



Implementation of Talking Stick Method to Increase the Learning Activity of Class VIII Students in Social Studies Subjects

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Abstract

This study was motivated by the low learning activeness of VIII grade students in social studies subjects at MTs Plus Nurul Ilmi, such as the lack of students paying attention when the teacher explains and students who are sleepy during learning. To overcome this, the talking stick method was applied to increase student learning activeness. The purpose of this study was to determine the process of applying the talking stick method and the extent to which this method can increase student learning activeness. This research used Classroom Action Research (PTK) method conducted in two cycles referring to Dameria Sinaga's research design. The subjects in this study were VIII grade students with a total of 17 students. Data collection techniques in this study include observation, interviews, and documentation. The results showed an increase in student learning activeness from 35.5% in the first meeting to 52.9% in the second meeting (cycle I), then increased to 58.8% in the third meeting and 76.5% in the fourth meeting (cycle II). Thus, it can be concluded that the talking stick method is effective in increasing the learning activeness of VIII grade students in social studies subjects at MTs Plus Nurul Ilmi.



Introduction

In the implementation of a learning activity, the teacher is important in determining teaching and learning activities. So that in learning activities teachers have a very important role in choosing approaches, models, and good learning methods based on goals and determining the success of student learning activities (Slamet Asari et al., 2021). Learning method is a method that is applied in carrying out plans that have been prepared in learning activities which aim to achieve the plans that are prepared optimally. Learning methods not only have a function as a way of delivering material, but also function in managing teaching and learning activities in order to achieve a learning goal. Djamarah and Zain in Fitra Syukur Iman Zai stated that the position of learning methods as an extrinsic motivation tool, as a teaching strategy and as a tool in achieving learning goals (Fitra Syukur Iman Zai & Yehezkiel Soegeng Mulyono, 2022).

In every learning process using learning methods that are tailored to the characteristics of the students, so this has the aim that learning activities can run optimally. Teachers can apply different learning methods in one class to another. So that teachers are required to be more able to master the class, and can use many kinds of learning methods (Adawiyah, 2021). One method that can be applied is the talking stick learning method. The Talking Stick is a learning tool that uses a stick, where whoever holds the stick must answer the teacher's question after students have become familiar with the given topic (Alfirzan et al., 2021). Talking Stick or it can also be called a talking stick is a method that emphasizes students to train in expressing ideas, opinions, and thoughts that have been understood so that this is expected student involvement in learning activities and can have a good impact on students (Yuni Kurniati & Bagus Kisworo, 2023).

One of the problems that exist in learning activities is student learning activeness during teaching and learning activities. Activeness is the main thing in learning activities, students are required to be active. According to Sardiman in the book active learning method, activeness is an activity that is physical and mental, namely doing and thinking as an inseparable unit. The activeness of students in learning is none other than to construct their own knowledge. Students are active in

building an understanding of the problems or everything they face in the learning process (Kasi, 2022). There are several indicators of student learning activeness that can be seen from various things, including paying attention (visual activities), listening, discussing, student readiness, asking questions, student courage, listening, and solving problems (mental activities) (Gustiansyah et al., 2021).

Student activeness can function so that learning is in accordance with the plan that has been planned. Student activity can be in the form of activities on their own or activists in the form of groups. Active student participation greatly affects the process of thinking, emotional, and social development (Gustiansyah et al., 2021). Therefore, teachers need to find ways to increase student activeness. One way that can be used is by applying the right learning method.

Based on the preliminary observation conducted on November 22, 2024, at MTs Plus Nurul Ilmi, the researcher also interviewed the grade VIII social studies teacher. It was found that the Talking Stick method had never been applied in the teaching and learning process in the classroom. Furthermore, students' lack of active participation during lessons was mainly caused by factors such as drowsiness and limited attention to the teacher's explanation. The pre-cycle data revealed that student engagement was still relatively low, with an average of only 29.4%. Out of 17 students, only 5 students (29.4%) were in the high category with scores of $\geq 70\%$, while the majority of students were in the medium to low categories. The lack of student activeness in learning activities remains a challenge faced by many teachers in the classroom (Ridho Riskitullah et al., 2025). The grade VIII social studies teacher feels uncertain in selecting appropriate learning methods due to the low enthusiasm of students during the learning process, as well as the limited funds available for preparing instructional media.

