



AL-WIJDÁN: Journal of Islamic Education Studies.
Volume 10, Nomor 2, April 2025, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: April 2025

Accepted: April 2025

Published: April 2025

The Use Of Talking Stick Learning Method In Improving Learning Outcomes Of The Course Of Aqidah And Morals In Grade 5 At Sampang State Islamic Elementary School

Mohammad Fiki Maulana, Muliatul Maghfiroh

Institut Agama Islam Negeri Madura, Institut Agama Islam Negeri Madura

Email: maulanafiky34@gmail.com, mulia@iainmadura.ac.id

Abstract

This study aims to improve students' learning achievements in the subject of Aqidah Akhlak at MIN Sampang by implementing the Talking Stick method. Based on initial observations and interviews, it was found that many students had not yet reached the Minimum Mastery Criteria (KKM) of 75, which was due to a lack of focus and monotonous teaching methods. This research uses a Classroom Action Research (CAR) approach with 18 fifth-grade students as the subjects. The study was conducted in two cycles, with each cycle consisting of two meetings in the first cycle and one meeting in the second cycle, following the Kemmis and McTaggart model procedure, which includes four stages: planning, action, reflection, and observation. The results of the study showed a significant improvement in students' learning outcomes after the application of the Talking Stick method. In the final cycle, 15 students achieved the KKM with an average class score that increased to 80. In conclusion, the Talking Stick method was proven effective in improving students' learning outcomes in the subject of Aqidah Akhlak. The improvement in learning outcomes was reflected not only in higher average scores but also in the increased participation and engagement of students in the learning activities. Therefore, this study contributes to the improvement of the quality of learning at MIN Sampang and recommends the use of the Talking Stick method as an alternative to improve students' learning outcomes in the subject of Aqidah Akhlak.

Keywords: Talking Stick method, learning outcomes, faith, and morals.

Abstrak

Penelitian ini bertujuan untuk meningkatkan prestasi belajar siswa pada mata pelajaran Aqidah Akhlak di MIN Sampang melalui penerapan metode Talking Stick. Berdasarkan observasi dan wawancara awal, ditemukan bahwa banyak siswa yang belum mencapai Kriteria Ketuntasan Minimal (KKM) sebesar 75, hal ini disebabkan oleh kurangnya fokus dan metode pembelajaran yang cenderung monoton. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas

(PTK) dengan subjek penelitian 18 siswa kelas 5. Penelitian dilaksanakan dalam dua siklus, dengan masing-masing siklus terdiri dari dua pertemuan pada siklus pertama dan satu pertemuan pada siklus kedua, serta mengikuti prosedur model Kemmis dan McTaggart yang meliputi empat tahap: perencanaan, tindakan, refleksi, dan observasi. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam hasil belajar siswa setelah penerapan metode Talking Stick. Pada siklus terakhir, 15 siswa berhasil mencapai KKM dengan nilai rata-rata kelas yang meningkat menjadi 80. Kesimpulannya, metode Talking Stick terbukti efektif dalam meningkatkan hasil belajar siswa pada mata pelajaran Aqidah Akhlak. Peningkatan hasil belajar tidak hanya tercermin dari nilai rata-rata yang lebih tinggi, tetapi juga dari peningkatan partisipasi dan keterlibatan siswa dalam kegiatan pembelajaran. Oleh karena itu, penelitian ini memberikan kontribusi pada peningkatan kualitas pembelajaran di MIN Sampang dan merekomendasikan penggunaan metode Talking Stick sebagai alternatif untuk meningkatkan hasil belajar siswa pada mata pelajaran Aqidah Akhlak.

Kata Kunci: Metode Talking Stick, hasil belajar, aqidah akhlak.

Introduction

Learning and teaching are two things that are closely related and cannot be separated in the world of education. Both also describe an educational process that involves interaction between teachers and students. Teaching and learning activities are designed to achieve certain goals to obtain the desired results. In this process, educators consciously and plannedly organize learning activities systematically by utilizing various remaining resources to support teaching and learning activities and achieve teaching success.¹

Meanwhile, Islamic religious education is a comprehensive learning process to build and develop knowledge, understanding, and practice of Islamic teachings in individuals. The main goal is to form a faithful person, who has noble morals and has the awareness to practice Islamic teachings.

In everyday life. This education can be obtained through various channels such as schools, madrasahs, Islamic boarding schools, and others. Improving the quality of education needs to be done by improving the learning and teaching process which must be focused on the development of teacher abilities in involving students actively in learning activities. As educators, they have a crucial role in shaping the morals and character of students through teaching and instilling noble values and morals in students. With this role, educators can support students in developing positive personalities and becoming responsible individuals as citizens of a unified state. The strategic role of educators in building students' morals and ethics greatly influences the overall development of students.² Therefore, educators are expected to be able to plan well to determine the

appropriate method when carrying out the learning process.

Learning methods are systematic approaches designed by educators to deliver material to students, to develop understanding, skills, and positive behavior in students. Many methods can be applied to students in the learning process such as lectures, discussions, democracy, experiments, projects, and so on. The selection of these methods is based on the level of needs and potential of students and is adjusted to what is to be achieved in learning objectives. In other words, learning methods are strategies or ways to ensure that learning objectives are achieved effectively and efficiently. In this section, learning methods include various techniques and strategies used to implement learning plans such as lectures, presentations, discussions, simulations, laboratories, field experiences, brainstorming, debates, symposiums, and others. By using the right learning methods, educators can create a conducive and effective learning environment so that they can improve student learning outcomes.³

The researcher aims to design an effective and enjoyable learning method to improve student learning outcomes in the subject of aqidah and akhlak. One approach used by the researcher is the talk stick method, which involves active participation

by all students during the learning process. This method not only encourages direct student involvement but also strengthens cooperation between students. Thus, this method is expected to be able to maximize student learning outcomes in the subject of aqidah and akhlak create a more interactive learning atmosphere, and support the development of students' social skills. By using this method, the talk stick method facilitates discussion and interaction between students, encourages students to be more involved and actively participate, and encourages good cooperation. The Talking Stick method can be one of the choices for effective and enjoyable learning to improve understanding and learning outcomes in students, especially in the subject of aqidah and akhlak. In this approach, students are not only more active in the learning process but also provoke students' motivation to participate, so that the learning atmosphere becomes more interactive and meaningful.⁴

