



The effect of the talking stick method on improving students' learning outcomes in islamic religious education at SMPN Satap 2 Tinondo

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ABSTRACT

Education is a very important activity in preparing children to face their future lives. In fact, the phenomenon of the educational process has existed since the beginning of human life, although its implementation was still very simple in the early stages. This study aims to determine the effect of the Talking Stick learning method on the Islamic Religious Education learning outcomes of eighth-grade students at SMPN Satap 2 Tinondo. This research employed a quantitative approach using an experimental method. The study sample consisted of 50 students selected from the entire eighth-grade population. The instrument used was a questionnaire that had undergone validity and reliability testing. Data analysis was carried out through normality, homogeneity, linearity, and t-tests. The results of this study indicate that the Talking Stick method has a significant effect on learning outcomes. However, field observations show that the success of learning is not solely determined by the method, but also by students' readiness, activeness in discussions, and teacher support. Therefore, the Talking Stick method has a positive and significant effect, but its effectiveness can be optimized if supported by other collaborative and consistent learning strategies.



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INTRODUCTION

Law No. 20 of 2003 defines education as a deliberate and systematic endeavor to establish a learning environment and process that enables students to actively cultivate their potential, encompassing spiritual-religious strength, self-discipline, character, intellect, moral integrity, and the competencies necessary for themselves, society, the nation, and the state (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Bab I, Pasal 1, 2003). Education aims to train and accustom individuals so that their potential, talents, and abilities become better (Yusuf, 2019). This indicates that education is necessary to make people better, more advanced, and more accomplished. Education demonstrates that humans are the most perfect beings; previously, they only possessed potential that was not yet significant, but through education, they improve themselves and continuously strive for self-perfection (Yusuf, 2018).

The concept of Islamic educational philosophy refers to thinking deeply, systematically, radically, and universally about all matters related to education, based on Islamic teachings regarding the essence of human abilities and potential, so that they can be nurtured, developed, and guided to become individuals whose entire personality is inspired by Islamic principles (Djamaludin, 2022). Educational schools of thought are ideas that bring renewal in the field of education ((M. H. Hidayat, 2015); (Aulia, 2025)). This thought process takes place as an ongoing discussion, where previous ideas are always met with pros and cons by subsequent thinkers. This leads to the emergence of new ideas that continue to evolve and develop. Thus, educational schools of thought reflect the dynamics and evolution of ideas in the effort to improve the quality of education (Taufik Abdillah Syukur Dan Siti Rafiqoh, 2022).

Educational science is a branch of knowledge that encompasses empirical, spiritual, and normative understanding (Hamdaun & Maunah, 2024). This science is derived from educational

experiences and is theoretically structured to be applied in practice. Educational science serves as the foundation for developing effective methods and strategies in the learning process (Ahdar, 2021). Education is a crucial activity in preparing children to face their future lives. The phenomena of the educational process has existed since the dawn of humanity, albeit in a rudimentary form (Citriadin, 2019). Education is not merely the transfer of information and skills, but also encompasses the transformation of values and the formation of individual character (Zafi, 2018). The educational process is a form of cultivation experienced by students to fulfill their desires, needs, and abilities. It serves as preparation for living life in accordance with their respective levels of maturity (Nurbaya, 2024).

Education is an effort undertaken to instill the values and norms present in the community and to pass them on to the next generation to be developed in life as part of a process of nurturing innate potentials (Suradi, 2018; Talibo, 2018). Education is essentially a pedagogical effort to transfer a set of values upheld by a nation's society to a number of learners through the learning process (Lubna, 2020). Education has a dual role and function: first, as an instrument for preparing a high-quality generation of the nation; second, as an instrument for the transfer of values (Aris, 2022). The purpose of education is a crucial factor, as it serves as the direction that the educational process aims to achieve (Hawari et al., 2024). With clear objectives, education can be more focused and effective. Educational goals also assist in formulating appropriate strategies and methods to achieve the desired outcomes. Therefore, establishing well-defined educational objectives is essential for the success of the teaching and learning process (R. Hidayat & Abdillah, 2019).