Based on the results of previous research conducted by Endah Prastiwi with the research title Application of the Talking Stick Learning Model in Improving the Activeness and Learning Outcomes of Integrated Social Studies Class VIII A Students at MTs Al-Ma'arif Badung Regency, Bali Province, it was found that the first cycle based on the student activeness table that student learning activeness obtained results that were still relatively low with a high category reaching a percentage of 28% with a total of 10 students, moderate reaching a percentage of 46% with a total

of 16 students, and low reaching a percentage of 26% with a total of 9 students. Meanwhile, in the second cycle, there was a significant increase with a high percentage category reaching 86% with 30 students and a medium percentage of only 14% with 5 students (Endah Prastiwi, 2021).

Furthermore, there are research results from Riski Ramlan, et al. with the research title Application of Talking Stick Method in Improving Student Learning Activeness in Fiqh Subjects in Class VIII A MTs N 2 Kuantan Singingi obtained in the pre-cycle results of student learning activeness of 53.66%, in cycle 1 the first meeting increased to 74.33%, at the second meeting it increased to 80.33%, while in cycle 2 student learning activeness further increased to 90.66% (Riski Ramlan et al., 2023).

Research conducted by Siahaan, Sitorus, and Sitohang (2022) examined the use of the Talking Stick model to improve students' ability to summarize news content. The results showed a significant improvement, where the average pre-test score of 60.50 increased to 76.93 in the post-test. This finding indicates that the Talking Stick method is effective in enhancing students' comprehension as well as encouraging their participation in learning activities (Siahaan et al., 2022)

Based on the results of previous research, it can prove that the talking stick method is suitable for overcoming the problem of lack of student learning activeness in the classroom. Thus, researchers consider the talking stick method in accordance with the needs of students in increasing learning activeness. This research has a difference with previous research, which lies in a different curriculum. The previous researcher still used the 2013 curriculum, while this research has used the independent curriculum. In addition, the difference between this research and previous research lies in different materials, research subjects, years and places of research.

Based on the research objectives, the hypothesis of this study is that the application of the Talking Stick method can significantly improve student engagement and active participation in social studies learning for grade VIII students at MTs Plus Nurul Ilmi. This research is important because student engagement is a key factor in enhancing learning outcomes. However, in reality, many students remain passive during classroom activities due to drowsiness and lack of attention.

By applying this method, students are expected to become more active and engaged in the learning process, thereby developing their critical thinking, communication, and social skills. The findings of this study are also expected to contribute to practitioners in selecting effective learning strategies.

Method

This study used a Classroom Action Research (PTK) approach in which researchers took direct action on students. PTK is an action research conducted in the classroom during the learning process with the aim of improving and enhancing the quality of learning, focusing on the teaching and learning activities that take place in the classroom (Solehan & Shinta, 2023). This classroom action research design refers to Dameria Sinaga's classroom action research cycle. In each cycle of classroom action research implementation there are four stages starting from planning, implementation, observation, and reflection (Sinaga, 2024). This research was carried out for 2 cycles, where in 1 cycle consisted of 2 meetings held at MTs Plus Nurul Ilmi. The subjects in this study were class VIII students in the odd semester of the 2024/2025 school year with a total of 17 students consisting of 6 female students and 11 male students.

Data collection techniques in this study are observation, interviews, and documentation. Data analysis techniques in this study are descriptive qualitative and descriptive quantitative. The indicator of success in this study is the achievement of the application of the talking stick method to be able to increase the learning activeness of VIII grade students of MTs Plus Nurul Ilmi at least most of $\geq 70\%$ of students are actively involved in the learning process involved (Musyfi et al., 2024). To calculate the percentage of student learning activeness can use the following formula:

$$\text{Percentage per student} = \frac{\text{Total student activeness score}}{\text{Total Score}} \times 100\%$$

$$\text{Percentage of Success} = \frac{\text{Total score of students who are complete}}{\text{Total students}} \times 100\%$$

Results and Discussion

In learning activities in social studies class VIII at MTs Plus Nurul Ilmi had previously used several types of learning methods. However, social studies teachers have never used the talking stick method in teaching and learning activities in social studies. There are some students who are less active in the teaching and learning activities of social studies subjects due to the condition of the body that is sleepy during class hours, so it takes a more fun learning method for students.

