

The Effect of the Talking Stick Learning Model on Student Learning Activeness

Class VII at MTS Sabilal Akhyar Kwala Begumit

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Abstract: *A fun, active and meaningful learning atmosphere for students needs to be created by applying an active learning model for students, namely the talking stick learning model. This type of research is quasi-experimental. This study aims to determine the effect of the talking stick learning model on student learning activity. The sample used in this study was class VII D with a total of 35 students consisting of 9 boys and 26 girls at MTs Sabilal Akhyar Kwala Begumit. The data from this research is in the form of student learning activeness obtained by using the student learning activeness questionnaire instrument. Based on the research data obtained $t_{hitung} = 8.28$ while $t_{tabel} = 2,000$ ($dk = 58$). Thus $t_{count} > t_{table}$ ($8.28 > 2,000$). This means that there is an influence of the talking stick learning model on student learning activity.*

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INTRODUCTION

The success of education is greatly influenced by the learning process that takes place. The learning process is not just about receiving information from the teacher, but is accompanied by active actions and activities. Learning activity is an important part that must be considered by every teacher in order to achieve success in the learning process. Learning success can be seen from the number of students who play an active role in learning activities and are able to master the subject matter. Learning activity is characterized by students who dominate learning activities, students participate in all learning activities both physically, psychologically and emotionally. This is indicated by the many responses of students in the form of questions and ideas related to learning material.

According to Karunia and Mokhammad (Lestari & Yudhanegara, 2017) explained that student learning activity in the learning process is characterized by students expressing opinions, students asking questions, students responding to other people's opinions, students doing assignments well, students participating in carrying out their learning tasks, students involved in problem solving activities, students carrying out group assignments, and students daring to appear in front of the class.

The above opinion suggests indicators related to student learning activity, which means that in the learning process students not only receive knowledge from the teacher, but students participate in learning activities. Student involvement in learning activities has an impact on the knowledge received will stick in their memory, this is because students get new experiences during learning activities. Conversely, students who learn

passively tend to easily forget the learning delivered by the teacher. In addition, the activeness of students in the learning process can develop the potential that exists in them. This is in accordance with Law No. 20 of 2003 article 1 paragraph (1) which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

With active learning, students will be trained to think critically and try to explore information related to the subject matter so that learning goals can be achieved. In accordance with the promise of Allah Almighty, humans will get the expected results if they try hard. The Word of Allah Almighty in Q.S An-Najm verses 39-41 which reads:

ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَى . وَأَنَّ سَعْيَهُ سَوْفَ يُرَى . وَأَنْ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى

Meaning: And that a man has nothing to gain but what he has earned. And that the effort will one day be shown (to him). Then it will be rewarded to him with a perfect reply. (Q.S An-Najm: 39-41).

The above verse explains that it takes an effort to get maximum results. In the field of education, this is related to students' efforts to gain knowledge through active learning. There are several factors that affect student learning activity, including internal factors (factors that come from within students), and external factors (factors that come from outside students). One factor that comes from outside the student is the teacher. Teachers have an important role in creating an active learning atmosphere. Teachers need to be aware of their position as facilitators to help students actively participate in learning activities. However, there are still many teachers who do not involve students in learning activities. Learning activities are only centered on the teacher as a source of information, so learning activities become passive. While current learning, requires students to be able to play an active role in the learning process. Therefore, a teacher is required to master the class, and have creativity in developing learning models.

Along with the times, various learning models have been created that can make it easier for teachers to deliver learning materials. With the use of the right learning model will create an active and pleasant learning condition. If the learning model used is not suitable, then the learning outcomes will not be optimal. In the learning process, fiqh subject teachers at MTs Sabilal Akhyar use conventional learning models such as lectures, discussions and questions and answers.

The lecture method will succeed if it gets serious attention from students, is presented systematically, provides opportunities for students to respond, and strong learning motivation from students. Then the use of discussion methods can stimulate student creativity, familiarize students to exchange ideas, train students to be skilled in expressing opinions, and broaden horizons. Likewise, the question and answer method can attract attention, stimulate thinking, build courage, practice the ability to speak and think regularly, and as a tool to objectively determine the level of student ability. (Nata, 2011)

However, conventional learning models make students passive and not free to express their opinions. Students are afraid of being blamed if the statement made is not true. This makes it difficult for students to find and develop their potential. Students assume that everything the teacher says is true, absolute and indisputable. If students feel

forced to participate in learning activities, students will have difficulty understanding the subject matter delivered by the teacher. Therefore, teachers must create a pleasant learning atmosphere by changing from the use of conventional learning models to innovative learning models so that students can play an active role in the learning process.