The Talking Stick method is an approach that utilizes sticks as a learning medium. In this method, sticks are used as a tool to increase interaction and student involvement during the learning process. In this method, students who hold the stick at the specified time are asked to answer questions from the teacher after studying the main material. This activity is repeated continuously until all students get the

questions given by the teacher so that each student has the opportunity to participate in answering and expressing their opinions directly in a fun way. This not only helps speaking skills but also encourages an interactive and fun atmosphere.⁵

Before implementing or applying this speaking stick learning method in the classroom, it would be good to know the steps of its implementation first. The steps for implementing the speaking stick learning method are:

1. The teacher prepares teaching aids in the form of sticks.
2. The teacher introduces the material to be discussed and invites students to read the related material first until the specified time.
3. After the specified time has run out, the teacher gives instructions for students to close their books first.
4. The teacher takes the stick that has been prepared and then gives it to the students, then the teacher gives the game first, the student who holds the stick at the right moment will receive the question given by the teacher, and so on until all students have the same opportunity to answer questions in turn.
5. The teacher concludes the material

taught.

6. Educators organize and appreciate students who have participated.

7. Closing.⁶

Learning outcomes are changes in behavior, abilities, or understanding obtained by students after undergoing the learning process. These changes include aspects of knowledge, skills, attitudes, or values that are newly formed through the learning process. It is also known that learning outcomes can also be measured from various methods used, such as written tests, projects, quizzes, or other forms of assessment. Success in learning outcomes indicates student achievement that is by the learning objectives that have been set, while also reflecting positive developments in aspects of knowledge, skills, and attitudes. Optimal learning outcomes are an indicator of the effectiveness of the learning process and the relevance of the material presented according to student needs.

Ngalm Purwanto argues that success in the learning process can be measured through changes that occur in a person's behavior based on the results of the experiences and training that have been undertaken. These changes must take place sustainably, positively, and functionally, and sometimes the individual is not aware that there has been a change in him/herself.

According to Ngalim, the results of this learning process can be evaluated using various indicators, one of which is using a test. The test results are then explained by the educator to provide a more objective and accurate assessment of the progress that has been achieved by the students. This assessment also becomes the basis for the next learning plan to continue to develop the student's potential optimally.⁷

Several factors can affect learning outcomes which are divided into two categories, namely internal and external factors. By understanding these two categories, teachers and parents can work together or collaborate to create a supportive and conducive learning environment, that can make students comfortable it can affect learning outcomes, according to Sugihartono et al, factors that can affect learning outcomes in students are internal factors and also external factors. Internal factors come from within the individual who is learning and consists of two aspects, namely physical and psychological factors. Physical factors are related to the condition of the individual, while psychological factors include the mental and emotional aspects of the individual. This second factor can affect the ability and learning outcomes of the individual.⁸ Then external factors are factors that exist outside of the individual. These

external factors consist of three aspects, namely family factors, school factors, and community factors. These factors can affect the learning ability and learning outcomes of individuals through interaction and influence on the learning environment.⁹

Learning outcome assessment is a process designed to collect, analyze, and interpret data on students' learning abilities and achievements. The goal is to assess the extent to which students have achieved the predetermined learning objectives and to identify students' strengths and understanding during the learning process. This assessment can be done through various methods such as tests, projects, quizzes, and observations. The results of the assessment can be used to improve the learning process, provide feedback to students, and make decisions regarding their progress in the future.

Improving student learning outcomes in the subject of aqidah and akhlak is a structured effort to improve students' understanding and mastery of the material of aqidah and akhlak. The use of appropriate learning methods such as naturalistic models or the application of learning media has proven effective in increasing student motivation, participation, and understanding.¹⁰

In the initial research in class 5 of MIN Sampang, it was found that the learning process in the subject of aqidah akhlak still faces several problems. Not a few students have difficulty understanding and mastering the material taught by the teacher. The learning method applied is the lecture method, which has proven to be less effective and tends to be monotonous, so it can affect the learning outcomes of students, namely many have not reached the Minimum Completion Criteria (KKM) that has been determined, namely 75. This is because it is too saturated so students are less focused and find it difficult to concentrate properly in the learning process, which ultimately hurts their learning outcomes. With this research, it is hoped that it can provide a good contribution to the development of learning strategies in the school, especially in the subject of aqidah akhlak, and can help teachers create an active and enjoyable learning environment for students.

Method

This study applies the Classroom Action Research approach, which is a method applied in a classroom environment with the aim of solving learning problems, improving the teaching and learning process, and testing the application of new innovations in learning.¹¹ Classroom Action Research can be conducted individually or

collaboratively and aims to improve learning outcomes and enhance the quality of education. By using Classroom Action Research, researchers can identify problems, develop solutions, and implement the effectiveness of interventions carried out in the learning process.

Classroom Action Research is a form of research conducted by teachers to improve the quality of the learning process and outcomes. By conducting this research, teachers can understand the curriculum concept in depth, including subjects, learning experiences, and programs, so that they can design effective learning and make appropriate assessments of the student learning process and outcomes. Thus, teachers can improve their professional abilities and provide quality education to students.¹²

According to Lewin, classroom action research (CAR) is a way for educators to organize learning based on their own experiences or experiences in collaboration with other educators.¹³

This study aims to describe the implementation of the talk stick method in learning aqidah akhlak to improve student learning outcomes. The data collected are descriptive, namely in the form of descriptions of student learning activities. This study uses the Classroom Action

Research method, where researchers play a direct role in the research process, from planning to implementing actions.¹⁴ Thus, this study can provide a clear picture of how the Talking Stick method can improve student learning outcomes in learning aqidah and akhlak.