Based on the aforementioned definitions of education, the researcher concludes that education plays a strategic role in shaping individual quality and the overall advancement of society. Education functions not only as a medium for transferring knowledge and skills but also as a means of instilling moral values (Muis et al., 2024; Nurzakiyah, 2018). Establishing appropriate educational objectives and implementing well-planned strategies are key to realizing an effective educational process that is capable of producing a high-quality, competitive generation. Religious Education imparts knowledge and cultivates the attitudes, personalities, and abilities of students in the practice of their religious beliefs, implemented through subjects or courses throughout all educational pathways, levels, and types (Fatmawati, 2020). Learning is a relatively permanent change in behavior or behavioral potential that occurs as a result of reinforced experiences or practice. In daily life, almost no human activity is free from the process of learning, whether individuals are acting alone or in groups. Consciously or unconsciously, most of our daily activities are actually forms of learning activities. Repeated experiences lead to the acquisition of knowledge or a collection of knowledge.

The term "learning process" combines two main activities: learning and teaching. The focus of learning is on the students, while teaching is carried out by the teacher in an instructional manner. Learning can be understood as a process that leads to changes in individual behavior through interaction with the environment (Nurzakiyah, 2018). For learning to be effective, teachers must set clear objectives and create optimal classroom conditions so that the learning experience becomes meaningful, measurable, and sustainable (Andi Setiawan, 2017).

Learning aims to facilitate the students' learning process (Imania & Bariah, 2020; Nurrita, 2018). This system encompasses a series of carefully designed and organized events to influence and support the learning process that occurs within the students. In other words, learning is not merely about teaching, but also about creating an environment that enables students to understand and master the material more effectively (Ahdar & Wardana, 2019). Chabib Toha and Abdul Mu'thi characterize Islamic Religious Education in Mardan Umar Feiby's work as a deliberate endeavor to equip pupils with the belief in, comprehension of, appreciation for, and practice of Islamic ideals. This is accomplished via advice, instruction, or training exercises, while acknowledging the significance of respecting other religions (Ahdar & Wardana, 2019). To achieve educational goals, teachers need to carefully design the learning process with a clear curriculum and measurable objectives. The use of varied and interactive methods is essential to accommodate students' learning styles and encourage active participation. In addition, effective classroom management, with a positive environment and consistent discipline, is key to supporting successful learning.

Learning outcomes are the changes that occur within students as a result of the learning process, encompassing improvements in knowledge, understanding, skills, and attitudes (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022; Lince, 2022). These changes reflect the students' success in mastering the material being studied. In general, learning outcomes are classified into three domains: cognitive (knowledge), affective (attitude), and psychomotor (skills) (Fitri & Erita, 2022). Students' learning outcomes are based on behavioral changes in their learning results, which include knowledge, understanding, attitudes, and individual behaviors of the students (Motoh & Susanti, 2022). Students' learning outcomes refer to the abilities, knowledge, skills, and understanding acquired by the students as a result of the learning process. This encompasses the extent to which students achieve the learning objectives set by the curriculum or a specific educational program (Andryannisa et al., 2023).

Learning outcomes are the competencies acquired by students after undergoing the learning process. Learning is a fundamental process at every level of education (Artama, 2023). To better understand the meaning of learning, it is important to recognize that it is a journey involving the mastery of knowledge, skills, and attitudes needed in everyday life (Djamaluddi, 2021). Based on the results of observations, the learning methods used by most Islamic Religious Education (PAI) teachers at SMPN Satap 2 Tinondo still tend to be conventional, dominated by lecture methods and memorization of materials. This results in students being less actively involved in the learning process, which can affect their low learning outcomes. Students tend to feel bored, less motivated, and there is no significant feedback during the learning process. Therefore, it is important to explore and apply more interactive methods that can motivate students, such as the Talking Stick method, which can stimulate students' enthusiasm for learning.

