Improving Islamic Religious Education Learning Activities Through The *Talking Stick* Learning Model

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ABSTRACT

The implementation of the Talking stick learning model in Islamic Religious Education learning itself can make students more active in speaking. The purposes of this research are 1) Implementing the Talking Stick learning model at MA Al-Bairuny Jombang 2) How is the activity of students in class X at MA Al-Bairuny Jombang when the Talking Stick learning model is applied, and 3) how is the student response to one of the class X at MA Al Bairuny on moral learning with the Talking Stick model. This research is a qualitative research. And the object used in this research is one of class X students at MA Al-Bairuny. The data collection method used is the observation method, the interview method, and the documentation method. The finding was that at MA Al-Bairuny the Talking stick learning method had not been applied to Islamic Religious Education education, and after it was applied to one of the X grades at MA Al Bairuny, the activity increased although not significantly.

Keywords: Islamic Religious Education; Model Talking Stick; Learning Acticiy.

INTRODUCTION

National Learning itself plays a role in increasing abilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the ability of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative , independent. and become a responsible (Musti'ah, 2016). And according to Islam Education is something that must be enjoyed by everyone. There are a number of hadiths of the Prophet about education, as evidenced by the following:

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالعِلْمِ

Meaning: "Whoever wants to want the world, then let him master knowledge. Whoever desires the hereafter, let him master knowledge. And whoever desires both (the world and the hereafter), let him master knowledge." Education is a conscious effort that is carried out systematically in creating an atmosphere of teaching and learning so that students can develop their potential. In a Madrasah or School there must be Islamic Religious Education (PAI) learning. Islamic religious education is one of the efforts to foster and foster students so that they can always understand the teachings of Islam as a whole, then live the goals that can ultimately practice and make Islam a way of life.

As for the process of implementing the education there is a Human Resources (HR) namely teachers and also required a method in teaching. On the other hand, teachers have an important role in improving student learning activities (Ma'rifah et al, 2020). Because in a learning process, several cases are often encountered, including low student interest in learning subjects, monotonous delivery of material, inefficient methods, passive students when the teaching and learning process takes place, and the lack of use of methods applied by teachers. Or also the low student learning activity, may be caused by several factors including the learning strategies used have not been able to actively involve students in learning so that students do not have the skills to develop their mindset (Roziqin & Fajar, 2022). Therefore, the teacher should choose a suitable teaching strategy in teaching each subject matter, so that students are interested and willing to learn PAI moral material so that in the end students can master the lesson.

Learning activities are very important to be improved by teachers. Due to the existence of better

student activities, the teacher is better prepared for the teaching and learning process. The teacher will become aware that he must be able to achieve his learning goals, namely getting maximum results (Umardiyah & Maslukhah, 2022). The notion of morality itself is a temperament inherent in a person who can bring up good deeds without considering the mind first.

In class X itself PAI learning activities on moral material still use conventional methods. However, here the researcher will provide a method for learning activities on the material. So the researchers carried out learning innovations on how to teach. That is from teaching with conventional methods to learning Talking Stick. Talking Stick is a group learning method with the help of sticks. The Talking Stick type of cooperative learning model is included in the active learning model that is able to help students remember what they have learned and test the abilities they have received when the teacher presents learning materials. Talking Stick learning is very suitable to train students to actively speak because Talking Stick encourages students to dare to express their opinions.

METHOD

The location of the research was conducted in MA Al Bairuny Jombang. This type of research is the researcher goes directly to the location under study, known as observation and uses a systematic approach called qualitative. which aims to describe the research. The population in this study is one of class X MA Al Bairuny. The data collection method used is the observation method, the interview method and the documentation method. The observation method is used to see the state of learning activities in MA Al Bairuny by using the Talking Stick method. Interview method, this method is used to complete the required data through interviews with people or agencies to obtain complete and accurate data. This analysis aims to describe learning activities and student responses.