The design of this study is based on the problems to be studied, so this study is included in field research using the type of Classroom Action Research (CAR). With this study, concrete information was obtained about the application of the speaking stick method in learning aqidah akhlak to improve the learning outcomes of grade 5 students at MIN Sampang. The classroom action research procedure used is the Kemmis and M.C. Taggart model. This model consists of 4 phases including planning (plan), Action (action), reflection (reflection), and observation (observation).¹⁵

The current research was conducted in two cycles, with the first cycle consisting of two meetings and the second cycle consisting of one meeting. This research involved four main activities, namely planning, implementation, observation, and evaluation. Data collection was carried out through observation methods, questionnaires, and tests. The instruments used included test-based and non-test data collection tools, such as observation sheets. Thus, this research can obtain

comprehensive and accurate data to improve student learning outcomes.

Before starting the research cycle, students were given a pre-test as an initial step to measure their abilities related to the aqidah akhlak learning material that had been taught. The results of this pre-test were used by the teacher as a benchmark to assess the increase in students' understanding in cycles I and II. This research process took place over a certain period, starting with the pre-cycle observation carried out on March 10, 2025. The implementation of cycle I, which consisted of two meetings, and cycle II, which only involved one meeting, was held on March 12 and 19, 2025. These activities were carried out during class 5 aqidah akhlak lessons at MIN Sampang. The selection of the research location at MIN Sampang was based on the consideration that this school has the potential to create an environment that supports the development of religious knowledge and has a positive impact on the surrounding community.

This study was conducted on 5th-grade students at MIN Sampang, consisting of 34 students with details of 12 male students and 22 female students, divided into two classes, namely 5A and 5B. The focus of the study was directed at students in class 5B because this class showed lower learning outcomes than class 5A. Therefore,

this study is expected to provide more detailed insights into strategies to improve student learning outcomes in class 5B.

This study uses two methods of data analysis, namely qualitative and quantitative data analysis. According to Miles and Huberman, the qualitative data analysis process is carried out interactively and continues without stopping until the data reaches saturation point. The stages in qualitative data analysis include: data reduction, data presentation, and drawing conclusions or verification.¹⁶ The success of this study was measured through the improvement of student learning outcomes in the subject of aqidah akhlak class 5 at MIN Sampang by implementing the talk stick method. This study is considered successful if there is an increase in student learning outcomes that meet the minimum completeness criteria (KKM) of ≥ 75 (good category), and 70% of students achieve this value in the last cycle.

The following is a classification of the standard learning outcomes for the subject of faith and morals:

- Very good: 100-85
- Good: 84-75
- Enough: 74-55
- Not enough: 54-35

- Very less: 35-0

Results and Discussion

The Use of Talking Stick Learning Method in Improving Learning Outcomes of the Subject of Aqidah Akhlak Class 5 at Min Sampang

Pre Cycle

The pre-cycle stage is the initial phase of the study where the teacher has not yet implemented a new learning method, namely the speaking stick learning model. At this stage, learning of aqidah akhlak in class 5 of MIN Sampang is carried out using the method that was commonly used previously. The purpose of the pre-cycle stage is to determine the initial condition of student learning outcomes in the subject of aqidah akhlak before the intervention of the new method is applied. Thus, researchers can obtain basic data that will be used as a comparison for the effectiveness of the speaking stick learning method in the next stage. At this pre-cycle stage, researchers can identify students' strengths and weaknesses in understanding the material of aqidah akhlak, so that they can prepare more appropriate strategies to improve student learning outcomes in the next cycle.

During the learning process, teachers tend to only deliver material in one direction, while students passively listen

without much involvement in discussions or activities that encourage deeper understanding. This condition makes students feel bored and less enthusiastic about learning so some students tend to divert their attention by talking to their deskmates, playing, or even joking. As a result, the classroom atmosphere becomes uncondusive and disrupts the concentration of other students who want to learn. Teachers need to find ways to make learning more interactive and interesting so that students are more involved and motivated to learn actively. Thus, the learning process can take place more effectively and enjoyably.

After delivering the material, the teacher allowed students to ask questions about things they did not understand, but the students' responses were very minimal, almost no one dared to ask or give a response. When the teacher asked questions, only a few students were able to answer correctly, while most of the other students seemed to have a poor understanding of the material. This condition shows that the teacher has not succeeded in creating an active and interactive learning atmosphere in the classroom, which has an impact on the low understanding of students regarding the material being taught. Teachers need to find more effective strategies to increase student

participation and involvement in the learning process.

Next, the researcher conducted a pre-cycle evaluation by giving students worksheets to work on, which were related to the material that had been discussed previously. The purpose of this evaluation was to determine the extent of students' understanding of the material that had been delivered using conventional methods, namely the lecture method. The results of this evaluation will be used as a baseline or reference point to compare the learning outcomes of learning methods before and after the application of the Talking Stick method. Thus, researchers can assess whether the application of the talk stick method can significantly improve students' understanding and learning outcomes compared to the lecture method used previously. This evaluation also helps researchers to identify areas that need improvement and measure the impact of the interventions carried out.

At the pre-cycle evaluation stage, the researcher has not achieved the expected learning objectives individually through tests given to students. The results of the test can be seen in detail in the table that presents data on student achievement. This table provides an overview of the extent to which students understand the material that has been taught before the application of the

talking stick method. The data are as follows:

Table 1. Pre-Cycle Student Learning Outcomes

No	Name	Cycle I	Information
1	A. Ramadhani	85	Complete
2	Afika. A	65	Not yet
3	Aisya	55	Not yet
4	Aminatus.S	80	Complete
5	Arina Alfa	70	Not yet
6	Citra Aurelia	60	Not yet
7	Diana	55	Not yet
8	Dinda Aulia	70	Not yet
9	Hamdan	70	Not yet
10	Ica	50	Not yet
11	Inayatul	65	Not yet
12	Jihan Fahira	80	Complete
13	Moh. Fadil	65	Not yet
14	Nabila Hasna	80	Complete
15	Nabila Putri	65	Not yet
16	Nadya	70	Not yet
17	Natasya	75	Complete
18	Syafiq	50	Not yet
The average score of all students			67
Completion percentage			27,78%

The test results in the pre-cycle showed that the level of student learning achievement was still relatively low. Of the total 18 grade 5 students, only 5 of them managed to achieve the completion standard, while 13 other students were still below the Minimum Completion Criteria (KKM). Even students who achieved completion obtained scores that only slightly exceeded the KKM limit. If expressed as a percentage, the student completion rate only reached 27.78%. This

reflects that student learning outcomes are not optimal so efforts are needed to improve the learning process to improve their understanding and learning achievement.