Based on observational data and interviews with fiqh teachers at MTs Sabilal Akhyar Kwala Begumit who stated that the fiqh learning process still tends to be passive. In class VII D with 35 students, only 10 students or 29% actively participate in learning activities, meaning that 25 students or 71% are still less active in learning activities. It is characterized by the following symptoms:

1. Students are not confident to express opinions during learning activities, students only act as listeners.
2. Students do not have the willingness to ask questions if they do not understand the subject matter, even when the teacher asks questions they are just silent.
3. Students do not have the enthusiasm to do the tasks given by the teacher.
4. Students look bored when participating in learning activities, this is due to the monotonous learning atmosphere.
5. Students do not dare to appear to speak in front of the class on the grounds of embarrassment.

These symptoms are contrary to indicators of learning activity, meaning that learning activity has not been maximized. To overcome this problem, researchers offer a solution by applying a *talking stick* learning model. This learning model is expected to increase student learning activity because it can arouse students' confidence to express opinions and encourage enthusiasm for learning so that learning activities become fun.

Talking stick is a learning model that uses help tools in the form of short sticks. The stick used has a length of about 20 cm. After the stick is prepared, the teacher begins the activity by delivering the material to be learned. If students understand, the teacher will give time to students to read and relearn the material that has been delivered. After that, the teacher ordered the students to close their books. Next, the teacher will take a stick and give it to one of the students, the stick will be rotated while singing a song, if the song stops, students who receive the stick are required to answer questions or express their understanding related to the learning material. The *talking stick* learning model ends with the teacher and students reflecting on the material that has been learned.

From the explanation above, the *talking stick* learning model has advantages in increasing student learning activity. Using a cane and accompanied by a pleasant learning atmosphere makes students confident to express opinions. The *talking stick* learning model provides equal opportunities for every student to contribute so that student learning activity increases.

Based on the explanation above, the author is interested in conducting research to overcome the problem of learning activeness using the *talking stick* learning model, with the title "The Effect of the *Talking Stick* Learning Model on Student Learning Activity in Class VII Fiqh Learning at MTs Sabilal Akhyar Kwala Begumit"

THEORETICAL STUDIES

***Talking Stick* Learning Model**

The learning model is an important component in supporting learning success. A teacher should understand a good and appropriate learning model to facilitate the delivery of subject matter. The use of effective and innovative learning models can

attract students' attention so as to create an active, innovative and fun learning atmosphere.

The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve specific learning objectives, and serves as a guideline for learning designers and teachers to design and implement learning activities (Aururahman, 2016).

Another understanding of the learning model is a plan or pattern that is used as a guide in planning learning in class, a plan or pattern that can be used to design face-to-face teaching patterns in class, and to determine learning materials or devices (Kusnadi, 2018). Meanwhile, according to Joice and Weil (Isjino, 2016) a learning model is a pattern or plan that has been laid out in such a way and is used to develop curriculum, organize subject matter, and provide instructions to teachers in their class. So that in the process of implementing this learning model must be in accordance with the needs of students.

Based on the above opinion, it can be concluded that the learning model is a concept or design that describes systematic (regular) ways of learning from beginning to end which are prepared by the teacher to convey the subject matter in class. Learning models include learning approaches, strategies, methods and techniques, using learning models learning activities become more focused and can improve the quality of learning. A good learning model can be felt when it has been implemented. According to Arends (Sari & Fanani, 2021) there are six learning models that are often and practically used by teachers, namely:

1. Presentation;
2. Direct teaching;
3. Concept teaching;
4. Cooperative learning;
5. Problem based learning;
6. Class discussion.

In an effort to increase student learning activeness, relevant learning models are needed. One of them is by using the talking stick learning model. Talking stick is a cooperative learning model that uses the help of a tool in the form of a stick.

Talking stick is taken from English which means talking stick. The talking stick learning model originated with the Native Americans who invited all people to express their opinions in a forum (meeting). Talking sticks have been used by Indian people for centuries as a tool to listen to other people's opinions fairly and impartially. The talking stick is often used by officials in meeting activities to determine who has the right to speak. When discussing issues, the meeting leader will hold a stick. Then the stick will be transferred to another person who wants to speak or respond. By using the talking stick everyone will have a turn to speak and the opportunity to express their opinion.

