



**THE APPLICATION OF *TALKING STICK* LEARNING
MODEL IN FIQH CLASS VII AT SMP IT RAUDHATUL
ANWAR KAPUAS KUALA, KAPUAS REGENCY**

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Abstract

Learning model is a learning pattern that is designed in such a way, applied and evaluated systematically in order to achieve the learning goals effectively. This article discusses the application of the Talking Stick learning model for Toharoh Fiqh lessons for 7th grade students at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency, the supporting factors and obstacles in the application of this learning model. This research is a field research of a qualitative approach. The technique of collecting data use observation, interview, and documentation. After the data is collected and presented, the data is analyzed by using descriptive qualitative technique analysis. Inductive technique is used to draw conclusions. The application of Talking Stick learning model in Fiqh Subjects includes planning (Lesson Plan), compiling evaluation tools to measure student learning outcomes,

preparing learning source and tools/media learning. In implementation, the teacher carries out pre-learning activities, steps of Talking sticks model learning, and closes well, and assessing by spreading question evaluation in the form of LKS individually for measuring students' ability to understand the material that has been explained. Supporting factors in the implementation of the Talking Stick learning model deals with the teachers and the environment. The obstacles deals with the students and infrastructure.

Keywords : *Application, Talking Stick, Fiqh Toharoh.*

Abstrak

Model suatu pembelajaran merupakan pola pembelajaran yang didesain sedemikian rupa, diterapkan dan dievaluasi secara sistematis dalam rangka mencapai tujuan-tujuan pembelajaran yang efektif. Artikel ini membahas tentang

penerapan model pembelajaran *Talking Stick* pada mata pelajaran fikih toharoh siswa kelas VII SMP IT Raudhatul Anwar Kapuas Kuala Kabupaten Kapuas dan faktor pendukung dan penghambat penerapan model pembelajaran ini. Penelitian ini merupakan penelitian lapangan (*field research*) dengan pendekatan kualitatif yaitu dengan menggunakan teknik pengumpulan data yang penulis gunakan adalah observasi, wawancara, dan dokumentasi. Setelah data terkumpul dan disajikan kemudian dianalisis dengan teknik analisis deskriptif kualitatif dan untuk membuat simpulan digunakan teknik induktif. Penerapan model pembelajaran *Talking Stick* Pada Mata Pelajaran Fiqih meliputi perencanaan (RPP), menyusun alat evaluasi untuk

mengukur hasil belajar siswa, menyiapkan sumber belajar dan alat/media pembelajaran. Kemudian dalam pelaksanaannya, guru melaksanakan kegiatan pra pembelajaran, langkah-langkah model pembelajaran *Talking Stick*, dan penutup dengan baik, dan penilaian dengan membagikan soal evaluasi berupa LKS secara individual untuk mengukur kemampuan siswa dalam memahami materi yang sudah dijelaskan. Faktor-faktor pendukung dalam pelaksanaan model pembelajaran *Talking Stick* adalah guru serta lingkungan dan faktor penghambatnya adalah siswa dan sarana prasarana.

Kata Kunci: Penerapan, *Talking Stick*, Fiqih Toharoh.

A. Introduction

The demand for better learning outcomes in accordance with PP 19 of 2005 article 19 paragraph 1 concerning process standards is a challenge that must be addressed immediately. The PP states that learning in education units is held interactively, inspiring, fun, challenging, motivating for students to participate actively, and sufficient for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of children. The learning system is still relatively ordinary, it is a homework for educators to research and find better learning models.¹

Learning is a conscious and deliberate effort done by the teacher to make student actively develop creative thinking during their study. The main purpose of learning activities is to let students learn to be able to process and get knowledge, skills, and attitude for themselves. Students are expected to be motivated, and excited during the interesting and meaningful learning activities. In addition, student

¹ Indriawati et al., "LEARNING MODELS AND STRATEGIES," *Al-Hasanah: Islamic Religious Education Journal* 6, no. 2 (December 25, 2021): 275, <https://doi.org/10.51729/6246>.