Cycle 1 Actions

1. Planning

The first cycle of this research was conducted on Wednesday, March 12, 2025, with two meeting sessions taking place in class 5B MIN Sampang. In implementing this cycle, the talk stick learning method was used in the subject of aqidah akhlak. Research activities include four main stages, namely planning, implementing actions, observation, and reflection. Each stage is designed to ensure the effectiveness of the application of the method in improving students' understanding of the material being taught and creating an interactive and enjoyable learning atmosphere.

The planning stage is very important to identify students' conceptual knowledge deficiencies. Using the Talking Stick learning method is expected to improve student learning outcomes. Before implementing cycle I, researchers and teachers collaborate and discuss to prepare everything needed in the implementation action, so that the learning process can run effectively, namely:

- a. Researchers Prepare Learning

Implementation Plans (RPP) to function as guidelines for teachers during the learning process. After discussing with the supervising lecturer, the RPP was then refined by integrating the speaking stick learning method into all Aqidah Akhlak learning activities.

- b. The researcher prepared teaching materials regarding Asmaul Husna (Al Muhyi, Al Mumit, and Al Baa'its) and prepared a questionnaire to assess the level of student learning outcomes.

2. implementation

Cycle I Action Meeting 1

The first meeting in cycle I was held on Wednesday, March 12, 2025, with a duration of 2 x 35 minutes. The material taught was related to Asmaul Husna, especially about Al Muhyi and Al-Mumit, which was delivered using the speaking stick learning method.

The following are the steps for implementing actions in cycle I, meeting I:

a) Preliminary activities

1. Learning activities begin with introductions, followed by questions about the student's condition, and checking student attendance.
2. Selecting students who arrive on time

to lead a prayer together at the beginning of class, is a form of appreciation for the discipline and obedience of the students. Thus, other students are also motivated to arrive on time.

3. Remind students of how important discipline is in achieving their goals, and how discipline can make it easier for them to achieve more optimal and efficient results.
4. The teacher explains the learning objectives that students want to achieve and provides an overview of the material that will be studied, and the skills that are expected to be mastered.
5. Students engage in literacy activities, such as reading, for 15 minutes to improve their reading and comprehension skills.

b) Core activities

1. After the allotted time for reading is over, the teacher gives instructions to the students to close their books.
2. The teacher allows students to observe and seek important information before continuing learning activities while playing. All students will learn using the talk stick method assisted by traditional songs to make learning more interesting and interactive.

3. The teacher guides students by providing an explanation of the procedures and stages of learning using the Talking Stick model, so that students can understand the process clearly. Guru memulai aktivitas dengan mengambil tongkat dan memutar lagu daerah sambil lalu saling melemparkan tongkat satu per satu. Saat lagu berhenti, siswa yang memegang tongkat tersebut harus siap untuk menjawab pertanyaan yang diberikan oleh guru.
4. Teachers organize the learning process in the classroom efficiently, creating a supportive and organized learning environment, so that learning takes place well and achieves the desired goals.
5. Students are asked to reflect on learning by answering questions given by the teacher so that they can understand the material more deeply.

c) Closing activities

1. Students can demonstrate their understanding by demonstrating the results of the day's learning.
2. The teacher provides important emphasis and recommendations regarding the learning material, ensuring students understand key points and provide useful suggestions.

3. Students are allowed to actively participate by speaking, asking questions, and sharing additional information from their friends.
4. Selected students lead a prayer at the end of the activity as a form of solemn closing.

Cycle I Action Meeting 2

The second meeting of the cycle I was held on Wednesday, March 12, 2025, with a duration of 2 x 35 minutes. The material discussed was Al-Mumit with the sub-material Asmaul Husna, using the talk stick learning method.

The following is a summary of the implementation steps in cycle I, the second meeting, which includes several main activities in the learning process:

a) Preliminary activities

1. Students who arrive on time are chosen to lead a prayer at the beginning of class as a reward for their discipline, as well as to motivate other students to do the same.
2. The teacher reminded the students of the importance of discipline and its positive impact on achieving goals.
3. The teacher conveys the learning objectives to be achieved and provides

an overview of the material to be studied.

4. Students do literacy activities for 15 minutes to improve their reading and understanding of texts.

b) Core activities

1. The teacher asks students to read the text in their textbooks.
2. After reading time is over, the teacher asks students to close their books and prepare to move on to the next step in learning.
3. The teacher facilitates class discussions to discuss the relevance of the material to everyday life, encouraging students to think contextually.
4. The teacher explains the procedures and steps of learning using the Talking Stick model so that students understand the process.
5. The teacher starts the activity by throwing a stick while playing a traditional song. When the song stops, the student holding the stick must provide an answer to the question asked by the teacher.
6. Students are asked to reflect on their learning by answering teacher questions, helping them understand the

material more deeply.

c) Closing activities

1. Students demonstrate their understanding by outlining the day's learning outcomes and demonstrating the application of the material they have learned.
2. The teacher emphasizes important points and provides recommendations regarding the material, ensuring students understand key concepts and gain additional useful insights.
3. Students are allowed to actively participate by speaking, asking questions, and sharing additional information they find from discussions with their friends, enriching shared understanding.
4. At the end of the activity, selected students led a prayer as a form of solemn closing, marking the end of learning with gratitude and spiritual awareness.

3. Observation

The researcher conducted observations in cycle I to ignite the friendship between the lesson plan and the ongoing learning process. The main focus of this observation was student learning outcomes. The results of the observations showed that the teacher

had implemented various effective learning strategies, such as related materials to previous experiences through questions and associations, which helped students understand concepts more clearly. The teacher also used a concept understanding strategy that included six important steps: observing, asking, collecting data, associating, processing data, and communicating. This approach encouraged students' active involvement in the learning process. In addition, the teacher provided clear instructions on the application of this method and assisted students in using the speaking stick method to explore the material further. In this way, the teacher succeeded in creating an interactive and collaborative learning environment, which allowed students to be more involved and understand the material better. This observation provided useful insights into how the lesson plan could be adjusted to better meet students' needs.