Pre-Cycle Actions

The pre-action stage is carried out before the research action process. The pre-action stage has the aim of being able to find out the existence of problems in teaching and learning activities of social studies subjects. At this stage, starting from the initial observation by observing students during the teaching and learning process. In the observation results, it can be seen that there are some students who are less active in the process of learning activities, such as students who are sleepy when the teacher explains the material, and students who pay less attention during teaching and learning activities. Interview activities and classroom observations began on Saturday, November 23, 2024, it is known that the learning activeness of class VIII students at MTs Plus Nurul Ilmi is still relatively low, namely 29.4%.

Table 1 Pre-Cycle Results of Student Learning Activity

No	Name	Total Score	Percentage
1	Abd. Ghoni	15	75%
2	Ach. Rofek	6	30%
3	Briyan Majid	10	50%
4	Fanda Ayu Putri	11	55%
5	Luluk Kurniasari	12	60%
6	M. Arif Afandi	6	30%
7	M. Nur Agung Laksono	5	25%
8	M. Sandi Habibullah	5	25%
9	M. Tarsun	5	25%
10	Moh. Alfin Toriqi	18	90%
11	Moh. Apriyanto	5	25%
12	Moh. Raden Firdaus	6	30%
13	Suci Ramadayanti	15	75%
14	Qurrotul Ainiyah	19	95%

15	Agus Rhamadani	5	25%
16	Sri Ayu Handayani	11	55%
17	Yasmin Faradis Aziz	17	85%
Average		10,06	29,4%

Based on table 1 above, it can be seen that the learning activeness of class VIII students is still very low.

1st Cycle Action

The stage in cycle I was carried out in 2 meetings. The first meeting began on Monday, November 25, 2024, the second meeting on Saturday, November 30, 2024. Each meeting in the study was conducted in accordance with the social studies class VIII class hours at MTs Plus Nurul Ilmi. The first meeting, on Monday, November 25, 2024. Learning is done using the talking stick method with the material “The Effect of Weather and Climate for Life” while accompanied by an observer in the classroom. The second meeting was held on Saturday, November 30, 2024 where learning was carried out using the talking stick method with the material “The Shape of the Earth's Face in Indonesia”. At this second meeting, the observer filled out a student observation questionnaire to see the development of student activeness.

The planning stage is the first stage carried out before the action is carried out. In the planning stage, several needs that will be needed at the action stage are prepared, namely making teaching modules, preparing sticks that will be used, preparing learning tools, and making observation sheets for student activeness as well as student and teacher observation sheets.

The first meeting began with the teacher saying the opening greeting, which is saying the same and asking how you are, then praying before the learning activities begin. After that, the teacher conducted student attendance and continued with the apperception of the previous material. In this first meeting, the teacher began to apply the talking stick method which began with the teacher briefly explaining the material to be learned, then the teacher formed students into groups to strengthen understanding of the material. The activity continued by starting the talking stick game where the stick would be given to one of the students to hold alternately and sing together, after the song was finished where the stick stopped then the student would get a question.

At this second meeting, 17 students were involved. The researcher became the teaching teacher of Social Science (IPS) subjects accompanied by the social studies teacher as well as being the researcher's observer during the research activities. The second meeting activities began with the teacher briefly explaining the material to be studied, then the teacher formed students into several groups to strengthen understanding of the material. The activity continued by starting the talking stick game where the stick will be given to one of the students to be held alternately and sing together, after the song is finished where the stick stops then the student will get a question.

The following are the results of the learning activeness of class VIII students obtained based on observations in cycle I:

Table 2 Learning Activity of Class VIII Meeting 1 Cycle 1

No	Name	Total Score	Percentage
1	Abd. Ghoni	15	75%
2	Ach. Rofek	6	30%
3	Briyan Majid	12	60%
4	Fanda Ayu Putri	12	60%
5	Luluk Kurniasari	15	75%
6	M. Arif Afandi	6	30%
7	M. Nur Agung Laksono	5	25%
8	M. Sandi Habibullah	8	40%
9	M. Tarsun	5	25%
10	Moh. Alfin Toriqi	17	85%
11	Moh. Apriyanto	5	25%
12	Moh. Raden Firdaus	6	30%
13	Suci Ramadayanti	16	80%
14	Qurrotul Ainiyah	19	95%
15	Agus Rhamadani	6	30%
16	Sri Ayu Handayani	13	65%
17	Yasmin Faradis Aziz	17	85%
Average		10,76	35,3%

