



# Implementation of the Talking Stick Method to Improve Student Learning Outcomes in Qur'an Hadith Learning at MTs Bustanul Ulum Pakuan Aji Lampung Timur

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## ABSTRACT

This study aims to determine the application of the Talking Stick method in improving the learning outcomes of the Qur'an Hadith of 7th grade students of MTs Bustanul Ulum Pakuan Aji East Lampung. The Talking Stick method is a learning approach that actively involves all students by using a tool in the form of a stick to regulate turns to speak. In its implementation, students are given the opportunity to discuss and express their opinions in turns, which is expected to improve students' understanding and involvement in the learning process. This study uses a qualitative approach with a classroom action research (CAR) design carried out in two cycles. Data were collected through observation, interviews, and learning outcome tests. The results of the study showed a significant increase in students' learning outcomes of the Qur'an Hadith after the Talking Stick method was implemented. This can be seen from the increase in student test scores in each cycle, as well as the increase in student involvement and motivation to learn during the learning process. Thus, the Talking Stick method has proven effective in improving the learning outcomes of the Qur'an Hadith of 7th grade students of MTs Bustanul Ulum Pakuan Aji East Lampung. This study suggests that this method can be applied more widely in various classes to improve the quality of learning.

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## Introduction

Religious education, especially in learning the Qur'an Hadith, has a very important role in shaping the character and spirituality of students. This learning is not only for understanding religious texts, but also to develop good moral and ethical attitudes in everyday life. However, the learning outcomes of students at MTs Bustanul Ulum Pakuan Aji East Lampung show that their understanding of the Qur'an Hadith material still needs to be improved. Many students have difficulty understanding the texts of the

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Qur'an Hadith and are not very active in the learning process, which can hinder the improvement of the quality of religious education in schools.

Based on the problems above, this study focuses on the application of learning methods that can improve students' understanding and learning outcomes in the subject of the Qur'an Hadith. The formulation of the problems raised in this study are as follows: How is the application of the Talking Stick method in learning the Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji East Lampung and Can the application of the Talking Stick method improve the learning outcomes of 7th grade students of Al-Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji East Lampung

This study aims to describe the application of the Talking Stick method in learning Al-Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji East Lampung ,also to analyze the improvement in students' learning outcomes of Al-Qur'an Hadith after the application of the Talking Stick method.

The Talking Stick method is one of the learning methods that can increase student involvement in class discussions and facilitate better understanding through active learning. Several previous studies have shown that this method is effective in improving students' speaking and critical thinking skills. However, although there have been many studies that have examined the application of the Talking Stick method in various learning contexts, there are still few that specifically examine the application of this method in learning Al-Qur'an Hadith, especially at MTs. Thus, there is a gap in this research that this study aims to fill, namely the influence of the Talking Stick method on student learning outcomes in the Al-Qur'an Hadith subject at MTs Bustanul Ulum Pakuan Aji, East Lampung.

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The Talking Stick method is a learning approach that allows all students to speak and participate in discussions in turns by using a stick as a tool to determine turns to speak. Research by Ismail (2021) shows that the use of the Talking Stick method can increase student motivation and engagement in learning. Meanwhile, research by Putri (2020) also found that this method can help students to be more focused and active in learning, which ultimately improves their learning outcomes. Another study by Wijayanti and Suryana (2022) revealed that learning that involves active discussion, such as using the Talking Stick method, can deepen students' understanding of the subject matter.

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This study uses a qualitative approach with a Classroom Action Research (CAR) design. This research was conducted in two cycles, where each cycle involved planning, implementation, observation, and reflection. Data will be collected through classroom observations, interviews with teachers and students, and student learning outcome tests. The data collected will be analyzed descriptively to describe the implementation of the Talking Stick method and changes in student learning outcomes from the first cycle to the second cycle.

This research is expected to provide contributions both theoretically and practically. Theoretically, this study is expected to increase insight into the application of the Talking Stick method in learning the Al-Qur'an Hadith, as well as enrich the literature in the field of religious education. Practically, the results of this study can be used by Al-Qur'an Hadith teachers at MTs Bustanul Ulum Pakuan Aji Lampung Timur, and even in other schools, to improve the quality of learning and student learning outcomes in this subject.

