

IMPLEMENTATION OF TALKING STICK METHOD IN INCREASING STUDENTS' ACTIVE PARTICIPATION IN PAI LEARNING.

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ABSTRACT

Islamic religious education is an important material to be learned and mastered by students because it relates to the procedures for living life as a Muslim, but in reality many students are less interest in the Islamic religious education learning process at school, this is due to many factors, including the methods used by Islamic religious education teachers tend to be monotonous and boring so that students feel bored and passive during learning. Therefore, it is necessary to try to implement learning that involves students actively or student-centered learning. The purpose of this study was to determine the implementation of the talking stick method in increasing students' active participation in PAI learning at SMP Negeri 1 Turen. The research method used is descriptive qualitative, the research sample is 7th and 8th grade students at SMP Negeri 1 Turen who are following PAI learning. the data sources used are primary data in the form of observation and interview results, and secondary data in the form of documentation. Data collection techniques using observation, interviews, and documentation. Data analysis techniques using qualitative analysis techniques. The results showed that the implementation of the talking stick learning model in increasing students' active participation in PAI learning at SMP Negeri 1 Turen showed positive results, students were more enthusiastic in learning and dared to express their opinions.

Keywords: PAI Learning, Active Student Participation, Talking Stick.

INTRODUCTION

Islamic religious education is all efforts made to prepare students to understand and practice Islamic religious teachings based on the Qur'an and hadith in everyday life in a conscious and planned manner (Putra, 2024). Ahmad Tafsir divides the objectives of Islamic religious education into three, namely: realizing a perfect human being as Allah's representative on earth, creating a kaffah human being (a cultured, religious, and scientifically minded human being), and creating a human being who can be a caliph on earth (Firmansyah, 2019).

Given the importance of Islamic Religious Education in everyday life, it is expected that Islamic Religious Education learning carried out at school can be understood by students easily, one of the supporting factors is the use of a varied learning model that can improve students' understanding. The learning model is all things prepared by the teacher (teaching materials, teaching media, assessment, and achievement of learning objectives) that are used as a reference in designing learning (Rahmayanti et al., n.d.).

In addition to a varied learning model, active student involvement also plays an important role in the success of learning, both offline and online (Ahshan, 2021). Student engagement is a positive feedback that is expected to appear during the learning process.

Based on observations made by the author at SMP Negeri 1 Turen, there are many students who are passive in carrying out PAI learning, students do not respond to explanations and questions given by the teacher, even some students do not do the assignments given by the teacher. To overcome this problem, the teacher tried to apply the talking stick learning model in increasing students' active participation during learning. As the name implies, the talking stick learning model in practice uses the help of sticks, each student who holds a stick must answer the questions posed by the teacher. The talking stick model makes students more enthusiastic and concentrate in learning, because every student must be ready to answer questions when they get a stick (Saihu, 2020).

Previous studies have shown an increase in active student participation using the talking stick learning model, including by (Rahmayanti et al., n.d.) where as many as 49% of students agreed that the use of talking sticks made them more enthusiastic in learning. The same thing was also expressed by (Sabardila et al., 2020) students are more enthusiastic in the learning process when using the talking stick learning model. Research conducted by (Musadat, 2021) shows that the application of the talking stick method can increase students' interest in learning PAI subjects.

The purpose of this study was to determine the implementation of the talking stick learning model in increasing students' active participation in PAI learning.

METHOD

The research method used was descriptive qualitative. The subjects of this study were students of SMP Negeri 1 Turen, grades 7 and 8, who were participating in PAI learning. This research focuses on the implementation of the Talking Stick method in the context of PAI learning. The aspects to be researched include how the method is implemented by the teacher, the students' response to the method, as well as changes in the students' level of active participation as measured by their liveliness in class. This research took place at SMP Negeri 1 Turen. The data sources in this study are: (1) primary data sources in the form of observation and interview results. (2) secondary data sources in the form of documentation during learning. The data collection techniques used were observation, interview, and documentation. The data analysis technique used is qualitative analysis, where data comes from a variety of sources and is collected with a variety of techniques that are carried out continuously until the data is saturated (Sugiyono, 2020).

RESULTS AND DISCUSSION

Findings

The results of the research on the implementation of talking stick method in increasing students' active participation in PAI learning at SMP Negeri 1 Turen with a sample of 7th and 8th grade students who were participating in PAI learning can be said quite successful, but not all PAI learning materials can use the talking stick as a learning model. The talking stick model is more suitable to be implemented on materials that require understanding concept. The implementation of the talking stick method in SMP Negeri 1 Turen is not much different from other schools, except that learning is done individually, not in groups. Learning is also done outside the classroom so that students feel more comfortable and free to express their idea. Students sit in the field by forming a circle, the teacher stands in the middle of the circle while carrying a stick, the teacher will mention the student's attendance number, the student with the intended attendance number will be given a stick and must answer the questions asked by the teacher. To add excitement to the learning process, and also increase students' concentration, students who cannot answer must stand.

The talking stick learning model in grade 7 takes material on the concept of prayer and dhikr, while in grade 8 takes material on honesty and trustworthiness. Data collection was carried out during the learning process. Observations were made by the teacher during the learning process, then open interviews were conducted with students.

The stages of implementing the talking stick learning model at SMP Negeri 1 Turen through 3 stages, namely:

1. Planning

At this stage, the teacher arranges teaching modules that suitable with the material and determines the learning steps using the talking stick learning model, the teacher prepares the stick that will be used in talking stick learning.