Although teaching has been carried out with the right method, its effectiveness is hampered by the lack of student understanding of the instructions given. As a result, teachers have not fully completed the learning process with the model. This can be seen from several indicators, such as students who are still passive and less enthusiastic, students who seem hesitant to apply the learning model, and students'

misunderstanding of how to use the method properly. Thus, adjustments are needed in the delivery of instructions and student guidance so that they can better understand and apply the learning method well.

The results of observations at the first meeting of the first cycle showed that student learning achievement was still inadequate. The data can be seen in Table 2, which presents the results of the evaluation of the implementation of improvements through classroom research actions with the application of the talk stick method. This table provides an overview of how effective the talk stick method is in improving student learning outcomes in the first cycle:

Table 2. Observation Results Data for the 1st Meeting of Cycle I

No	Name	Cycle I	Information
1	B. Ramadhani	90	Complete
2	Afika. A	70	Not yet
3	Aisya	65	Not yet
4	Aminatus.S	85	Complete
5	Arina Alfa	80	Complete
6	Citra Aurelia	60	Not yet
7	Diana	65	Not yet
8	Dinda Aulia	70	Not yet
9	Hamdan	70	Not yet
10	Ica	60	Not yet
11	Inayatul	75	Complete
12	Jihan Fahira	80	Complete
13	Moh. Fadil	75	Complete
14	Nabila Hasna	80	Complete
15	Nabila Putri	65	Not yet
16	Nadya	70	Not yet
17	Natasya	80	Complete

18	Syafiq	60	Not yet
The average score of all students			72
Completion percentage			44,44%

Based on the information obtained, it can be concluded that at the first meeting of the first cycle, only 44.44% of students succeeded in achieving completion in learning aqidah akhlak, while 55.56% of other students had not met the completion criteria. This indicates that there are still some students who need improvement and enhancement in the learning process.

Table 3. Observation Results Data for the 2nd Meeting of Cycle I

No	Name	Cycle I	Information
1	C. Ramadhani	90	Complete
2	Afika. A	75	Complete
3	Aisya	65	Not yet
4	Aminatus.S	85	Complete
5	Arina Alfa	80	Complete
6	Citra Aurelia	60	Not yet
7	Diana	65	Not yet
8	Dinda Aulia	75	Complete
9	Hamdan	80	Complete
10	Ica	65	Not yet
11	Inayatul	80	Complete
12	Jihan Fahira	85	Complete
13	Moh. Fadil	75	Complete
14	Nabila Hasna	80	Complete
15	Nabila Putri	65	Not yet
16	Nadya	70	Not yet
17	Natasya	80	Complete
18	Syafiq	65	Not yet
The average score of all students			74
Completion percentage			61,11%

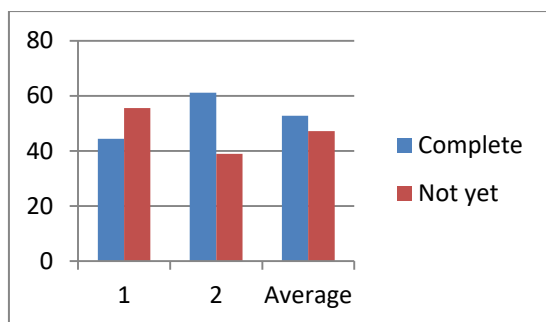
Based on the data obtained, it can be concluded that at the second meeting of the first cycle, the level of student completion in learning akidah akhlak increased to 61.11%, while 38.89% of other students had not achieved completion. This shows an increase in student learning outcomes compared to the previous meeting.

From the two tables, it can be concluded that the overall data of cycle I show an increase in student learning outcomes in learning aqidah akhlak. Thus, a more complete picture can be obtained about the effectiveness of the talk stick method in improving student learning outcomes in the first cycle.

Table 4. Recapitulation Data Percentage of Observation Results Cycle I

No	Meeting	Complete	Not yet
1	1	44,44%	55,56%
2	2	61,11%	38,89%
3	Average	52,78%	47,22%

Based on the data obtained, it can be concluded that the level of student completion in learning aqidah akhlak in cycle I, after being recapitulated from the first and second meetings, reached an average of 52.78%. Meanwhile, students who had not completed reached 47.22%. This shows an increase of 16.67% from the first meeting to the second meeting in the first cycle, which indicates progress in student learning outcomes.



Picture 1. Comparison of Meetings 1 and 2

Thus it can be concluded that the implementation of the talking stick method in cycle I has shown quite good results, although at the first meeting, the seriousness of students has not reached the minimum target expected. However, the overall results of the cycle I showed a positive increase, indicating that this method has the potential to improve student learning outcomes.

4. Reflection

The researcher conducted a discussion and analysis of the results of the cycle I based on observation findings during the learning process. The results of the analysis showed that most students had not achieved the expected standard of success, especially related to the application of the speaking stick learning model. Some of the problems identified included the inability of students to create a comfortable atmosphere during learning using the model, as well as the failure of students to implement the steps of the talk stick method properly. Reflection on cycle I showed that there was a need to make improvements and adjustments in the application of this learning model to

increase student involvement and understanding. Therefore, the researcher planned improvements for the next cycle.

Cycle II Actions

1. Planning

Cycle II research was conducted on Wednesday, March 19, 2025, to improve student learning outcomes based on findings in Cycle I. Cycle II was planned and prepared more thoroughly to improve learning effectiveness. The stages of implementing Cycle II include:

1. Planning: Prepare an improvement plan based on cycle I reflection.
2. Implementation: Carrying out the plans that have been prepared.
3. Observation: Observing the learning process and results.
4. Reflection: Analyze results and identify areas for further improvement.

Thus, cycle II aims to improve student learning outcomes and perfect the learning process.