The results of the initial observation showed that the average score of students before using the Talking Stick method in the 2023/2024 academic year was 63. This indicates that there is variation in students' understanding of the material, with some students possibly experiencing difficulties in applying their knowledge or participating actively in class discussions. This average score provides an overview of students' learning outcomes, which tend to be less than optimal, and highlights the need for a more interactive method that involves active participation to improve their understanding of the material.

One method that can be used to increase student engagement is the Talking Stick method. This method not only provides students with the opportunity to speak and participate in discussions but also encourages them to think critically and reflect on the material they have learned. However, although the Talking Stick method has the potential to improve learning outcomes, there has been no research specifically examining the effect of this method on improving students' learning outcomes in Islamic Religious Education subjects at SMPN Satap 2 Tinondo. The Talking Stick is an educational technique that use a stick as a pedagogical tool. Students in possession of the stick must respond to the teacher's inquiries following their review of the primary material. The stick may be circulated as music plays or modified to suit the classroom environment and the kids' state. This cooperative learning strategy necessitates that students collaborate in groups (Rofiâ & Makruf, 2020).

According to Sari in Kurniati, the Talking Stick method is one of the learning methods that can enhance students' activeness and cooperation. The Talking Stick learning method also has its own characteristics. These characteristics include: first, students can collaborate with other group members to discuss the material that has been delivered; second, in implementing the Talking Stick method, students are divided into groups randomly (Kurniati & Kisworo, 2023). The Talking Stick learning method is one of the approaches in cooperative learning, which encourages collaboration among students in small groups. In this method, students not only interact with their group members but are also trained to help each other and share knowledge. The tool used is a stick or another object that serves as a symbol to indicate the turn to speak. Students who hold the stick are allowed to speak, while the others listen (Suryadi & Tampubolon, 2020).

The Talking Stick learning model is a pedagogical approach employed by educators, wherein the instructor organizes students into groups and utilizes a stick as a tool to select individuals to respond to questions derived from the instructional content. This study intends to assess the impact of the

Talking Stick learning technique on the Islamic Religious Education results of eighth-grade students at SMPN Satap 2 Tinondo, based on the previously outlined background and concerns.

RESEARCH METHODS

This study employs an experimental research methodology to assess the impact of the Talking Stick learning method on enhancing students' academic performance. This study investigates the causal relationship between the use of the learning method and students' academic performance. The researcher employs an experimental methodology to regulate and change the independent variable (the Talking Stick method) in order to assess its effect on the dependent variable (students' learning outcomes) (Sudaryono, 2017). Experimental research is a controlled quantitative study used to test a hypothesis, theory, or the efficacy of an untested intervention, using modification, control, and observation of results to determine causal linkages (Yunitri et al., 2024). Experimental research is the sole study type that surpasses other methods in precision and accuracy for establishing cause-and-effect linkages (Akbar et al., 2023). The study was conducted at SMPN Satap 2 Tinondo, which is one of the schools located in Ameroro Village, Tinondo District, East Kolaka Regency. East Kolaka is a regency located in Southeast Sulawesi. This regency has many educational institutions, both private and public, and one of them is SMPN Satap 2 Tinondo, which is a public educational institution.

A sample is a portion of the population that possesses the characteristics of the population. It represents a subset of the population that can serve as the source of research data (Rasyid, 2022). The study sample comprised 50 eighth-grade students. The study employed a total sampling method, encompassing the entire population as the sample. This aligns with Sugiyono's assertion that if the population consists of fewer than 100 persons, the entire population may be utilized as the research sample. This research included validity and reliability assessments. The validity test seeks to ascertain the degree to which an instrument accurately measures its intended construct, ensuring that the collected data genuinely reflects the variables under investigation. The reliability test evaluates the consistency of an instrument's results, both over time and across different parts of the instrument. High reliability indicates that the instrument is appropriate for collecting trustworthy data (Siti Hajaro, 2021).