RESULT AND DISCUSSION

Result

Based on the results of the data collected, it can be seen that the level of understanding of learning activities based on the value of learning Islamic Religious Education in the Aqidah Akhlak subject in class X at MA Al-Bairuny is as follows:
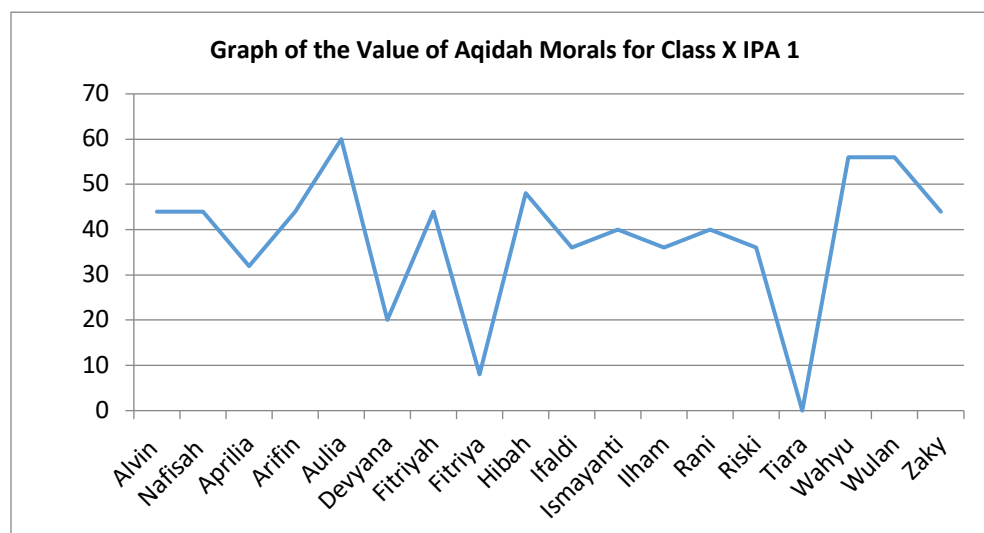

Figure 1. Value Before Applying Talking Stick Model

Based on the data above, it shows that the learning activity of Islamic Religious Education subjects Aqidah Akhlak at MA Al-Bairuny is still lacking. So then the researcher gave a method to class X students with the same subject, namely Aqidah Akhlak here given questions or tests. Finally, given this method, it can show an increase in learning activities, even though it is not too significant. The data are as follows:
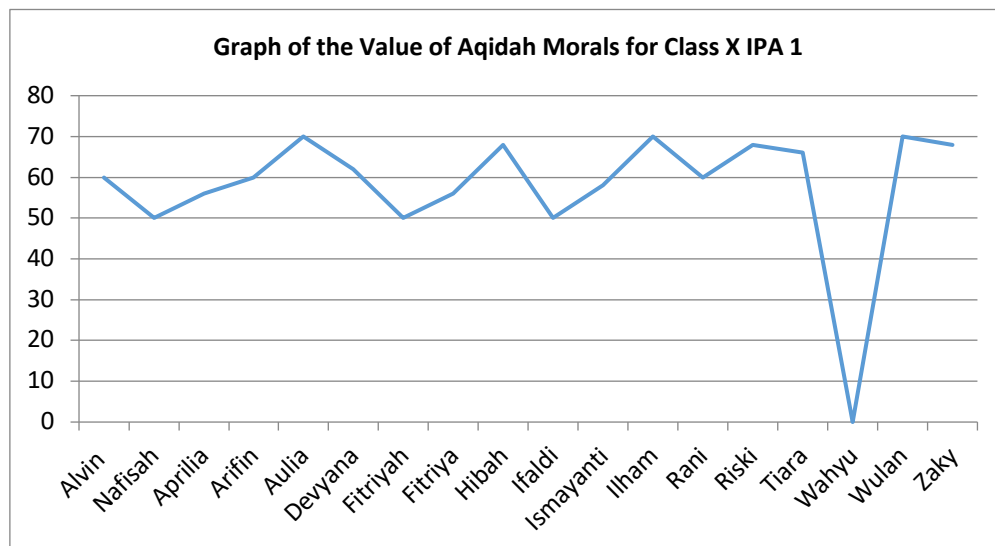
Figure 2. Value After Applying Talking Stick Model

Discussion

This research was conducted on a PAI teacher and one of the tenth graders at MA Al Bayruni Jombang. This study uses the method of observation, interviews, and documentation. The data obtained were then analyzed to show an increase in learning activities in this talking stick method. The researcher conducted an interview with one of the PAI teachers, namely Mr. Nanang Nasrullah at MA Al Bairuny on April 22, 2021, in this interview he said that as long as he taught he still used the lecture or conventional method. Meanwhile, there are several weaknesses of the lecture method, namely:

- Easy to be verbalism (understanding words)
- The visuals are a loss, while the big auditors receive the benefits
- If it is always used and too long, it will be boring
- The teacher concludes that the students understand and are interested in the lecture
- Cause students to be passive (Hasanah, 2019).