2. Implementation

The implementation stage of the teacher asks students to read the material in the book, then the teacher explains the material on power points that have been prepared by the teacher, and the teacher gives the opportunity to the students to ask about material that they do not understand.

After the process of providing material is complete, the teacher instruct the students to go to the field, students are asked to sit in a circle. The teacher gives instructions regarding the rules for implementing the talking stick learning model. Before learning using talking sticks begins, teacher ask the students to re-read the material in 10 minutes. After that, the teacher mentions the student's attendance number, the student who are mentioned will be given a stick to answer the questions posed by the teacher, when he has finished answering the question the stick will be returned to the teacher, if there are students who cannot answer, he must stand until the other students can answer the teacher's question and he can re-express his/her friend's answer.

3. Reflection

In the reflection stage, the teacher together with the students summarizes the material learned by using the talking stick learning model, the teacher gives the opportunity to the students if there is material that has not been understood, the teacher also asks students' opinions regarding the learning model applied.

Analysis

The talking stick method is a method used by Indian tribes for a long time used by the council, where people who will express their opinions must get a stick first, when all members had their turn to hold the stick and express their opinions then the stick is returned to the leader, in other words the function of this stick is a sign that someone has voting rights. Talking stick itself is part of cooperative learning (Musadat, 2021).

Active student engagement involves one way communication between students and students or students and teachers (Rahmayanti et al., n.d.). According to Gagne, there are several factors that affect student learning activeness, namely: increasing student learning concentration, explaining learning objectives, explaining the concept of material to be learned, activities that involve students, providing clear activity instructions, providing feedback, giving posttests, and concluding learning at that time. (Prasetyo & Abduh, 2021)

Sudjana argues, some indicators of student learning activeness are students play an active role in doing assignments, students are directly involved in solving problems, students dare to ask questions when there is material that is not understood, and students actively discuss with their groups. (Sudjana, 2016: 61)

Based on the research that has been conducted, the results show that the implementation of the talking stick learning model at SMP Negeri 1 Turen can increase students' active participation during PAI learning. Students are more enthusiastic in following the learning process, students are more courageous in expressing their opinions, students who usually lack active participation in learning also begin to dare in expressing their opinions and do not hesitate to ask about material that is not understood. Finally, some students also learned to be able to speak in good and correct language so that their opinions could be understood by the teacher and their friends. This is in accordance with the benefits of applying the talking stick model, namely encouraging students to learn actively, providing motivation for the students to dare in expressing opinions, and think critically (Tanjung et al., 2019).

Students also gave positive responses and feedback to the implementation of the talking stick learning model, they felt tense and enthusiastic when the teaching learning process. The feeling of tension arises when waiting for their turn getting the stick, because the stick that is used as a learning medium can stop anywhere, when the stick stops at one of the students then the student must answer the question asked, the student feels worried if he is unable to answer the question on his turn, on the other hand, students who do not get their turn to hold the stick will feel

relieved because they think they are free from the demands to answer questions given by the teacher. In addition to feeling tense, they also feel enthusiastic in the learning, because students can play an active role during learning and not only listen to the teacher explanations which often make students feel bored and sleepy. They also expressed their opinion to do the same learning model at the next meeting. This is one of the advantages of implementing the talking stick learning model, learning becomes more fun and meaningful (Masfufah et al., 2024). Students feel like they are playing a game so, they are very excited and the learning atmosphere becomes more lively because almost all students actively participate in learning (Musadat, 2021).

The use of appropriate learning methods and models can increase students' active participation as well as student learning outcomes (Musadat, 2021). Because learning methods have a considerable impact on the learning process. Through some documentation taken when learning using the lecture method, it was seen that students were less enthusiastic about the learning process, some of the students felt bored and put their heads on the table, when using the talking stick learning model the students felt so excited, they showed tense expressions while enthusiastically waiting for whose turn it was to get a stick.

However, there are some students who still lack confidence when expressing their opinions, these students are worried that if their answers are wrong they will be laughed by other students. There are also a small number of students who immediately give up when given a question without digging first. But most of the students showed their enthusiasm as the learning progressed with various ways to express their enthusiasm which eventually encouraged active participation in learning.

There are several factors that affect student learning, namely physiological factors and psychological factors. Physiological factors are factors that arise due to physical conditions and also a person's five senses and psychological factors which include readiness, interest in learning, motivation, and others. This is a person's mental condition that affects the learning process (Musdalifah, 2019). Because these factors affect student success in the learning process, the application of the talking stick learning model at SMP Negeri 1 Turen in PAI learning is not 100% successful, there are still a small number of students who still do not actively participate in learning.

CONCLUSION

Based on the research conducted on the implementation of the talking stick learning model in increasing students' active participation in PAI learning at SMP Negeri 1 Turen, it shows positive results. Students are more enthusiastic in the learning and dare to express their opinions. Students learn to interact and communicate using good and correct language. They proposed to use the same learning model in the next material although it was accompanied by a feeling of tension when receiving the stick. Students gave a good response regarding the implementation of the talking stick

learning model in PAI learning. However, there were a small number of students who remained less active during the learning process, after conducting a reflection process it was influenced by several factors, including illness and lack of readiness in learning.

Based on the results of the research that has been done, there are several suggestions that can be practiced in the learning process, (1) teachers use varied learning models and methods, (2) the talking stick learning model can be used to increase students' activeness in learning, (3) choose appropriate material before applying the talking stick learning model, and (4) it is recommended for further researchers to be able to develop this research in order to achieve maximum results.

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