The talking stick learning model uses a stick as a turn guide. The student who gets the stick will be asked a question and must answer it. Then in relay the baton moves to the hands of other students in turn. And so on until all students get sticks and questions (Hidayat, 2016).

According to Imas and Berlin (Kurniasih & Sani, 2016) the talking stick learning model is a learning model that is carried out with the help of a stick. Sticks are used as rations or turns to argue or answer questions from the teacher after students have studied the subject matter. With this learning model, the class atmosphere can look more lively and not monotonous. Another understanding of the talking stick type learning model is a

learning model with the help of a stick, whoever holds the stick must answer questions from the teacher after students have studied the subject matter (Huda, 2017).

Meanwhile, according to Ode (Pour & et al, 2018) the talking stick learning model can be interpreted as a learning model for playing with sticks, namely learning designed to measure the level of mastery of subject matter by students using stick media. Talking Stick is a learning model that can encourage students to dare to express opinions (Fajrin, 2018). By using the help of a rotating stick students are required to repeat the material learned by answering questions. The student holding the stick is required to answer the question.

Based on the above opinion, it can be concluded that the talking stick learning model is a learning model that uses a tool in the form of a stick with the aim of giving everyone the right to speak and express opinions. The talking stick learning model can be done both individually and in groups. Students who hold sticks will have their turn to speak and answer questions from the teacher, so that learning activities can optimize student participation.

Functions of the Talking Stick Learning Model

The talking stick learning model is related to the game. Therefore, the talking stick learning model serves to create an active and fun learning atmosphere. The other functions of the talking stick learning model are as follows:

1. Assist teachers in delivering learning material.
2. Assist teachers in increasing student learning activity.
3. Helps create interaction between teachers and students.
4. Practicing the ability to speak or express opinions
5. Make the learning atmosphere more active and fun
6. Mentally train students to be ready to receive questions.

Meanwhile, according to Mualim Wijaya (Wijaya, 2020) explains that the function of the talking stick learning model is as follows:

1. Dare to express opinions.
2. Collaborate between friends
3. Practice speaking skills.
4. Invite students to continue to be ready in any situation.

Based on the description above, it can be concluded that the talking stick learning model functions to build student learning activities, train students to dare to speak and express opinions. In addition, the talking stick learning model serves to improve cognitive, affective, and psychomotor abilities. So the use of the talking stick learning model is very effective in increasing student learning activity.

Features of the Talking Stick Learning Model

The talking stick learning model is included in cooperative learning, because it has almost the same characteristics as cooperative learning. The characteristics of the talking stick learning model are as follows (Mayangarum, 2020):

1. The teacher only conveys the main material.
2. Students study individually or in groups to complete their study material.
3. The teaching media is carried out with the help of a stick.
4. Individual-oriented assessment.

In conveying subject matter, a teacher must choose the learning model that best suits the goals to be achieved. Therefore, teachers need to have consideration of the learning model to be used. The characteristics of a good learning model are as follows:

1. There is intellectual and emotional involvement in students.
2. Students play an active and creative role during learning.
3. The teacher acts as a facilitator, motivator, mediator and coordinator during the learning process.
4. Using a variety of innovative learning tools or media.

Based on the description above, it can be concluded that the talking stick learning model has a characteristic that is using a tool in the form of a stick that rotates while singing a song, the stick is used as a reference to provide opportunities for each student to answer questions or express opinions so that each student can be involved in the learning process.

Talking Stick Learning Model Steps

The steps for using the talking stick learning model are as follows:

1. Starting with the teacher preparing a stick with a length of about 20 cm.
2. The teacher conveys the subject matter to students, then the teacher gives each student the opportunity to read and review the material that has been presented.
3. After finishing reading and studying the material, the teacher asks each student to close the textbook.
4. Then the teacher takes the stick and gives it to one of the students. The student who gets the stick must answer questions from the teacher. And so on until most of the students get the opportunity to speak.
5. After finishing the teacher gives conclusions and evaluates.
6. Cover.