Table 3 Learning Activity of Class VIII Meeting 2 Cycle 1

No	Name	Total Score	Percentage
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1	Abd. Ghoni	15	75%
2	Ach. Rofek	7	35%
3	Briyan Majid	16	80%
4	Fanda Ayu Putri	15	75%
5	Luluk Kurniasari	15	75%
6	M. Arif Afandi	7	35%
7	M. Nur Agung Laksono	5	25%
8	M. Sandi Habibullah	7	35%
9	M. Tarsun	5	25%
10	Moh. Alfin Toriqi	17	85%
11	Moh. Apriyanto	6	30%
12	Moh. Raden Firdaus	7	35%
13	Suci Ramadayanti	17	85%
14	Qurrotul Ainiyah	19	95%
15	Agus Rhamadani	7	35%
16	Sri Ayu Handayani	15	75%
17	Yasmin Faradis Aziz	18	90%
Average		11,65	52,9%

Based on the details above, it can be seen that student learning activeness in observation / observation of cycle I meeting 1 amounted to 35.5% and meeting 2 amounted to 52.9% of students. However, with a result of 52.9%. This percentage still has not reached the success target in this study, so this research still needs to be continued in cycle II.

Reflection on cycle I will be seen based on the implementation stage of the talking stick method implemented in class VIII MTs Plus Nurul Ilmi and the results of the student learning activeness observation sheet. Several obstacles were found, including in the introductory activities, students who were less cooperative. This can be seen from the lack of enthusiasm of students in answering opening greetings and praying together before teaching and learning activities take place. When applying the talking stick method, students were less conducive, so there were some students who paid less attention to the explanation when the researcher presented the material during the lesson. There were several students who left the class on the grounds of permission to go to the toilet. In dealing with this, the researcher provides a solution by reflecting on the research belonging to (Suseno, 2017) which has similar problems. The following are the solutions that were carried out. Giving understanding to students to be able to follow the lesson well. Not always giving

permission to students to leave the class on the grounds that they want to go to the toilet. Giving rewards to students who have successfully answered questions well, so that students are also more excited when the game starts.

2nd Cycle Action

At the cycle II stage, it was carried out as a form of follow-up to the action stages in cycle I. Action in cycle II was carried out by identifying problems based on the results of reflection in cycle I. Cycle II lasted for 2 meetings.

The planning stage is the first stage carried out before the action is carried out. In the planning stage, several needs that will be needed at the action stage are prepared, namely making teaching modules, preparing sticks that will be used, preparing learning tools, and making observation sheets for student activeness as well as student and teacher observation sheets. The first meeting of cycle II was held on Monday, December 02, 2024. Learning was carried out using the talking stick method with the sub-learning material "The Effect of Weather and Climate for Life" while accompanied by an observer during learning activities.

The first meeting began with the teacher saying the opening greeting, which is saying the same and asking how you are, then praying before the learning activities begin. After that, the teacher conducted student attendance and continued with the apperception of the previous material. In this first meeting, the teacher began to apply the talking stick method which began with the teacher briefly explaining the material to be learned, then the teacher formed students into groups to strengthen understanding of the material. The activity continued by starting the talking stick game where the stick would be given to one of the students to hold alternately and sing together, after the song was finished where the stick stopped then the student would get a question. In this cycle II learning activity, the teacher gave rewards / prizes to students who managed to answer questions correctly.

The second meeting of cycle II began with the teacher saying the opening greeting, which is saying the same and asking how you are, then praying before the learning activities begin. After that, the teacher conducted student attendance and continued with the apperception of the previous material. At this first meeting the

teacher began to apply the talking stick method which began with the teacher briefly explaining the material to be learned, then the teacher formed students into groups to strengthen understanding of the material. The activity is continued by starting the talking stick game where the stick will be given to one of the students to be held alternately and sing together, after the song is finished where the stick stops then the student will get a question. The teacher gives rewards to students who successfully answer questions correctly so that students will be more enthusiastic in carrying out learning activities.