Cycle II was implemented as a follow-up step from the results of cycle I which showed an increase in student learning outcomes, but still needed further improvement. Based on data from cycle I, the average student learning outcomes were

52.78% and 47.22%, which still had not reached the target of 75%. Therefore, research in cycle II focused on efforts to further improve student interest and learning outcomes. The results of reflection from cycle I were used as a basis for determining corrective and development actions to be taken in cycle II.

Based on the evaluation conducted in Cycle I, researchers and teachers worked together to design and prepare the tools needed to implement Cycle II. This activity includes analyzing the results of cycle I reflection to identify areas that need to be improved, designing more effective learning strategies, preparing tools and resources that support the implementation of cycle II, and preparing a more focused and systematic action plan to improve student learning outcomes. Thus, it is hoped that the implementation of cycle II can run more optimally in improving student learning outcomes and interests. Various steps have been designed to overcome the problems found in cycle I, namely:

- a. The researcher prepared a Learning Implementation Plan (RPP) as a guideline for teachers in the student learning process. This RPP was developed after consulting with the supervising lecturer and integrating the speaking stick learning methodology into all learning activities.
 - b. The researcher prepared teaching materials about Asmaul Husna (Al Baa'its) and test sheets to measure students' learning outcomes. This preparation aims to support the learning process and effective data collection.
- ## 2. implementation
- Meeting I of Cycle II was held on March 19, 2025. Researchers and teachers collaborated in implementing the Talking Stick cooperative learning model, which had been planned in the Learning Implementation Plan (RPP).
- The following is a summary of the steps for implementing actions in Cycle II:
- a) Preliminary activities
 1. The class begins with an opening activity, namely an introduction, the teacher asks how the students are, and checks their attendance to create a comfortable atmosphere and ensure readiness to learn.
 2. One of the students who arrived on time was allowed to lead a prayer at the beginning of class, becoming a positive example and a reward for time discipline.
 3. The teacher reminds students about the importance of discipline and how it can help them achieve their goals more

effectively.

4. The teacher conveys the learning objectives that students want to achieve and provides an overview of what will be learned and is expected to be mastered.
5. Students do literacy activities for 15 minutes to improve their reading and understanding of texts.

b) Core activities

1. After reading time is over, the teacher asks students to close their books and prepare to move on to the next step in learning.
2. The teacher asked several students to read out their reading results.
3. The teacher focuses on understanding the reading material and asks questions to measure the extent to which students understand the material.
4. The teacher opens up opportunities for other students to ask questions related to the reading material being studied.
5. The teacher starts the activity by passing the baton while playing music. When the music stops, the student holding the baton must answer the teacher's question.
6. Students are asked to reflect on their

learning by answering teacher questions, helping them understand the material more deeply.

c) Closing activities

1. Students demonstrate their understanding by outlining the day's learning outcomes and demonstrating the application of the material they have learned.
2. The teacher emphasizes important points and provides recommendations regarding the material, ensuring students understand key concepts and gain additional useful insights.
3. Students are allowed to actively participate by speaking, asking questions, and sharing additional information they find from discussions with their friends, enriching shared understanding.
4. At the end of the activity, selected students lead a prayer as a form of solemn closing, marking the end of learning with gratitude and spiritual awareness.

3. Observation

In cycle II, the observation results showed that the teacher had demonstrated good skills in learning materials with students' prior knowledge, as well as

reviewing previous materials to strengthen understanding. The teacher also succeeded in encouraging student concentration through appropriate questions and providing ample opportunities for students to ask questions, thus creating an interactive learning environment. In implementing the speaking stick learning method, the teacher was effective in guiding students, ensuring that each student was actively involved in the discussion and the learning process ran smoothly. Thus, the quality of learning increased and learning objectives could be achieved better.

Student learning outcomes have increased significantly because they have become accustomed to the learning process applied so that they understand the subject matter more easily. Learning activities while discussing which are part of the learning process also improve student learning outcomes, because they can interact and share knowledge with their friends. Teachers who are accustomed to the learning methods used are also able to master the class well so that the learning process takes place effectively and in a focused manner. By using consistent and varied methods in learning activities, students become more actively involved and motivated in the learning process. As a result, learning outcomes increase and learning objectives can be achieved better.

Based on the results of observations made during cycle II, a more in-depth picture was obtained regarding the learning process and achievements achieved by students. Thus, a more in-depth analysis can be carried out on the use of learning methods and the progress achieved by students in the second cycle.

Table 5. Observation Result Data Cycle II

No	Name	Cycle I	Information
1	D. Ramadhani	95	Complete
2	Afika. A	80	Complete
3	Aisyah	70	Not yet
4	Aminatus.S	85	Complete
5	Arina Alfa	80	Complete
6	Citra Aurelia	70	Complete
7	Diana	80	Complete
8	Dinda Aulia	75	Complete
9	Hamdan	85	Complete
10	Ica	65	Not yet
11	Inayatul	80	Complete
12	Jihan Fahira	90	Complete
13	Moh. Fadil	80	Complete
14	Nabila Hasna	85	Complete
15	Nabila Putri	75	Complete
16	Nadya	75	Complete
17	Natasya	80	Complete
18	Syafiq	70	Not yet
The average score of all students			80
Present the completion			83,33%

This Classroom Action Research was conducted in two cycles to evaluate the effectiveness of the talk stick method in improving student learning outcomes in the subject of aqidah akhlak in class 5 of MIN Sampang. Based on initial observations, it

was found that many students were less motivated, showed low learning outcomes, and were less serious about following the learning process. Some students tend to be busier chatting with friends or engaging in other irrelevant activities. Therefore, this study focuses on efforts to improve student learning outcomes through the application of the Talking Stick method.

Based on the results of the study, it can be seen that the use of the talk stick method in learning akidah akhlak can significantly improve student learning outcomes. This is evident from the data collected during two cycles, which showed a positive increase in the learning process. Thus, the speaking stick method can be assessed as an effective approach to improving student learning achievement in the subject of akidah akhlak.