This study employed the Kolmogorov–Smirnov method for the normality test, supplemented with the analysis of the normal probability plot (Q–Q Plot). The data are deemed regularly distributed if the significance value (p) exceeds 0.05. The outcomes of this test underpin the selection of future analytical methodologies to guarantee the validity and accountability of the research findings (Supriadi, 2021). The homogeneity test is a statistical procedure used to examine the equality of variances across two or more data groups. This test is important to conduct before applying parametric statistical analyses, such as the t-test or ANOVA, because one of their fundamental assumptions is that the variances between groups must be homogeneous. If this assumption is not met, the analysis results may become biased or invalid, and non-parametric methods may be required as an alternative. In this study, the homogeneity test was conducted to ensure the validity of the analysis, considering several commonly applied methods, such as Levene's test, which is flexible to violations of normality; Bartlett's test, which is appropriate for normally distributed data; and the Brown-Forsythe test as an alternative when the data do not meet the normality assumption (Setyawan, 2021).

The linearity test is a statistical method employed to ascertain the existence of a linear relationship between the independent variable (X) and the dependent variable (Y) in regression analysis. This test is crucial to verify that the employed regression approach satisfies one of its essential assumptions, specifically the presence of a linear relationship between variables. The linearity test technique often commences with the formulation of hypotheses, wherein the null hypothesis (H_0) posits that the relationship between X and Y is linear, while the alternative hypothesis (H_1) asserts that the relationship is non-linear. One commonly used method for testing linearity is the analysis of variance (ANOVA), which compares variances across groups to identify the significance of the linear relationship.

The interpretation is based on the significance value (p -value): if $p > 0.05$, H_0 is accepted and the relationship between variables is considered linear; conversely, if $p < 0.05$, the relationship is

considered non-linear. This test is crucial before proceeding to regression analysis, as using a method that does not meet the linearity assumption can result in biased interpretations or invalid conclusions (Sintha Wahjusaputri dan Anim Purwanto, 2022). Based on this explanation, it can be concluded that by conducting this test, researchers can ensure that the relationship between independent and dependent variables can be explained accurately using a linear method, so that the analysis results obtained are more reliable and can be scientifically accounted for.

RESULTS AND DISCUSSION

This study was conducted in the eighth grade at SMPN Satap 2 Tinondo, located in Ameroro Village, Tinondo District, East Kolaka Regency. The study aimed to determine the extent to which the Talking Stick learning method affects students' learning outcomes. The population refers to the entire set of elements that will be the target of generalization. Population elements include all subjects to be measured, which serve as the units of analysis in the study. Other references define a population as the entire unit of analysis that serves as the focus of the research. The study population comprised all 200 students of SMPN Satap 2 Tinondo. A sample is a subset of the population that exhibits the attributes of the entire population. It denotes a subgroup of the population that can provide research data (Rasyid, 2022). The study sample comprised 50 eighth-grade students. The employed sampling approach was total sampling, wherein the complete population was utilized as the sample. This aligns with Sugiyono's assertion that if the population is fewer than 100 persons, the entire population may be utilized as the research sample.

Data Validity Test

A validity test is performed to ascertain the validity of the instrument employed. Validity denotes that the instrument can precisely assess what it is designed to evaluate (Sugiyono, 2016). Validity can be defined as the extent of accuracy and precision of a measurement device in executing its measuring function. Data are deemed acceptable if the two-tailed significance value is below 0.05. The analysis of the Learning Outcome questionnaire, comprising 15 statements, revealed that not all items were deemed genuine. The significance value (2-tailed) for certain questionnaire items was not below 0.05. The subsequent table displays the results of the validity assessment for the Talking Stick technique questionnaire and its associated learning outcomes.

