "Bandura's social learning theory & social cognitive learning theory," *Theory of Developmental Psychology*, 2012, 1–24.

class looks better than the control class. Applying the talking stick learning method to students' learning activities in the subject of Islamic cultural history is evidenced by the value of  $t\text{-count} > t\text{-table}$ , which is  $74,823 > 2,042$ ; then  $H_a$  is accepted, and  $H_o$  is rejected. While in the control class, the value of  $t\text{-count} > t\text{-table}$  is  $40,142 > 2,042$ , so  $H_o$  is rejected, and  $H_a$  is accepted.

The pretest and posttest results in the experimental class using the talking stick method showed an average pretest value of 14.25, increasing to 16.44. Meanwhile, the level of pretest and posttest results in the control class using conventional methods obtained an average pretest value of 14.12 and an average posttest value of 11.34. Based on the comparison that has been made, there are differences in the learning activities of students in the experimental class and the control class; it can be concluded that in the application of the talking stick learning method to the learning activities of students in the history of Islamic culture subjects, it is better than the learning activities of students who do not—using the talking stick learning method. This finding is in line with the findings of previous researchers.

## CONCLUSION

Applying the talking stick learning method in the history of Islamic culture at MTs Negeri 3 Cilegon City can be carried out well, marked by changes in each meeting. The students' learning activities in the experimental class were higher than the students' learning activities in the control class. The application of the talking stick learning method is better than that which does not use the talking stick learning method in student learning activities.

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