The following are the results of the learning activeness of class VIII students obtained based on observations in cycle II:

Table 4 Student Learning Activity of Class VIII Meeting 3 Cycle II

No	Name	Total Score	Percentage
1	Abd. Ghoni	16	80%
2	Ach. Rofek	10	50%
3	Briyan Majid	17	85%
4	Fanda Ayu Putri	16	80%
5	Luluk Kurniasari	16	80%
6	M. Arif Afandi	11	55%
7	M. Nur Agung Laksono	6	30%
8	M. Sandi Habibullah	10	50%
9	M. Tarsun	6	30%
10	Moh. Alfin Toriqi	19	95%
11	Moh. Apriyanto	15	75%
12	Moh. Raden Firdaus	11	55%
13	Suci Ramadayanti	18	90%
14	Qurrotul Ainiyah	19	95%
15	Agus Rhamadani	9	45%
16	Sri Ayu Handayani	16	80%
17	Yasmin Faradis Aziz	19	95%
Average		13,76	58,8%

Table 5 Student Learning Activity of Class VIII Meeting 4 Cycle II

No	Name	Total Score	Percentage
1	Abd. Ghoni	18	90%

2	Ach. Rofek	15	75%
3	Briyan Majid	18	90%
4	Fanda Ayu Putri	16	80%
5	Luluk Kurniasari	16	80%
6	M. Arif Afandi	15	75%
7	M. Nur Agung Laksono	10	50%
8	M. Sandi Habibullah	15	75%
9	M. Tarsun	8	40%
10	Moh. Alfin Toriqi	19	95%
11	Moh. Apriyanto	15	75%
12	Moh. Raden Firdaus	10	50%
13	Suci Ramadayanti	18	90%
14	Qurrotul Ainiyah	20	100%
15	Agus Rhamadani	9	45%
16	Sri Ayu Handayani	16	80%
17	Yasmin Faradis Aziz	19	95%
Average		15,12	76,5%

Based on the details of the table above, it can be seen that student learning activeness in cycle II meeting 3 was 58.8% and the fourth meeting was 76.5% or around 13 students. Based on the success indicators, the observation results in cycle II can be declared successful with a high percentage of 76.5%.

The results of the evaluation in cycle II were carried out after forming a reflection on cycle II on the application of the talking stick method in class VIII at MTs Plus Nurul Ilmi. Evaluation in cycle II can be said to be better than cycle I.

Discussion

The application of the talking stick method in social studies subjects can help create a new learning atmosphere for students, because with the talking stick method students will learn while playing and singing (Rofiah, 2024). When learning takes place, students will also get questions when the song is finished and the stick stops. In the first cycle action, both at the first meeting and the second meeting, the researcher explained the material briefly and started the game by singing while running the stick in turn. Before the learning activities took place, the researcher prepared the sticks that would be used for learning activities. Action in cycle II researchers conducted an evaluation in cycle I. Researchers also give rewards to students who successfully answer questions when the stick stops taking turns.



Picture 1 Cycle 1 Action



Picture 2 Cycle 2 Action

In cycle I and cycle II both at meeting 1 and meeting 2 researchers applied the talking stick method in the process of learning activities in social studies class VIII at MTs Plus Nurul Ilmi. In cycle I and cycle II researchers were assisted by observers to be able to assess the learning activeness of VIII grade students using the learning activeness observation sheet as well as the teacher and student activity observation sheet. Based on the explanation above, the talking stick method is one of the active, innovative, creative, and fun learning methods (Zuschaiya et al., 2024). The application of the talking stick method in learning activities can help train students to be able to speak up (Nurlaela et al., 2024). This talking stick method can also create a more pleasant atmosphere and can make students more active in learning activities (Cecep Wahyu Hoerudin, 2024).

The results of the learning activeness of students in class VIII MTs Plus Nurul Ilmi are quite increased. This can be seen based on the graph below.