learning activity is an important basic element for success in learning. ²This means, model, method as well as media are critical in relation to liveliness in learning as well as to improve the next results of study.³

The process of learning generally still use lecturing method, teachers explains theories and students listen and take notes, so that the activity in learning is almost none. During the learning process, the teacher also does not use interesting media. The media is limited to writeboard, and there is no other media and interesting learning activities which support the learning process. Therefore, most of students rarely involved in asking and answering questions and expressing opinions, even though the teacher has repeatedly asked them to do so if there are unclear things. When the teacher asked, none of students respond to give the answer. Lots student do not notice explanation teacher, only a slight of moment they pay attention, and some students are busy with their own activities. respectively. In fact, many students look lazy, not active during the process of learning and result in low achievement.

The application of learning method or model by a teacher is very influential in students' learning activities. A teacher can use various method or model to teach to achieve teaching objectives. the learning method or model can attract students' attention so that it can increase their activities and achievement. However, to develop, create, select, and use a learning model, a teacher/lecturer/researcher is faced with stages of measuring, assessing, and evaluating or weighing a learning model. This is expected to provide answers to the general problem of what and how the concept of a learning model and what instruments can be used to weigh a learning model.⁴

Thus, in the teaching and learning process the teacher must plan well by noticing all factors which can affect it to create active, innovative, creative, effective and fun process of learning so that it can be meaningful for his students.

² Agustina Novitasari Pour, Lovy Herayanti, and Baiq Azmi Sukroyanti, "The Influence of the Talking Stick Learning Model on Student Learning Activities," *Journal of Educational Research and Studies: E-Saintika* 2, no. 1 (December 31, 2018): 38, <https://doi.org/10.36312/e-saintika.v2i1.111>.

³ E Mulyasa, *2013 Curriculum Development and Implementation* (Jakarta: Rosdakarya Youth, 2013), 20.

⁴ Abas Asyafah, "CONSIDERING LEARNING MODELS (Theoretical-Critical Study of Learning Models in Islamic Education)," *TARBAWY: Indonesian Journal of Islamic Education* 6, no. 1 (May 5, 2019): 20, <https://doi.org/10.17509/t.v6i1.20569>.

Learning is considered successful if students can reach success indicator which has set before. Level mastery of the students towards the learning material is usually expressed by the value of the learning outcomes obtained.

At SMP IT Raudhatul Anwar Kapuas Kuala on Fiqh subjects, especially the *Taharah material*, The students's achievement is still low, it has not reached the minimum standard set. The results of study which obtained by the students on Theory *Taharah* in 2020/2021 academic year are 8 of 13 students achieve lower than KKM and 5 other students get higher than 70, KKM determined by the school.

During Fiqh teaching and learning process, the students tends to be passive, such as the lack of willingness to ask questions, difficulty in understanding the subject matter because they argue that the material is too long and convoluted , lack of understanding the concept of the learning material being taught, lack of thinking skills, lack of confidence in expressing opinions, lack of communication with teachers and friends, and relatively low achievement. In other words, learning activities are less meaningful for students which causes low student learning outcomes.

Learning Fiqh is not enough to be presented in the form of theory, but it should be absolutely supported through learning that involves students directly in order to provide experience to these students. To generate motivation and increase student learning activity and improve low student learning outcomes, then one alternative solution is to use the *Talking Stick learning model*. This tool is used by council circles to determine who is speaking.⁵ The *Talking Stick* learning model is a learning model that uses a tool in the form of a stick as a tool for teachers to ask questions to students by creating a pleasant atmosphere. The sticks are rotated to the students and for students to get sticks according to the signal from the teacher, the students are given questions by the teacher and must be answered.⁶

Therefore, the learning process is expected to involve students: students share tasks, actively ask questions, want to explain ideas or opinions, work in groups and find alternative answers that are carried out together with other

⁵ Aziz Najimuddin, "Implementation of Talking Stick Type Cooperative Learning (CLTTS)," *Academic Nuance: Journal of Community Development* 6, no. 1 (April 29, 2021): 14, <https://doi.org/10.47200/jnajpm.v6i1.684>.