Kuniasih and Sani (Ramadhan & et al, 2021) state that the steps of the talking stick learning model are:

1. The teacher explains the purpose of learning at that time.
2. The teacher forms a group of 5 people.
3. The teacher prepares a stick that is 20 cm long.
4. After that, the material to be studied then gives the group the opportunity to read the material within the allotted time.
5. Students discuss discussing the problems contained in the discourse.
6. After the group has finished reading the subject matter and studying its contents, the teacher invites group members to close the contents of the reading.
7. The teacher takes a stick and gives it to one of the group members.
8. After that the teacher gives a question and the group member holding the stick has to answer it, and so on until most of the students have had their turn.
9. Other students may answer the question if their group members cannot answer the question.
10. After everyone has had their turn, the teacher draws conclusions and evaluates, both individually and in groups.

Based on the explanation above regarding the steps of the talking stick learning model, it can be concluded that the talking stick learning model begins with providing a stick, then the teacher delivers the subject matter, after that students are given time to read and re-understand the subject matter before the stick is run and the teacher gives questions .

After all students have had the opportunity to speak, the learning activity ends with the teacher delivering conclusions, evaluation and closing. These steps are the teacher's reference when carrying out learning activities in class using the talking stick learning model.

The Strengths and Weaknesses of the Talking Stick Learning Model

Each learning model has advantages and disadvantages. The talking stick learning model has several advantages and disadvantages which are a consideration for a teacher to use during the learning process in class. The advantages and disadvantages of the talking stick learning model are as follows:

1. Advantages of the Talking Stick Learning Model
 - a. The talking stick learning model trains students to dare to express opinions.
 - b. The talking stick learning model provides motivation for students to quickly understand the subject matter.
 - c. The talking stick learning model can test students' readiness in participating in learning activities.
 - d. The talking stick learning model can spur students to study hard, in other words students will learn the material before learning begins.
 - e. The use of the talking stick learning model can measure the level of understanding of students directly and individually.
 - f. The realization of fun learning because there is an element of play (Asri, 2019).
2. Weaknesses of the Talking Stick Learning Model
 - a. Students who are not ready cannot answer questions from the teacher.
 - b. Students feel tense because they cannot predict who will get the turn to answer questions.
 - c. Students feel afraid when the questions given are difficult.
 - d. This learning model spends a lot of time.

Active Student Learning

Active learning is an important part of the learning process. During learning activities, students do not just sit and pay attention to the teacher explaining, but students are also involved in the learning process. Student involvement in the learning process makes students better understand what they are doing. Because, students gain experience that makes learning more meaningful. Learning activeness consists of the words activeness and learning. Liveliness comes from the word active which then gets the affix of being active which means an activity.

According to the Big Indonesian Dictionary, being active means being active (working or trying), while being active is defined as a thing or situation in which students can be active. The liveliness referred to in this study is a situation where students are involved in the learning process, students are actively trying to explore knowledge by actively expressing opinions, asking questions, answering questions and so on. While learning is an activity that is carried out intentionally or unintentionally by each individual, so that there is a change from those who do not know to know, from those who cannot walk to be able to walk, unable to read to be able to read and so on (Ismail & Aflahah, 2019).

Learning is a process of acquiring knowledge, improving skills, improving behavior, attitudes, and strengthening personality (Suyono & Hariyanto, 2016). According to Nana Sudjana, the activeness of student learning can be seen from the participation of students in carrying out their learning assignments. Involved in participating in solving problems, asking other students or teachers if they don't understand the problem at hand, trying to

find the information needed to solve problems or questions, and assessing one's own abilities and the results obtained (Sinar, 2018). The learning process requires students to participate in learning activities. Learning activities require interaction between students and teachers, students with other students and students with their environment. If students have these criteria, the learning process will run well.

Student active learning itself is an activity of students in the learning process which involves emotional abilities, emphasizes student creativity, increases minimal abilities, is able to master concepts, develops self and understanding, and thinks critically as well as being able to develop students' social interactions (Tazminar, 2015).

Active student learning is an activity that is both physical and non-physical in nature in the process of learning activities that are carried out optimally so as to create a conducive classroom atmosphere (Wibowo, 2016). Active learning involves physical (physical) and psychological (psychological) which are interconnected, when students actively use their bodies, they simultaneously use their souls, because physically and psychologically are one unit that is mutually bound. Learning activities that use the physical involve the limbs such as reading, writing, listening and so on. While examples of psychic activities, for example, use the knowledge they have to solve a problem. Physical and psychological activities should be positive, meaning that the activities carried out have a good impact on learning.