Table 1. Validity Test Results

No	Method <i>Talking Stick</i> Sig.(2-tailed)	Description
1	0,045	Valid
2	0,008	Valid
3	0,049	Valid
4	0,036	Valid
5	0,026	Valid
6	0,019	Valid
7	0,001	Valid
8	0,005	Valid
9	0,057	Invalid
10	0,015	Valid
11	0,062	Invalid
12	0,590	Invalid
13	0,478	Invalid
14	0,000	Valid
15	0,065	Invalid

Based on the validity test results using SPSS on 15 questionnaire items, 10 items were declared valid because they had a significance value (Sig.) < 0.05 , while 5 items were declared invalid because they had a significance value > 0.05 .

Reliability Test

A reliability test is conducted to determine whether the research data are reliable. Reliable data are obtained from an instrument that, when used multiple times to measure the same object, will produce consistent results. The reliability of test items or data is interpreted based on the classification of reliability coefficients according to Guilford, as follows:

Table 2. Classification of Reliability Coefficients

Value R_{11}	Interpretasi
0,00 - 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Moderate
0,70 – 0,90	High
0,90- 1,00	Very High

Based on the results of the reliability test calculation using SPSS, the results are as follows:

Table 3. Reliability Test Results of the Talking Stick Method Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,316	15

The results of the reliability test for the Talking Stick questionnaire showed a reliability coefficient of 0.316. Based on this coefficient value and by referring to Guilford's classification of reliability coefficients presented above, it is known that the Cronbach's alpha (or reliability coefficient) falls within the low category. Therefore, the Talking Stick questionnaire instrument is considered to have a low level of reliability.

Classical Assumption Test (Normality Test, Homogeneity Test, and Linearity Test)

Normality Test

The objective of the normality test is to ascertain if a data distribution conforms to or approximates a normal distribution. The normality test evaluates whether the sample data originate from a regularly distributed population. The normality test was conducted using the Lilliefors test, which in SPSS is referred to as the Kolmogorov–Smirnov test. Data are considered to be normally distributed if $L_{\text{calculated}} < L_{\text{table}}$ or if the significance value > 0.05 . Based on the calculation results, the findings are as follows:

Table 4. Normality Test Results

		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,98554803
Most Extreme Differences	Absolute	,145
	Positive	,126
	Negative	-,145
Test Statistic		,145
Asymp. Sig. (2-tailed)		,011 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The above results show that the significance value is 0.011. This means that the significance value is > 0.05 . The conclusion is that the data is normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the data from each research group come from populations with relatively similar variability. The purpose of this test is to identify whether there is equal variation across several groups of research data. In other words, homogeneity indicates that the data sets under study share similar characteristics. The data are considered homogeneous if the significance value is greater than 0.05. The homogeneity test results of this study are as follows:

Table 5. Homogeneity Test Results
ANOVA

Learning Outcomes					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	,980	1	,980	,913	,344
Within Groups	51,520	48	1,073		
Total	52,500	49			

The significance value derived from the test results was 0.344. This shows that the significance value exceeds 0.05, signifying that the test data are homogeneous.

Linearity Test

The linearity test is a method employed to ascertain if the distribution of study data has a linear correlation (Hanief & Himawanto, 2017). The objective of the linearity test is to ascertain the nature of the relationship between an independent variable and a dependent variable. The linearity test is used to verify that each independent variable has a linear connection with the dependent variable. Data are deemed linear if $F_{\text{calculated}}$ is less than F_{table} or if the significance value exceeds 0.05. The outcomes of the linearity assessment in this research are as follows:

Table 6. Linearity Test Results
ANOVA Table

			Sum of Squares		df	Mean Square	F	Sig.
Learning outcomes <i>Talking Stick</i>	*	Between Groups	(Combined)	4,561	8	,570	,488	,858
		Linearity		,070	1	,070	,060	,808
		Deviation	from	4,491	7	,642	,549	,792
		Within Groups		47,939	41	1,169		
		Total		52,500	49			

The results of the linearity test on learning outcomes showed a significance value of 0.792. Based on this value, it is known that the significance value is greater than 0.05. This indicates that the Talking Stick method and learning outcomes have a linear relationship.