⁶ Etn Solihatin and Raharjo, *Cooperative Learning Analysis of Social Studies Learning Model*. (Jakarta: Earth Literacy, 2008), 4.

students. The learning that has been carried out can be strongly and durably memorable in students' memories so that student learning outcomes can increase.

Talking Stick learning model has been found in articles written by Marni and M. Yusuf⁷. In his research, the learning model was applied in class X3 Man 2 Makassar Model for learning *mahârat alkalâm* in Arabic subjects. The results of this study indicate that the use of the *Talking Stick learning method* is able to motivate students in completing their assignments.

Based on this description, the author is interested in writing this article which is intended to find out the application of the *Talking Stick learning model* to the subject of Toharoh fiqh students in class VII at SMP IT Raudhatul Anwar Kapuas Kuala. Kapuas Regency, its supporting factors and obstacles.

B. Method

This study uses a qualitative descriptive method with field research type (*field research*). There are 2 types of data taken, namely primary data and secondary data. Data collection techniques using interviews, observation and documentation. Informants in this study were the principal, teachers and students of Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency. Data analysis uses descriptive data analysis technique which consists of data reduction, data presentation and verification.

C. Result end Discussion

a. *Talking Stick* Learning Model on Fiqh Toharoh of Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Districts

Talking Stick (talking stick) is the model that was originally used by Native Americans to invite everyone speak or express opinions in a forum (meeting between tribes), as stated by Carol Locust quoted by Isjoni. Talking Sticks have been used for centuries by Indian tribes as a means of fair and impartial communication. Talking sticks are often used in council circles to decide who has the right to speak. At the time of leadership meeting start and discuss problem, he must hold the stick. The stick will move to someone else

⁷See the writings of Marni Marni and M. Yusuf TM Yusuf T, "USING THE TALKING STICK METHOD TO IMPROVE MAHÂRAT AL-KALÂM IN LESSONS," *AULADUNA: Journal of Islamic Basic Education* 2, no. 1 (June 1, 2015): 87–103.

if he wants to speak or respond. In this way the talking stick will move from one person to other person if the person want to put forward his opinion. If all get turn to speak, the stick will be returned to the meeting chairman/leader.

From the explanation above, it can be concluded that the Talking Stick is used as sign that somebody has a right to deliver their voice (speak) which is given by taking turns/alternately.⁸

According to Lie, the Talking Stick learning model is one of cooperative model of learning. The teacher gives students opportunity to work alone as well as collaborate with others by optimizing the students' participation.⁹ In addition, the cooperative learning model can also increase a sense of kinship, mutual cooperation, affection, cooperation and foster mutual respect and respect among others.¹⁰

The talking stick learning model can be interpreted as a model of learning that plays stick, that is learning which designed to measure the students' level mastery by using a stick as a media.¹¹

The steps of learning model of *Talking Stick* according to Agus Suprijono are as follows:

- a. Teachers prepares a stick.
- b. Teachers conveys the lesson which will be studied.
- c. Teachers provide opportunities for students to read and study supporting books or packages regarding with delivered material
- d. Teachers ask participant educate close their books.
- e. The teacher takes a stick and gives it to the students, and asks questions and the participants with the stick answer it until the participants have their parts to answer any questions from their teacher.
- f. Teachers give a conclusion.
- g. Evaluation

⁸ Isjoni Isjoni, *Cooperative Learning* (Bandung: Alfabeta, 2010), 18.

⁹ Anita Lie, *Cooperative Learning: Practicing Cooperative Learning in Classrooms*. (Jakarta: Kencana, 2008), 20.

¹⁰ Ayu Fitri, "DEVELOPMENT OF COOPERATIVE LEARNING MODEL IN ELEMENTARY SCHOOL," *Journal of Elementary School* 2, no. 1 (2017): 3, <https://doi.org/10.36805/jurnalsiswadasar.v2i1.839>.

