Using the Talking Stick Method in Learning Islamic Religious Education

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Article Info

ABSTRACT

Purpose of the study: Can find out the process of using the Talking Stick method for learning Islamic Religious Education in parallel classes in junior high school. Apart from that, you can find out the obstacles and solutions to the process of using the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools.

Methodology: This research uses a qualitative approach where data collection techniques are carried out by means of observation, interviews and documentation, data analysis is carried out by means of data reduction, data presentation and drawing conclusions.

Main Findings: The research results show that the process of using the Talking Stick method in learning Islamic Religious Education in parallel classes can run well, even though there are obstacles that can hinder the learning process. These include the schedule for Islamic religious education subjects starting at the last hour of learning, the lack of facilities that support the learning process, the time given to students to read and study the subject matter is only 20 minutes and using the Talking Stick method takes a very long time. when playing sticks.

Novelty/Originality of this study: The implication of this research is that educators must be better able to use the Talking Stick method. To comply with the time specified in the learning implementation plan that has been made and so that learning runs according to what is expected. In learning, students need a lot of time to know and understand the lesson material given.

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1.   INTRODUCTION

Education is important in nation building and individual development. Education is a series of efforts that are deliberate, planned, structured, continuously carried out, and have patterns and systems that aim to shape students into quality individuals both in the aspects of knowledge and spiritual morals [1], [2]. Education has an important role in driving social, economic and cultural development in this country [3], [4]. However, there is still a long way to go to continue improving and improving the education system so that it is better able to produce a competent and competitive generation. One important part of the education system is the curriculum.

The curriculum aims to create students who have good knowledge, skills and character in accordance with the needs of the times. Curriculum Implementation Curriculum actualization in learning and the formation of students' competencies and character [5], [6]. The curriculum encourages active involvement of students in the learning process [7], [8]. Students are expected to be more involved in exploration, discovery, and collaboration with classmates in understanding learning material [9], [10]. Although these changes are positive,

challenges remain in integrating a holistic approach and ensuring that all aspects of the curriculum are implemented effectively across schools. Many subjects are taught, one of which is religious education.

Islamic religious education in junior high school has an important role in shaping students' character in accordance with Islamic values, making them good citizens, with noble character, and contributing positively to society. Islamic religious education in junior high schools is an integral part of the existing education system [11], [12]. The aim is to provide an understanding of Islamic teachings and values to students, so that they can become individuals who are faithful, devout and have noble character in accordance with the principles of the Islamic religion [13]. Teaching methods in Islamic Religious Education in Middle School can vary. The method that can be used in learning Islamic religious education is the talking stick method.

The Talking Stick method is effective in ensuring that each individual's voice is valued and given space to be expressed. The Talking Stick Method is a communication approach used in discussion groups or meetings to ensure that each group member has a fair opportunity to speak and contribute [14], [15]. This method aims to create an inclusive environment, respect the opinions of each individual, and ensure that the voices of all members are heard without interruption or domination from one party [16], [17]. It also helps reduce dominance in discussions, encourages active listening, and encourages collaboration in decision making. However, this method also requires more time to discuss certain topics, because each member must have the opportunity to speak.

The use of the Talking Stick Method in Islamic Religious Education Learning is a communication approach that aims to create a learning environment that is inclusive, participatory and respects the opinions of each student. This method is used in an effort to increase interaction between students and optimize the learning process in parallel classes. Based on research from Susilawati [18] it states that using the talking stick model can increase student learning scores. The research conducted by researchers highlights the importance of speaking and listening skills in the context of religious learning. By giving Talking Sticks to students in turns, this research emphasizes the development of effective communication skills in the context of religious values. With the successful implementation of the talking stick model in improving student learning outcomes, it is hoped that the school can encourage teachers to try implementing the talking stick model as an alternative in learning activities. Urgency of thi research is the Talking Stick method has the potential to increase students' active participation in learning. By giving each student the opportunity to speak and convey their opinions sequentially, this method can create an inclusive classroom environment and support the involvement of all students.

Based on the description above, the researcher conducted this research with a problem formulation, namely: What is the process of using the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools and what are the obstacles and solutions to using the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools. The aim of the research is to find out the process of using the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools and being able to find out the obstacles and solutions to the process of using the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools.