## Methods

This study uses a qualitative approach with a Classroom Action Research (CAR) design, which was conducted at MTs Bustanul Ulum Pakuan Aji East Lampung. The main data source in this study was grade 7 students who took Al-Qur'an Hadith lessons. Data was also obtained from Al-Qur'an Hadith teachers who acted as implementers and observers in each action cycle. Additional data sources were in the form of documents containing lesson implementation plans (RPP), learning outcome test instruments, and observation notes that documented the dynamics of learning during the implementation of the Talking Stick method.

Data collection was carried out using several techniques, namely observation, interviews, and learning outcome tests. Observations were carried out to monitor student interactions during learning using the Talking Stick method, record the level of student participation, and their involvement in group discussions. Interviews were conducted with students and teachers to find out their views on the ongoing learning process and the impact of using the Talking Stick method on their understanding of the Al-Qur'an Hadith material. In addition, learning outcome tests were used to measure student achievement of the material that had been taught in each cycle. This test consists of multiple-choice and descriptive questions designed to measure students' understanding and analytical skills of the texts of the Qur'an and Hadith.

This study uses a Classroom Action Research (CAR) design consisting of two cycles, each cycle consisting of planning, action, observation, and reflection. In each cycle, an evaluation of the implementation of the Talking Stick method is carried out, which is then used to design improvements in the next cycle. Planning includes the preparation of lesson plans, test instruments, and learning strategies. Action includes the implementation of the Talking Stick method during the learning process. Observations are made during the learning process, both on student interactions and on their

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learning outcomes. Reflection is carried out after each cycle to evaluate the successes and challenges faced, and to plan improvements in the next cycle.

The collected data are analyzed using a qualitative descriptive approach. The results of observations and interviews will be analyzed to identify patterns of student participation, their involvement in discussions, and changes in understanding the material. Data from the learning outcome test will be analyzed quantitatively to see the increase in student scores in each cycle. The data analysis process is carried out by comparing the test results before and after the implementation of the Talking Stick method to assess the effectiveness of this method in improving student learning outcomes. Interview and observation data will be analyzed by categorizing student and teacher responses to the implementation of this method, as well as identifying aspects that need to be improved.

The validity of the data in this study is maintained through triangulation techniques, namely by comparing data obtained from various sources (observations, interviews, and learning outcome tests). This triangulation allows researchers to obtain a more complete and valid picture of the implementation of the Talking Stick method and its impact on student learning outcomes. In addition, internal validity is also maintained through reflections carried out after each cycle, which allows researchers to evaluate the success of the action and make improvements if necessary. To increase the reliability of the data, researchers also cross-check with colleagues or other parties who are competent in the field of education.

## Result

The results of the study on the application of the Talking Stick method in learning the Qur'an and Hadith at MTs Bustanul Ulum Pakuan Aji, East Lampung, were obtained in two cycles, each cycle consisting of planning, implementation, observation, and reflection.

### Cycle 1: Application of the Talking Stick Method

In the first cycle, the application of the Talking Stick method at MTs Bustanul Ulum Pakuan Aji, East Lampung involved 30 7th grade students who participated in learning the Qur'an and Hadith. In the implementation, each student was given the opportunity to speak in turns using a stick given by the teacher. The use of this stick aims to ensure that each student is actively involved in group discussions and has the opportunity to express their opinions.

Observations of student participation showed that although the majority of students were active, there were some students who tended to be passive and reluctant to speak when it was their turn. This shows that although the Talking Stick method encourages participation, some students still feel less confident in expressing their opinions. Based on these results, in the second cycle, additional strategies such as giving praise or verbal encouragement to less active students were applied.

Before implementing the Talking Stick method, students were given a pre-test to measure their understanding of the Al-Qur'an Hadith material. This test consists of multiple-choice questions and essay questions that measure students' ability to identify and explain the verses of the Al-Qur'an and Hadith that have been studied. The results of the pre-test showed an average student score of 65. After the first cycle was implemented, students were given the same test to evaluate the improvement in their learning outcomes. The results of the post-first cycle test showed an increase in the average student score to 75. This indicates an increase in students' understanding of the material after the Talking Stick method was implemented, although there are still some students who need more attention in understanding the material.