t-Test

The t-test is conducted to determine the specific effect of the independent variable (X) on the dependent variable (Y). The determinants of decision-making are as follows: If the significance value is below 0.05 or the computed t-value surpasses the tabulated t-value, then the independent variable (X) affects the dependent variable (Y). If the significance value surpasses 0.05 or $t_{\text{calculated}}$ is inferior to t_{table} , then the independent variable (X) does not affect the dependent variable (Y). To obtain the t-test result, the t-table value must first be computed using the following formula:

$$t_{\text{tabel}} = t \left(\frac{\alpha}{2}; n - k - 1 \right) \quad (1)$$

$$t_{\text{tabel}} = t \left(\frac{0,05}{2}; 50 - 1 - 1 \right)$$

$$t_{\text{tabel}} = t (0,025 ; 48) = 2,010$$

**Table 7. t-Test Results
Coefficients^a**

Method	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	76,375	1,323		57,748	,000
PAS TES	,046	,021	,306	2,224	,031

a. Dependent Variable: POST TES

The calculation findings indicate that the significant value for the impact of the Talking Stick technique on Islamic Religious Education learning outcomes (Y) is 0.031, which is less than 0.05, and the estimated t-value of 2.224 exceeds the table t-value of 2.010. Consequently, it can be inferred that variable X influences variable Y. Consequently, H_a is accepted whereas H_0 is refused, signifying a substantial impact of the Talking Stick approach on students' learning outcomes.

Interview Results with the Islamic Religious Education Teacher

During an interview with Mrs. Asnirawati, the Islamic Religious Education (PAI) teacher at the school, she stated that the Talking Stick learning method has had a significant positive impact on classroom learning dynamics. She explained that before implementing this method, many students were passive and reluctant to speak, especially when asked to answer questions or share their opinions in front of their peers. However, after the Talking Stick method was applied, students gradually began to show the courage to speak and actively engage in discussions.

"Students have become more confident now; they are no longer shy when asked to answer questions. Because the system is turn-based and involves a playful element, they feel like it is an enjoyable activity rather than a burden," Mrs. Asnirawati said enthusiastically.

She explained that in practice, the lesson begins with a material explanation. After that, an evaluation is conducted using the Talking Stick method, where students sit in a circle and sing a song together while the stick is passed from one student to another. When the song stops, the student holding the stick gets the turn to answer a question related to the material that has been learned.

"This activity is not only fun but also effective in training students' memory and readiness. They become more focused because they never know when the stick will stop in their hands," she added.

Mrs. Asnirawati also emphasized that this method provides a fair opportunity for all students to participate. Even students who were usually quiet or passive began to show changes. They became more active and enthusiastic because the classroom atmosphere felt more lively and less monotonous than the usual lecture method. However, Mrs. Asnirawati acknowledged the challenges that arise. She realized that some students still feel nervous or pressured when speaking in public. *"There are students who need more time to adapt. They look awkward, even anxious, when they have to answer. But with gentle approaches and continuous guidance, they gradually get used to it,"* she explained.

Overall, Mrs. Asnirawati assessed that the implementation of the Talking Stick method not only improved students' learning outcomes but also had a positive impact on their psychological and social aspects, such as courage, teamwork, and communication skills. She hopes that this method can continue to be used and adapted to the needs of the class, as it has proven capable of creating an inclusive, enjoyable, and meaningful learning environment.

Based on the initial observation of the report card scores of seventh-grade students, the average score before the implementation of the Talking Stick learning method was 63. After the method was implemented, the researcher distributed questionnaires to 50 student respondents. The questionnaire results showed the following distribution:

- a. Strongly Agree (SA): 770
- b. Agree (A): 25
- c. Neutral (N): 5
- d. Disagree (D): 0
- e. Strongly Disagree (SD): 0

Based on the results of the study, the majority of students responded very positively to the application of the Talking Stick method in Islamic Religious Education (PAI) learning. This shows that this method has a high level of acceptance among students and is effective in increasing their engagement and understanding of the material. This high level of positive response can be interpreted as an indication of the success of the Talking Stick method in creating an interactive, enjoyable learning atmosphere that encourages active student participation.