2. RESEARCH METHOD

2.1 Research Type

The method applied in this research is a qualitative descriptive research approach. The approach in question is a research approach that relies on the role of humans as research instruments, so that the author can reveal the truth and originality of the data to be analyzed as accurate research results. The decision to use a qualitative research approach was taken because it allows easier adjustment to complex realities, allows a direct depiction of the essence of the relationship between the researcher and the research object, and has the ability to perceive and adapt to various influences originating from the various value patterns involved.

2.2. Population and Sample

The research carried out by researchers was carried out in the field, namely in junior high schools. The researcher's interest in this location arose because this school implemented the Talking Stick Method approach in the Islamic Religious Education learning process. In each Islamic Religious Education learning session, there is a combination of two classes. Therefore, researchers are interested in exploring the process of implementing the Talking Stick Method in classes with a large number of students.

2.3. Data Collection Technique

In this research, the researcher acted as the main instrument and implementer of data collection directly at the research location. In carrying out this research, the role of researchers at the sample junior high schools was to be very active in making observations and searching for information. This includes collecting information from sources who have competence regarding the research object. Researchers act as careful observers, observing all aspects from management to learning activities in schools. In the interview process with

informants, the researcher will attempt to clarify that he is a researcher, with the aim of ensuring that the information obtained is accurate and valid.

Data or sources of information are factors that determine the success of research. In order to ensure the validity and accuracy of the data, researchers collected information from various sources or respondents, such as school principals, Islamic Religious Education educators, and students. Apart from that, researchers also make direct observations of the problems being studied. In the process, there are two types of data used, namely primary data and secondary data. Primary data refers to information collected directly from the field through direct observation and interviews with respondents [19], [20]. The use of this interview was carried out based on a list of questions that had been prepared previously, regarding things such as school history and the implementation of the Talking Stick method in learning Islamic Religious Education in parallel classes in junior high schools. On the other hand, secondary data refers to information obtained from documents that describe the objective conditions of the school, including school facilities, the situation of educators and students, as well as various other data that are related to and have an impact on the research object.

Data plays a central role in carrying out the research stages. In collecting data from the field, the author applied a number of techniques, including observation, interviews and documentation. Observation techniques are a way to collect data by directly observing the object being investigated. Interviews, on the other hand, are a data collection method that involves direct interaction with the informants who are part of this research. The instruments used in the interviews had been prepared previously. Documentation, as the third technique, is carried out by investigating various documents and archives that are relevant to this research. The aim of collecting this data is to obtain information that supports the completeness and accuracy of the data which is considered capable of providing a comprehensive view.

2.3. Data Analysis technique

The technique used in analyzing data is a qualitative descriptive analysis approach. This method involves processing and analyzing data taken from literature relevant to this research, presented in a comprehensive descriptive form. The steps taken in this method include reducing data, presenting data, and verifying data. Data verification is important in qualitative research to ensure the validity and credibility of the data obtained.

3. RESULTS AND DISCUSSION

In student education efforts, the goal desired by the law is to form positive behavior. This is in line with the educational principles regulated in law. The situation of students in junior high schools, as explained by the principal, is as follows: "The process of admitting new students to junior high schools involves selection to identify the individual abilities of each student. The total number of students currently in secondary schools The first was 1231, with religious diversity consisting of Islam, Christianity, Catholicism, Hinduism and Buddhism." Based on information from these interviews, it can be concluded that selection is carried out before students are accepted, to understand the potential of each incoming student. The total number of students studying in junior high school is 1231.

Below is a table showing the situation of students in junior high schools based on religion.

Table 1 Condition of Students According to Religion

No	Class	Islam		Christian Protestant		Catholic		Hindu		Buddha	
		L	P	L	P	L	P	L	P	L	P
1	VII	97	111	42	29	2	1	0	1	0	1
2	VIII	186	172	70	61	0	4	7	4	0	1
3	IX	159	161	52	56	2	4	5	3	0	0
Amount		886		310		13		20		2	
Amount		1231									

For class VII, the number of students who embrace Islam and are male is 97 people, while female students are 111 people. There were 42 students who embraced Protestant Christianity and were 29 male, and 29 female. There are only 2 students who are Catholic and male, while only 1 is female. There are no male students who are Hindu, only 1 female. Likewise, there are no male students who are Buddhists, only 1 female.