4. Reflection

Based on the observation results in cycle II, there was a significant increase in students' interest in learning compared to cycle I, which shows that the speaking stick learning method is effective in improving students' learning outcomes, especially in the subject of aqidah akhlak in class 5 MIN Sampang. With the fulfillment of learning outcome indicators in cycle II, this study achieved its objectives and the action could be stopped. These results also show the

importance of the role of teachers in guiding students according to their individual needs, so that each student can develop optimally. The talk stick method that encourages active involvement and interaction of students during the learning process plays an important role in increasing their interest in learning. Therefore, this method can be an effective choice for teachers to improve the quality of learning in the classroom.

Based on the findings of reflection in cycle II, this study was declared effective and successful in achieving the objectives that had been set, because the criteria for successful action had been significantly met. Thus, the provision of action in cycle II research can end, because the desired results have been achieved and no further additional cycles are needed. These results indicate that the intervention carried out through the Talking Stick learning method has had a positive impact and can increase students' interest in learning optimally. This study provides evidence that the use of appropriate learning methods can bring significant changes in the quality of learning in the classroom.

Comparison of Action Results for Each Cycle

The results of observations of student activities in the subject of aqidah akhlak showed a significant increase

between cycle I and cycle II. In cycle I, the observation results reached 52.78%, while in cycle II it increased to 83.33%. This means that there was an increase of 30.55% between the two cycles, which shows that the use of the talk stick method can significantly improve student learning outcomes.

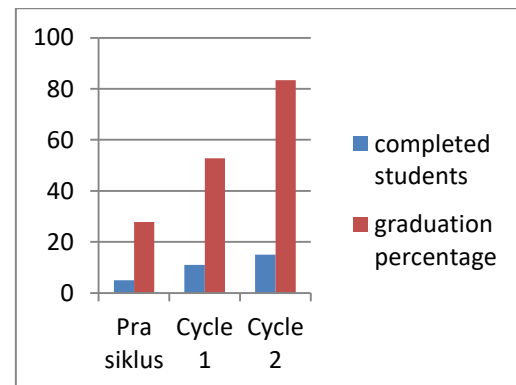
Table 6. Recapitulation of Percentage Data on Observation Results of Student Learning Activities

No	Learning outcomes	Cycle 1		Cycle 2
		I	II	I
1	Number of students who completed	8	11	15
2	Average student grades	72	74	80
3	Graduation presentation	44,44 %	61,11 %	83,33 %

The bar graph below shows a significant increase in the quality of teacher teaching from cycle I to cycle II, which shows that the application of the Talking Stick Learning method has a positive impact on teacher progress in managing aqidah akhlak learning activities. By using this method, teachers have succeeded in improving the learning outcomes of grade 5 students of MIN Sampang, which can be seen from the increase in the quality of teaching reflected in the graph. This proves that the Talking Stick Learning method is effective in improving the quality of learning and student learning outcomes, as well as helping teachers create a more interactive

and interesting learning environment. Thus, this method can be an alternative for teachers to improve the effectiveness of teaching in the classroom.

The percentage increase in learning outcomes from cycle I to cycle II can be seen in the following diagram:



Picture 2. Increasing Student Learning Outcomes

The research conducted in cycles I and II in class 5 of MIN Sampang revealed that the application of the talking stick learning method was able to significantly improve student learning outcomes. This is in line with Andre's opinion which states that the talking stick learning model encourages students to express their ideas through discussions and interactions with teachers and friends.¹⁷ In this method, the stick is used as a symbol of turn-taking, so that each student has the opportunity to answer questions and share knowledge. Teachers make efforts to improve student learning outcomes through four systematic stages, namely planning, implementation, observation, and reflection. Thus, teachers

can apply the use of learning methods and make necessary adjustments to improve the quality of learning in the classroom. The application of this talk stick method not only improves student learning outcomes but also helps teachers create a more interactive and collaborative learning environment.

Teachers make careful planning by developing the necessary learning resources, such as lesson plans, open materials, and learning media, for each cycle that lasts from cycle I to cycle II. In its implementation, teachers apply the steps of the speaking stick learning method to improve student learning outcomes, with each cycle consisting of two meetings. With good planning and effective implementation, teachers hope to achieve learning objectives and improve the quality of student learning. Teachers need to maintain and improve positive activities that have been carried out in cycle I, such as conducting apperception at the beginning of class and accompanying students in the learning process. However, several aspects need to be improved, such as communicating learning objectives to students, asking students to pray at the end of learning, and improving mastery of the Talking Stick learning method. These improvements will be made in cycle II to perfect the learning process. Teachers are expected to be able to continue positive

activities, communicate learning objectives clearly, master the steps of the speaking stick method well, and invite students to pray at the end of learning to close the learning process better. With these improvements, it is hoped that the quality of learning can improve and learning objectives can be achieved more effectively.

Learning outcomes in cycle II showed a significant increase compared to cycle I, with a class success rate reaching 83.33% and a predicate of SB (very good). This shows that the research in cycle II has been successful because it has met and even exceeded the success criteria set by the researcher, which is 75%. Thus, it can be concluded that the intervention carried out in cycle II has been effective in improving the quality of learning and achieving the desired goals.

Conclusion

The Talking Stick method can bring positive changes in learning aqidah akhlak, namely improving student learning outcomes significantly. This change is marked by increased student activity, enthusiasm, independence, and enthusiasm in the learning process. Thus, this method can create a more interactive learning environment and increase student participation, so that better learning outcomes can be achieved.

Research conducted at MIN Sampang shows that the application of the talking stick method can provide significant improvements to student learning outcomes. In this study conducted in two cycles, student learning outcomes in the subject of aqidah akhlak increased from 52.78% in the first cycle to 83.33% in the second cycle. This increase of 30.55% shows that the talk stick method has proven effective in improving student learning outcomes. Researchers hope to provide contributions in the form of suggestions and ideas to related parties to improve student learning achievement in the subject of aqidah akhlak. Some suggestions that can be conveyed are: teachers need to be more careful in choosing the right learning method, and use media that can stimulate student learning activities so that learning becomes more active, innovative, and enjoyable. This research can also be further developed by implementing the talking stick method to improve student learning outcomes.