This research is supported by a study conducted by Salsabilla et al. (2023) on fifth-grade students at SDN 12 Padang Lua, which showed that the Talking Stick method had a significant effect on Islamic Religious Education (PAI) learning outcomes. The analysis results indicated that 71.9% of the improvement in learning outcomes was influenced by the implementation of this method, while the remaining 28.1% was influenced by other factors outside the study. The hypothesis test yielded a significance value of 0.033, which is less than 0.05; therefore, H_0 was rejected and H_a was accepted. This demonstrates that the Talking Stick approach substantially influences students' learning outcomes.

These findings are consistent with the results of a study by Salsabilla et al. (2023) on fifth-grade students at SDN 12 Padang Lua, which showed that the Talking Stick method had a significant effect on PAI learning outcomes. The analysis results indicated that 71.9% of the improvement in learning outcomes was influenced by the application of this method, while the remaining 28.1% was influenced by factors outside the scope of the study. The hypothesis test yielded a significance value of $0.033 < 0.05$, thus accepting H_a and rejecting H_0 . This further strengthens the evidence that the Talking Stick method can have a tangible impact on students' academic achievements.

The study by Suhirman & Wedi (2021) also reinforces these findings. Among fifth-grade students at SDN 10 Sungai Are, fifth-grade students achieved an average pretest score of 56.67, which rose to 78 in the posttest following the application of the Talking Stick method, resulting in a gain of 21.33 points. The significance test yielded a Sig. (2-tailed) value of 0.582, which is less than $\alpha = 0.05$; hence, H_0 was rejected and H_a was approved. This demonstrates that the Talking Stick method positively influences the enhancement of Islamic Religious Education (PAI) learning results.

The results of this study are also consistent with the study conducted by Suhirman & Wedi (2021) on fifth-grade students at SDN 10 Sungai Are. The study showed an increase in the average score from 56.67 on the pretest to 78 on the posttest after the implementation of the Talking Stick method, with a difference of 21.33 points. The significance test yielded a Sig. (2-tailed) value smaller than $\alpha = 0.05$, thus accepting H_a . This proves that the Talking Stick method is effective in improving PAI learning outcomes.

The effectiveness of this method can be explained through the perspective of active learning theory and constructivism, in which students play an active role in constructing knowledge through direct interaction with the material, teachers, and classmates. Talking Stick encourages the involvement of all students in turn, reducing the dominance of certain students, and creating equal learning opportunities. The game-like parts of this strategy also boost students' intrinsic motivation, which makes them more excited to learn.

Therefore, the accordance of findings between this study and the preceding two studies substantiates the assertion that the Talking Stick method is an efficacious pedagogical approach for enhancing comprehension and educational achievements in Islamic Education. The value of this study comes in its focus on directly evaluating students' responses to the Talking Stick approach, offering a more full picture of its acceptance and effectiveness.

CONCLUSION

The t-test analysis yielded a significance value of 0.031, which is less than 0.05, and a computed t-value of 2.224, exceeding 2.010. This statistically demonstrates that the Talking Stick learning approach significantly impacts students' learning outcomes. However, field observations and data trends during the learning process revealed that the improvement in students' learning outcomes is not solely dependent on the application of the method itself but is also influenced by other factors such as students' readiness, activeness in discussions, and teacher support during the learning process. Although the effect is statistically significant, its strength can be categorized as moderate to weak if not accompanied by other supporting strategies. Therefore, it can be inferred that the Talking Stick learning approach positively and significantly influences students' learning results, albeit its practical efficacy remains suboptimal. Continuous and consistent implementation of this method, especially when combined with other collaborative and adaptive learning strategies, has the potential to further enhance students' learning outcomes in the future.

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