In class VIII, the number of students who are Muslim and male is 186, while 172 are female. There are 70 students who embrace the Protestant Christian religion and are 61 male, and 61 female. There are no male students who are Catholic, only 4 females. The number of male students who are Hindu is 7 people, and 4 female students. There are no male students who are Buddhist, only 1 female.

In class IX, the number of students who are Muslim and male is 159 people, while 161 students are female. There were 52 students who embraced Protestant Christianity and were 56 male, and 56 female. There are 2 male Catholic students, and 4 female students. The number of male students who are Hindu is 5 people, and 3 female students. There are no Buddhist students in this class. Overall, the number of students who embraced Islam was 886 people, students who embraced Protestant Christianity were 310 people, students who were Catholics were 13 people, students who were Hindus were 20 people, and students who were Buddhists were 2 persons.

In the context of the Islamic Religious Education Contest, religious teachers must have patience in dealing with various things that must be taken into account. Although there are things that Islamic Religious Education teachers may face, such as internalization of religion, structural diversity, cultural diversity, and even criticism of religion itself. In an interview with the deputy principal of the curriculum department, it was revealed that the curriculum was useful in achieving educational goals.

Facilities and infrastructure in schools are an important and inseparable element. The quality of adequate facilities and infrastructure will have a big impact on the quality of schools in junior high schools. The interview shows the school's seriousness in achieving educational goals by meeting the necessary educational needs. This reflects a commitment to achieving the expected educational goals. Facilities and infrastructure are important elements that support the learning process in junior high school.

The Talking Stick learning method is used in Islamic Religious Education learning in junior high schools to encourage students to be more active and dare to express opinions in front of their friends. In the learning process, students are actively involved and participate. This research is in line with research conducted by Jenanu et al, which states that the use of the talk stick type cooperative model makes learning more meaningful where students not only work in groups but also work in groups. [21]. This research is in line with research conducted by Handayani et al, which states that the Talking Stick method triggers students' responsibility for the tasks given, allowing them to speak and express opinions more confidently [22]. This method also provides a fun experience because it uses game elements, including blank questions or diversions to reduce anxiety.

The interview results also revealed the steps in implementing the Talking Stick method. The teacher first conveys the learning objectives to the students. Then, a stick is prepared as a tool in this method. Learning material is delivered and students are asked to read books. Sticks are played to encourage students to speak and express opinions after reading. Music is accompanied while this process takes place to create a sense of relaxation. The use of music helps reduce stress. However, there are several challenges in implementing the Talking Stick method. The time required is quite long because all students have to take a turn. Sometimes, this even impacts midday prayer times. However, for the sake of effective learning, Islamic Religious Education teachers continue learning, even if it involves prayer time.

The implication of this research is that Talking Stick encourages students' active participation in the learning process. Every student has the opportunity to speak and share their thoughts, which can increase their sense of ownership and involvement in Islamic Religious Education learning. The Talking Stick method may be more effective or appropriate for certain age groups. Research limitations may arise if research participants primarily consist of a specific age group or education level.

4.   CONCLUSION

The use of the Talking Stick method is not optimal for application in the learning context in parallel classes. However, the use of the Talking Stick method in the Islamic Religious Education learning process in junior high schools has gone well, even though it faces several challenges that can hinder the achievement of learning objectives. The challenges that arise in implementing the Talking Stick Method in learning Islamic Religious Education in combined classes in junior high schools include the schedule of Islamic religious subjects which are located in the last hour of learning, limited supporting facilities in the learning process, limited time for students to read and study the lesson material before applying the Talking Stick method which requires more time to implement. Realizing that the success of implementing the Talking Stick Method depends on the ability of the facilitator or teacher, this research recommends providing special training to teachers regarding how to manage and guide discussions using Talking Stick. This includes listening skills, phrasing relevant questions, and maintaining conversational continuity

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