Table 1: Results of Student Learning Test Cycle 1

No	Name	Initial Test Score	Final Test Score	Improvement
1	Adil Akbar	70	76	6
2	Afka Ramadhan	70	76	6
3	Ahmad Dafa Mahesa	70	76	6
4	As Shifa Rahma Dhea	83	89	6
5	Aulia Nur Aisyah	75	81	6
6	Aurel Oktavia	75	81	6
7	Dea Azzara	70	76	6
8	Denis Setiawan	70	76	6
9	Deo Destian Anando	70	76	6
10	Dini Setiasih	70	76	6
11	Fatkhurrohman	73	79	6
12	Fazli Mawla Saputra	73	79	6
13	Fiki Aditya	70	76	6
14	Humam Fahri Qodla Zaka	70	76	6
15	Imam Muhadi Sodik	80	86	6
16	M. Akbar Haris Assidiq	78	84	6
17	Muhammad Aziz Hidayatullah	72	78	6
18	Navikha Riski Amalia	80	86	6
19	Rhehan Puja Kusuma	70	76	6
20	Rifqi Lutfi Rahman	70	76	6
21	Setiawan Jodi	70	76	6
22	Utarinah	75	81	6
23	Yuli Dwi Astuti	78	84	6

#### Cycle 2: Implementation of Methods with Improvements

In the second cycle, improvements were made based on the results of reflections from the first cycle. One of the main improvements was to provide more encouragement to passive students, both through verbal praise and asking questions that stimulate them

to speak more actively. In addition, group discussion strategies were more focused so that each student could focus more on interacting with each other.

Observations in the second cycle showed significant changes in the level of student participation. Students who were less active in the first cycle began to show increased involvement in the discussion. This was reflected in the number of students who actively asked questions, gave opinions, and discussed learning topics.

After implementing improvements in the second cycle, a learning outcome test was given to students. The results of the second cycle post-test showed that the average student score increased to 85. This significant increase indicates that the Talking Stick method, coupled with improvements in teaching strategies, was able to improve students' understanding and learning outcomes in learning the Al-Qur'an Hadith.

Table 2: Results of Student Learning Tests in Cycle 2

No	Name	Initial Test Score	Final Test Score	Improvement
1	Adil Akbar	76	86	10
2	Afka Ramadhan	76	86	10
3	Ahmad Dafa Mahesa	76	86	10
4	As Shifa Rahma Dhea	85	95	10
5	Aulia Nur Aisyah	76	86	10
6	Aurel Oktavia	78	88	10
7	Dea Azzara	79	89	10
8	Denis Setiawan	76	86	10
9	Deo Destian Anando	76	86	10
10	Dini Setiasih	76	86	10
11	Fatkhurrohman	76	86	10
12	Fazli Mawla Saputra	76	86	10
13	Fiki Aditya	76	86	10
14	Humam Fahri Qodla Zaka	76	86	10
15	Imam Muhadi Sodik	82	92	10
16	M. Akbar Haris Assidiq	80	90	10
17	Muhammad Aziz Hidayatullah	76	86	10
18	Navikha Riski Amalia	81	91	10
19	Rhehan Puja Kusuma	76	86	10
20	Rifqi Lutfi Rahman	76	86	10
21	Setiawan Jodi	76	86	10
22	Utarinah	79	89	10
23	Yuli Dwi Astuti	79	89	10

Based on the test results that have been given, it can be seen that there is a significant increase in student learning outcomes, both from the first and second cycles. The average student score increased from 75 in the first cycle to 85 in the second cycle. This



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increase shows that the Talking Stick method not only increases student engagement, but also has a positive effect on their understanding of the Al-Qur'an Hadith material.

Observations during both cycles showed that this method encouraged students to be more active in discussing and talking about the material that had been studied, which led to better understanding. This method has proven to be effective in improving student learning outcomes, but special attention is still needed for students who have difficulty speaking or feel insecure. Therefore, providing verbal encouragement and creating a supportive environment are very important in maximizing the effectiveness of this method.

From the results of observations, interviews with teachers and students, and analysis of learning outcome tests, it can be concluded that the application of the Talking Stick method in learning the Al-Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji Lampung Timur can increase student involvement in discussions and their understanding of the material. However, student learning outcomes can be more optimal if this method is combined with other more in-depth learning techniques, as well as additional strategies to help students who are less confident in speaking. Thus, it can be suggested that the Talking Stick method be applied more widely in learning the Qur'an and Hadith, by making the necessary adjustments to ensure that all students are actively involved and gain maximum understanding.