He also said that there were difficulties for students during learning, such as sometimes each student is different in capturing learning, there are students who study at night and those who don't, it can also affect their learning activities. From this interview, it can also be concluded that learning outcomes are important to determine the progress and considerations of student success after carrying out student learning activities. And broadly speaking, the factors that influence learning outcomes can be divided into two types, namely:

- Internal factors, which come from within students, which affect their learning abilities. These internal factors include intelligence, interest and attention, learning motivation, perseverance, attitude, study habits as well as physical and health conditions.
- External factors, which come from outside the students themselves that affect learning outcomes, namely family, school and community (Jamiah & Surya, 2016).

And he also said that even now in a pandemic situation, the time for studying at school is limited, it becomes a separate obstacle and can affect lessons. As for some of the difficulties when learning occurs during a pandemic, such as difficulty following lessons due to the lack of explanations from the teacher . As for the efforts or alternatives to overcome these problems, the teacher can have to use a learning model that can support the achievement of active student learning, learning that is not boring, interesting, and can maximize the absorption of information during the teaching and learning process (Kharisma et al., 2016). In this case the effort that can be done is to innovate a learning model. The model is a talking stick type cooperative learning model (Puspitawangi et al., 2016).

The model is a talking stick type cooperative learning model. The cooperative learning model was developed to achieve learning outcomes in the form of academic achievement, tolerance, acceptance of diversity, and the development of social skills. Furthermore, the main objective of cooperative learning is to maximize student learning so that academic achievement and understanding are achieved both individually and in groups (Faradita, 2018).

The Talking Stick Learning Model is where the learning implementation process has a stage where the teacher gives student assignment sheets and students discuss in groups. It is intended that students can practice their ability to reason, the ability to understand and connect concepts, especially in moral material, which must understand previous concepts to be able to continue to the next concept. Another interesting stage is the stage where the teacher takes the stick and gives it to one of the students and takes turns singing, after the singing is over, the student holding the stick must answer questions (questions) from the teacher. Then so on until the questions asked by the teacher run out and are finished. This stage is expected to make students more motivated, active, and happy in learning (Lestari, 2018).

The talking stick model is a cooperative learning model that can improve student learning activities, both cognitively and physically. Because in the talking stick learning model there is an element of the game, this method is fun to increase students' understanding of the material being studied, can increase student motivation, and is a means of training. student courage, train student discipline, value time to learn (Siregar, 2016). And also the selection of the talking stick method is based on various considerations, including: because the talking stick method is a learning packaged with game activities, where students are actively involved in presenting the subject matter (Wantu, 2018).

Then during the interview he gave hope about this talking stick method, namely he said that he had not yet applied the method in PAI learning. He hopes that this method of learning can make the classroom atmosphere more pleasant. Because this method has advantages including:

- Test student readiness.
- Practice reading and understanding fast.
- Helping students to study hard (learn first before the learning method begins).
- Foster student participation during learning.
- Increase students' creativity physically, mentally, intellectually, and emotionally.
- The realization of fun learning because there is an element of play.
- Train students to practice speaking in front of other students.

The weaknesses of the talking stick method include making heart exercises, making students tense, afraid of questions that will be given by the teacher.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Talking Stick type of cooperative learning model in PAI learning moral material can increase the learning activity of one of the X IPA1 class at MA Al Bairuny Jombang. This can be seen from student learning activities at the time after the model was applied to increase.

Based on the results of the research and discussion, the suggestions that can be given are for PAI learning teachers with the Talking Sstick learning model to be used as an alternative in the learning process so that PAI lessons become more interesting so that they can increase students' cognitive learning activities, and for other researchers, the results of this study is expected to be a study and reference in the application of learning models and similar research.

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