Based on the description above, it can be concluded that active learning is student involvement in the learning process both physically, psychologically and emotionally which is positive as a form of effort to achieve learning success.

Learning Activity Indicator

The activeness of learning can be seen from the behavior that appears during learning activities. The characteristics that show the activeness of student learning, including the following:

1. Students play an active role in finding knowledge or information by experiencing it directly.
2. Students play an active role in doing something to gain an understanding of the subject matter.
3. Students dare to express opinions, ask questions, and are able to explain something to their classmates.
4. Students can present the results of their understanding in front of the class.

According to Paul B. Diedrich (Priansa, 2015) there are eight indicators of active learning according to the type of activity as follows:

1. Visual activities such as reading, paying attention to pictures, demonstrations, experiments, and so on.
2. Oral activities such as stating, formulating, asking questions, giving suggestions, issuing opinions, conducting interviews, discussions, and so on.
3. Listening activities such as listening to descriptions, conversations, discussions, music, speeches, lectures, and so on,
4. Writing activities such as writing stories, essays, reports, questionnaires, copying, and so on.
5. Drawing activities such as drawing, making graphs, maps, diagrams, patterns, and so on.
6. Motor activities such as conducting experiments, making constructions, repairing models, playing, gardening, caring for animals, and so on.
7. Mental activities such as capturing, remembering, solving problems, analyzing, making decisions, and so on.
8. Emotional activities such as taking interest, happy, brave, calm, nervous, amazed, and so on.

Meanwhile, according to Sudjana (Kemit, 2021) the activeness of student learning can be seen from several indicators as follows:

1. Participate in carrying out learning assignments.
2. Engage in problem solving.
3. Ask other students or the teacher if you don't understand the lesson
4. Trying to find various information needed to solve problems or questions.
5. Assessing his ability and the results obtained
6. Opportunity to use and apply what has been obtained in completing the task or problem it faces.

Based on the above opinion, it can be concluded that the indicators of student learning activity are as follows:

1. Students show various efforts made to acquire knowledge such as reading actively, listening to teacher explanations, conducting experiments, and asking questions that are not understood.
2. Students show courage in expressing their own thoughts and presenting them in front of the class.
3. Students show a variety of creativity that is owned during the learning process takes place.
4. Students are able to solve problems, especially during practical material.

Active learning has a positive value that is beneficial to students. Students who actively participate in learning activities will gain their own experience which can develop their potential. In addition, active learning creates harmony in the classroom.

Factors Affecting Active Learning

Active learning can grow and develop the potential of students. In addition, active learning familiarizes students to think critically in dealing with problems. There are several factors that can increase active learning, factors that come from within students such as student character, motivation and interest in learning. Then factors that come from outside the students include teachers, environment, curriculum, as well as school facilities and infrastructure.

According to Gagne and Brings (Toharudin, 2020) say that the factors that can increase student learning activity are:

1. Provide motivation or attract the attention of students, so that they play an active role in learning activities.
2. Explain instructional objectives (basic abilities to students).
3. Improving the basic competence of students.
4. Provide stimulus (problems, topics, and concepts to be studied).
5. Give instructions to students and how to learn it.
6. Bringing up activities, student participation in learning activities.
7. Provide feedback.
8. Perform bills on students in the form of tests.
9. Summarize each material presented at the end of the activity.

Meanwhile, other opinions say that active learning is influenced by three factors, namely internal factors (from within the student), external factors (from outside the student's self) and learning approach factors (approach to learning) (Syah, 2012). These factors can be described as follows:

1. Internal factors are factors that come from within the student, this factor consists of two aspects, which include:
 - a. Physiological aspects, namely aspects related to physical conditions that can affect students' enthusiasm in participating in learning activities.
 - b. Psychological aspects, namely aspects related to psychological, intellectual and mental that can affect one's learning.
2. External factors are factors that come from outside the student's self, namely environmental conditions, while the environment in question includes:
 - a. The social environment which includes: teachers, classmates, and other school members.
 - b. The non-social environment includes: school buildings, learning facilities and infrastructure, weather and study times used by students.
3. Learning approach factors are factors related to ways or strategies that can be used to increase activity.

Based on the explanation above, it can be concluded that in general the factors that influence active learning are divided into three, namely internal, external, and learning approaches. Of the three factors, the learning model is one of the important factors. Using an innovative learning model can attract the attention and enthusiasm of students so that students are active in the learning process.