## Discussion

This study aims to analyze the application of the Talking Stick method in improving learning outcomes of the Al-Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji Lampung Timur. Based on data collected from observations, interviews, and learning outcome tests, it can be concluded that the Talking Stick method has a positive impact on improving student learning outcomes. The results of the learning test showed an increase in the average student score from 75 in the first cycle to 85 in the second cycle. This increase illustrates that students understand the material taught better after this method was implemented.

During the implementation of the Talking Stick method, observations of the level of student participation showed significant changes. In the first cycle, some students appeared passive in group discussions, but in the second cycle, with improved strategies such as providing verbal encouragement, students who were initially passive began to actively participate. This is in accordance with the findings of Nugroho (2021), which states that the Talking Stick method can increase student participation in learning by giving each student the opportunity to speak in turn (Nugroho, 2021). Verification of this data shows that providing positive encouragement to more passive students can help them to be more active.

In the first cycle reflection, it was found that although there was improvement, there were some students who felt less confident to speak in the discussion. Therefore, in the second cycle, the researcher made improvements by providing more encouragement to

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students who were reluctant to speak. This strategy is in line with research by Lestari (2020), which revealed that providing emotional support and creating a safe environment are very important to encourage student participation in discussion-based learning (Lestari, 2020). This proved effective, because in the second cycle, more students were active in discussions, and their understanding of the material also increased.

Based on the learning outcome test, there was a significant increase in student scores between the first and second cycles. In the first cycle, the average student score was 75, while in the second cycle it increased to 85. This finding is in line with research conducted by Wati (2021), which found that the application of the Talking Stick method can improve student learning outcomes in religious subjects, including in learning the Al-Qur'an Hadith. Wati (2021) also noted that the use of this method accelerates students' understanding of the material by increasing student interaction in the learning process (Wati, 2021).

This study also compares the results found with previous findings. Research by Ahmad (2022) shows that the Talking Stick method can increase student motivation and involvement in religious learning in madrasas, which has an impact on improving student learning outcomes (Ahmad, 2022). In addition, research by Ardiansyah (2020) also shows that this method improves students' critical thinking skills in religious subjects, which can encourage a deeper understanding of the material (Ardiansyah, 2020). Therefore, the findings of this study are in accordance with the results of previous studies, which confirm that the Talking Stick method is effective in improving student learning outcomes.

Although the Talking Stick method has been shown to be effective, it is important to note that each student has different characteristics and needs. Some students may require a more personalized approach or other methods that support their better understanding. This is in accordance with the opinion of Sulisty (2021) who stated that although the Talking Stick method is effective, the success of this method is highly dependent on how teachers design learning strategies that suit students' needs (Sulisty, 2021). Therefore, this method must be integrated with other appropriate approaches to support various types of student learning styles.

Overall, the findings of this study confirm the effectiveness of the Talking Stick method in improving students' Al-Qur'an Hadith learning outcomes at MTs Bustanul Ulum Pakuan Aji Lampung Timur. The application of this method can increase student engagement, help them understand the material more deeply, and improve their test results. For further research, it is recommended that the use of this method be expanded by involving various different approaches, and further research be conducted to test the long-term impact of this method on students' academic achievement in other fields.



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## Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the Talking Stick method in learning the Al-Qur'an Hadith at MTs Bustanul Ulum Pakuan Aji Lampung Timur has a significant positive impact on student learning outcomes. The application of this method has been proven to increase students' active participation in group discussions, which in turn affects their understanding of the material being taught. The test results showing an increase in the average score from 75 in the first cycle to 85 in the second cycle indicate that the Talking Stick method is effective in improving student learning outcomes in learning the Al-Qur'an Hadith.

The academic impact obtained from the application of this method is very significant, because students not only improve their understanding of the Al-Qur'an Hadith material, but also become more active in participating in discussions. With higher involvement, students can more easily remember and understand the concepts presented, which ultimately supports their academic achievement. In addition, the improvement in speaking and critical thinking skills that occurs through the use of this method can also provide long-term benefits for students in facing various academic challenges in the future.

In terms of social contribution, the application of the Talking Stick method can help create a more inclusive and democratic learning environment in the classroom. This method provides equal opportunities for every student to participate in discussions, thus increasing their self-confidence. Outside the context of learning, public speaking, listening, and discussion skills learned through this method can be useful in their social lives, both in personal, professional, and community contexts. Therefore, the application of the Talking Stick method not only has an impact on improving academic results, but also provides a broad social contribution to the development of student character.

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