¹¹ Agus Suprijono, *Cooperative Learning: Paikem Theory and Application* (Yogyakarta: Pustaka Pelajar, 2012), 109.

h. Closing

In this learning model the participants are expected being independent so that they do not depend on the other. In line with this, the students must be able to take responsibility for themselves and students must also be confident and confident in completing the problems. Learning with the Talking Stick model encourages participants to be brave to express an opinion.

b. The Application of the *Talking Stick Learning Model* in Fiqh Toharoh of Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency

In the application of the *Talking Stick learning model* in Fiqh Toharoh of Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency, including:

1. Planning

The planning session is divided into several activities carried out by the teacher, namely: the preparation of lesson plans, preparation of evaluation tools to measure the students' results of study in the form of LKS as test, making LKS answer keys for the final test, providing learning resources and learning tools/media used for learning in using *Talking Stick* model on fiqh toharoh before the class starts. All has been done exactly in accordance with what every teacher should do.

2. Implementation

In its implementation, activities are classified into 3 namely initial activities, core activities and closing activities.

a. Initial activity

The ability of the teacher to start learning activities is typical. The method of fiqh teachers at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency in starting learning activities are to say hello, manage the students, check the student attendance, give questions/pre-tests about the material that has been discussed previously to attract students' attention, perform apperception by relating the material that has been discussed previously with the recent one and motivating students to be more interested in the material that will be discussed today.

b. Core activities

The ability of the teacher in conveying the core learning activities is in accordance with the teacher's ability in general. At the *Talking Stick stage*, the teacher asks some questions related to the learning materials. *Talking Stick* starts while the teacher gives questions by giving a stick to the students. This stick shows the one who must answer the question from the teacher after they study the subject.

In theory on the application of *Talking Stick*, the activities are started with the teacher's explanation about the lesson which will be studied. The students are given the opportunity to read and study the material. Teacher also give some time, enough for students' activities to work alone as well as cooperate with others by optimizing their participation. The teacher asks students to make some groups and start thinking about the given questions or problems. After that, the students close the material they have studied. They will be ready for using the model of *Talking Sticks*.

In its application, the teacher is the main model while the students as a supporter. It can be concluded that the learning process carried out can by the teacher runs pretty well. The details are as follows: 1) The teacher describes competence and learning objectives appropriately. He conveys the competencies and objectives clearly and in accordance with the material. He uses easy and understandable language, so that the students can easily understand the learning objectives which will be achieved. 2) The teacher adequately presents the material by asking questions related to the material. In this activity the teacher has explained the subject in detail, in accordance with the objectives systematically, the teacher in this activity has given questions related to the material so that students can understand the material properly. 3) The teacher gives the opportunity for students to repeat the material that has been delivered with a predetermined time then asks the students to close the book. The teacher divides students

into several heterogeneous groups and asks students to discuss with the members of their groups. However, the teacher in this activity does not divide the students properly and slowly that it takes a long time. Moreover, there are still students who do not want to be in a group with their friends due to private conflict. 4) The teacher running Talking Stick by singing songs. When the teacher says “stop” then the students who get the stick will answer the questions given by teacher until most of them share the answers for every question from the teacher. In this case all students can take turns holding stick, so that all student could speak by answering questions from the teacher. In this way, you will train the students who are less active in speaking by encouraging themself to answer questions from teacher. 5) The teacher repeats/explains the material if the students do not understand. In this activity the teacher has repeated the material, re-explain what students do not understand.

c. Closing Activities

Activity which is conducted by the fiqh teacher for closing activity already runs appropriately by concluding what they have studied and learnt. It is important for students as an effort to understand the materials and questions that the teacher gives to the students. Conclusion from the teacher becomes a guide in the process of exploring a lesson, gives strengthening and becomes evaluation together to know the fixed objectives whether they are achieved or not.

3. Evaluation

The evaluation or assessment carried out by the fiqh teacher at the end of learning activities can be done by giving oral or written questions by related to learning materials. In this regard, the fiqh teachers distribute evaluation questions in the form of individual worksheets to measure students' ability to understand the material that has been explained. Before students work on evaluation questions, the teacher first gives instructions on how to work on the questions and then each student looks serious in doing it.