References

- Andryannisa, Mahesya Az-zahra, Aradelia Pinkkan Wahyudi, dan Siskha Putri Sayekti. "UPAYA MENINGKATKAN HASIL BELAJAR SISWA DENGAN MENGGUNAKAN METODE RESITASI PADA MATA PELAJARAN AKIDAH AKHLAK DI SD ISLAM RIYADHUL JANNAH DEPOK." *Jurnal Pendidikan Sosial Dan Humaniora* 2, no. 3 (23 Jun 2023). <https://publisherqu.com/index.php/pediaqu/article/view/393>.
- Fatimatuzahroh, Fitri, Lilis Nurteti, dan S. Koswara. "Upaya Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Akidah Akhlak Melalui Metode Lectures Vary." *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (11 Juni 2019): 35. <https://doi.org/10.36667/jppi.v7i1.362>.
- Julia, Lastri. "PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TALKING STICK UNTUK MENINGKATKAN MINAT BELAJAR MUATAN IPS SISWA KELAS V SEKOLAH DASAR 131/IV KOTA JAMBI, 11 April 2023." <https://repository.unja.ac.id/48790/>.
- Kase, Anjarima Devitri, Dwi Sarwindah Sukiati, dan Rahma Kusumandari. "Resiliensi Remaja Korban Kekerasan Seksual Di Kabupaten Timor Tengah Selatan: Analisis Model Miles Dan Huberman."

- INNER: *Journal of Psychological Research* 3, no. 2 (1 Agustus 2023): 301–11.
<https://aksiologi.org/index.php/inner/article/view/1261>.
- M.A, Dr Julhadi. *HASIL BELAJAR PESERTA DIDIK: Ditinjau dari Media Komputer dan Motivasi*. EDU PUBLISHER, 2021.
- Machali, Imam. “Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru?” *Indonesian Journal of Action Research* 1, no. 2 (30 November 2022): 315–27.
<https://doi.org/10.14421/ijar.2022.12-21>.
- Maghfirah, Muliatul, dan Sri Nurhayati. “Peningkatan Strategi dan Metode Pembelajaran Guru PAI dalam Era Revolusi industri 4.0.” *PERDIKAN (Journal of Community Engagement)* 2, no. 1 (7 Juni 2020): 10–19.
<https://doi.org/10.19105/pjce.v2i1.3402>.
- M.Pd, Dr Riinawati. *Monograf: hubungan penggunaan model pembelajaran blended learning terhadap hasil belajar matematika*. Cv. Kanhaya Karya, 2020.
- Nurzannah, Siti. “Peran Guru Dalam Pembelajaran.” *ALACRITY: Journal of Education*, 9 December 2022, 26–34.
<https://doi.org/10.52121/alacrity.v2i3.108>.
- Pane, Aprida, dan Muhammad Darwis Dasopang. “BELAJAR DAN PEMBELAJARAN” 03, no. 2 (2017).
- Ph.D, Prof H. M. Sukardi, M. Ed , M. Sc. *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya (Edisi Revisi)*. Bumi Aksara, 2021.
- Saputra, Nanda. *Penelitian Tindakan Kelas*. Yayasan Penerbit Muhammad Zaini, 2021.
- Sjukur, Sulihin B. “Pengaruh blended learning terhadap motivasi belajar dan hasil belajar siswa di tingkat SMK.” *Jurnal Pendidikan Vokasi* 2, no. 3 (9 January 2013).
<https://doi.org/10.21831/jpv.v2i3.1043>.
- “View of MENINGKATKAN HASIL BELAJAR SISWA KELAS III PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM MATERI SHOLAT KEWAJIBANKU MELALUI METODE TALKING STIK DI SDN 3 GUMIRIH SINGOJURUH BANYUWANGI.” Diakses 13 April

2025.

<https://ejournal.iaiiibrahimiy.ac.id/index.php/attaklim/article/view/1887/989>.

¹⁷ Julia, "Penerapan Model Pembelajaran Kooperatif Talking Stick Untuk Meningkatkan Minat Belajar Muatan IPS Siswa Kelas V Sekolah Dasar 131/Iv Kota Jambi," 69.

Endnotes

¹ Pane dan Dasopang, "Belajar Dan Pembelajaran," 333.

² Nurzannah, "Peran Guru Dalam Pembelajaran," 29.

³ Maghfirah dan Nurhayati, "Peningkatan Strategi dan Metode Pembelajaran Guru PAI dalam Era Revolusi industri 4.0," 16.

⁴ Fatimatuzahroh, Nurteti, dan Koswara, "Upaya Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Akidah Akhlak Melalui Metode Lectures Vary," 40.

⁵ "View of Meningkatkan Hasil Belajar Siswa Kelas Iii Pada Mata Pelajaran Pendidikan Agama Islam Materi Sholat Kewajibanku Melalui Metode Talking Stik Di SDN 3 Gumirih Singojuruh Banyuwangi."

⁶ Indrianti Dharma, , "Penerapan Metode Pembelajaran Talking Stick Dalam Meningkatkan Aktivitas Belajar PKn Peserta Didik Kelas IV MIN 11 Bandar Lampung," 10-11.

⁷ M.A, *Hasil Belajar Peserta Didik*, 46-47.

⁸ M.Pd, *Monograf*, 36.

⁹ M.Pd, 37.

¹⁰ Andryannisa, Wahyudi, dan Sayekti, "Upaya Meningkatkan Hasil Belajar Siswa Dengan Menggunakan Metode Resitasi Pada Mata Pelajaran Akidah Akhlak Di SD Islam Riyadhul Jannah Depok," 11717.

¹¹ Saputra, *Penelitian Tindakan Kelas*, 38.

¹² Machali, "Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru?," 317.

¹³ Sjukur, "Pengaruh blended learning terhadap motivasi belajar dan hasil belajar siswa di tingkat SMK," 317.

¹⁴ Saputra, *Penelitian Tindakan Kelas*. 41.

¹⁵ Sukardi, *Metodologi Penelitian Pendidikan*, 5-6.

¹⁶ Kase, Sukiatni, dan Kusumandari, "Resiliensi Remaja Korban Kekerasan Seksual Di Kabupaten Timor Tengah Selatan," 306.