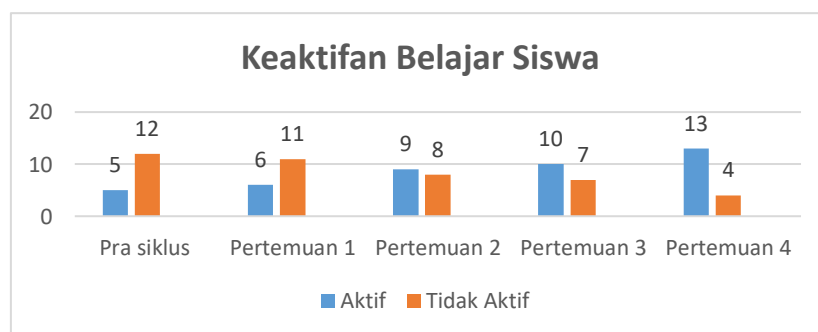


Figure 1 Student Learning Activity Diagram

Based on Figure 1 above, it can be seen that in the pre-cycle the learning activeness of class VIII students at MTs Plus Nurul Ilmi is still relatively low because

only 5 students are active or only 29.4%. However, the results of the learning activeness of class VIII students in social studies subjects in each cycle have increased considerably. In cycle I, the first meeting, the results of the learning activeness of VIII grade students were 35.3%, the second meeting obtained the results of the learning activeness of VIII grade students of 52.9% or about 9 students who were active in learning from 17 students. However, the results obtained in cycle I still did not reach the success target in this study, so the researchers continued the learning activities in cycle II. In cycle II it was found that the learning activeness of class VIII students in social studies subjects at MTs Plus Nurul Ilmi continued to increase. In cycle II, the results of student learning activeness obtained at the third meeting amounted to 58.8%, the fourth meeting obtained the results of student learning activeness obtained by 76.9% or 13 active students out of a total of 17 students in class VIII.

Based on the explanation above, it can be concluded that the implementation of the Talking Stick method can help improve the learning engagement of grade VIII students in social studies at MTs Plus Nurul Ilmi. The Talking Stick learning model also enhances student activeness, builds their confidence in expressing opinions in front of peers and teachers, and increases their enthusiasm during the learning process (Rusdiana & Kristiantari, 2023). This can prove that the talking stick method will be more effective if applied to conditions of students who are less active in learning activities (Zuschaiya et al., 2024). With the application of this talking stick method, it can help students who are less active so that they become more active in learning activities. According to Nana Sudjana, student learning activeness is inseparable from the learning paradigm created by the teacher (Cahyani, 2024). To be able to increase student learning activeness, teachers can be systematic learning system engineers, so as to stimulate student learning activeness in the process of learning activities (Gustiansyah et al., 2021).

Conclusion

Based on the results of research and discussion that has been carried out by researchers, the following conclusions can be drawn. This talking stick method is applied to increase student learning activeness in social studies subjects. The activity begins with the researcher briefly explaining the material, then instructing students

to group and learn together, then starting to apply the talking stick method to students. In cycle I and cycle II researchers applied the talking stick method which aims to increase student learning activeness. The application of the talking stick method can make students' learning activeness increase. This is evidenced by the results of the student learning activeness observation sheet used during teaching and learning activities.

The application of the talking stick method is able to increase student learning activeness which can be seen through the results of the student learning activeness observation sheet. In the pre-cycle, the percentage value of student learning activeness was 29.4% of active students out of 17 students, or 5 active students. Whereas in cycle I, at the first meeting the percentage of student learning activeness increased to 35.3% and the second meeting amounted to 52.9% active students or 9 students out of a total of 17 students in class VIII. Then, in cycle II, the third meeting of the percentage of student learning activeness increased compared to cycle I to 58.8% and the fourth meeting amounted to 76.5% or 13 active students out of a total of 17 students. So it can be concluded that the talking stick method can increase the learning activeness of VIII grade students at MTs Plus Nurul Ilmi.

Thus, the final result of this study can be concluded that through the application of the talking stick method can increase the learning activeness of class VIII students in social studies subjects at MTs Plus Nurul Ilmi.

Suggestion

Based on the conclusions that have been presented above, researchers provide suggestions to benefit further research. The following suggestions are given by researchers. Teachers are expected to use this talking stick method to be applied in social studies learning so that students become more enthusiastic about learning and can get a new and fun learning atmosphere. The results contained in this study can be used as references for students, teachers, and lecturers to develop research with the same context.

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