The teachers do reflection by providing opportunities to the students to ask. At that time there are a number of students who ask and want to ask but they feel embarrassed. In my opinion, to overcome this problem is that the teacher must be able to motivate students to be more confident in asking, because the *Taharoh material* is about how to wash up from small *hadass* and big *hadass* according to sharia Islam. It is very urgent in daily life.

However, according to the researchers, realizing that the time allocation was too short, and interesting strategies that ask students to think, the students should be provided additional time to complete his job. They can use the time to discuss together, conclude it and to evaluate.

In relation to that, learning model of *Talking Stick* could be an alternative for the teacher in teaching Fiqh. Learning model of *Talking Stick* emphasizes students to read and quickly understand the material by fast, and foster the students to be more active in studying. *Talking stick* learning model can test students' readiness when the teacher ask questions and train students dare to say his opinion because they have responsibility to answer when they get a stick. This model can motivate students in the process of learning and very beneficial for supporting the students' success in learning shown by improved results/ achievement. In other words, the application of model learning *Talking Stick* on Fiqh Class VII in junior high school IT Raudhatul Anwar Kapuas Kuala districts Kapuas, runs well and successfully.

Student looks enthusiastic and motivated, student can actively solve the problem collectively.

- c. Supporting Factors and Obstacles in the Application *Talking Stick* Learning Model in Toharoh Fiqh Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency.

The supporting factors in the application of *Talking Stick* in improving student learning outcomes in Toharoh Fiqh are:

1. The teacher

The teacher maintains good relations between one teacher and another so that there is no miscommunication about the right method to make it easier for students to understand the subject matter. Besides, the teacher is supported by proper facilities and infrastructure. The teacher's ability to deliver subject matter is favorable so that it will encourage students to learn. He knows well how to motivate students to study. A teacher prepare lesson plans which will be applied in the classroom so that the students are not bored.

2. The Environment

Organizing Class VII by putting 13 person students/class is important aspect in learning procss. A class with outnumbered students will not be effective to achieve the learning objectives.

Apart from supporting factors, there are also obstacles that cause less effective learning. They are:

1. The Students

Some students do not pay much attention and do not take notes during the teacher's explanation. They also lack of confident to answer because they fear for being wrong. Moreover, the students are reluctant and afraid with question which will given by teacher.

2. Learning Facilities

Lack of proper learning facilities is one of the obstacles faced by the teacher and the students. Proper learning facilities can boost the process of achieving the learning objectives.

The application of the *Talking Stick learning model* on fiqh subjects at SMP IT Raudhatul Anwar Kapuas Kuala, Kapuas Regency has been carried out optimally, although there are still students who do not dare to state things they do not understand and some of them do not take notes on important things in writing during the explanation.

D. Conclusion

Based on results of the study which conducted on the application of *Taling Stick* learning model in Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas districts, it can be concluded that: 1) The *Talking Stick learning model* on the subject of Toharoh Fiqh in Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas districts is conducted with the use of a stick. The stick is used as a sign or turn to answer the questions from the teacher accompanied by singing a song after the students get the teacher's explanation, 2) The application of the *Talking Stick learning model* in Toharoh Fiqh Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas districts runs smoothly because all activities from start to finish have been carried out including: preparation (making lesson plan and preparing the materials), implementation (explaining the materials and give questions related to the subject matter, applying the model of *Talking sticks* orderly, and drawing conclusions), evaluation (giving evaluation questions in the form of LKS done individually), and closing by praying together. *Talking Stick* model can motivate students in the learning process and is very useful to support success and improve student learning outcomes in learning, 3) Supporting Factors of the Implementation of *Talking Stick* to Toharoh Fiqh in Class VII at SMP IT Raudhatul Anwar Kapuas Kuala Kapuas Regency is a teacher who applies the model along with the material so that the student can actively involve and do not feel bored with the lessons the teacher conveys and the supporting and conducive environment. On the other hand, The obstacles of the application of the *talking stick model* in learning fiqh are: a number of student do not pay attention and do not take notes on the teacher's explanations and lack of confidence with answers because they are afraid being wrong. They also have inadequate learning facilities.

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