METHOD

This type of research is quantitative and the approach used is descriptive quantitative. Quantitative research is used to test certain theories by examining the influence or relationship between variables. These variables are measured by research instruments so that the resulting data consists of numbers that can be analyzed based on statistical procedures. The descriptive approach in this study was intended to obtain an overview of the effect of the talking stick learning model on student learning activeness in class VII Islamic studies at MTs Sabilal Akhyar Kwala Begumit. The location of this research was carried out at MTs Sabilal Akhyar Jln. Ahmad Yani No. 7A Kwala Begumit, Kec. Binjai, Langkat Regency, North Sumatra. In this study the population used was all class VII students of MTs Sabilal Akhyar in the 2022/2023 academic year with a total of 137 students, consisting of 63 male students and 74 female students. The sample used in this study was class VII D with a total of 35 students consisting of 9 boys and 26 girls at MTs Sabilal Akhyar Kwala Begumit. The variables used consist of independent variables and dependent variables. The independent variable in this study is the Talking Stick Learning Model while the dependent variable used in this study is Student Learning Activeness.

The source of data in research is the subject from which the data is obtained. This study uses two data sources, namely: (1) Primary data sources are data obtained directly from the source through observation, questionnaires, interviews, or documentation. The primary data sources in this study were obtained directly from teachers, administrative staff and class VII D students of MTs Sabilal Akhyar Kwala Begumit for the 2022/2023 school year, (2) Secondary data sources are data sources used by researchers to support primary data. In this study, secondary data sources were obtained from books, journals and articles related to research variables. Data collection techniques used in this study

were questionnaires, observation and documentation. The data analysis method used is product moment correlation.

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Information :

= Product moment correlation coefficient value

r_{xy}

= Number of research respondents

n

= Number of variables X

$\sum X$

= Number of variables Y

$\sum Y$

= The sum of the variable X after being squared

$\sum X^2$

= The sum of the variable Y after being squared

$\sum Y^2$

= The multiplication result of the total number of variables X and variable Y

$\sum XY$

To measure the influence of variable X (Talking Stick Learning Model) and variable Y (Student Learning Activeness), the Guilford formula is used as follows:

No	Correlational Intervals	Relationship Level
1.	0,00 0,20 $\leq r \leq$	Very low
2.	0,20 0,40 $\leq r \leq$	Low
3.	0,40 0,50 $\leq r \leq$	Currently
4.	0,60 0,80 $\leq r \leq$	High
5.	0,80 1,00 $\leq r \leq$	Very high

Next, value that has been obtained can be distributed into the formula

$$Z_{count} = \frac{r_{xy}}{r\sqrt{n-1}} \quad \text{kemudian dikonsultasikan dengan nilai } Z_{table} \quad \text{to a significant degree}$$

=5% with the following conditions: If $Z_{count} < Z_{tabel}$ maka accepted (H_0 rejected)
 α
If $Z_{hitung} > Z_{tabel}$ so rejected (H_0 accepted). H_a

DISCUSSION

The results obtained after the data analysis was stiffened were that the sample used in this study was class VII D with a total of 35 students consisting of 9 boys and 26 girls at MTs Sabilal Akhyar Kwala Begumit. Based on the average value using the talking stick learning model requires students to be serious and actively involved in the learning process. The application of the talking stick learning model in Class VII class at MTs Sabilal Akhyar Kwala Begumit can help students to be more actively involved when teaching and learning activities are taking place. Students who initially tended to be passive became more eager to learn and took fiqh lessons seriously in class. Students are also not ashamed to express their answers when the teacher asks a question. With the talking stick learning model in class, students don't just listen to the teacher's explanation but they also understand correctly the concepts of fiqh material that are given properly. Therefore, the activeness of students in learning in class is very important for each student because students will benefit from their involvement in participating in each learning process. Active student learning can be clearly seen when learning activities are in progress. Many students raised their hands to participate in learning activities. The students looked very excited and enthusiastic about this. The application of the stick-taking learning model ran smoothly, the class atmosphere became very enthusiastic but still conducive. The results of data collection from the questionnaire after being converted and analyzed the data showed quite drastic class changes. What used to be a quiet and monotonous class situation has now become more lively and active. The influence of the talking stick learning model on student learning activeness is known from the results of the hypothesis test that the value of *thitung* obtained is 8.28. The value of *thitung* is compared with the value of *ttabel* which is 2,000 (dk = 58 and an error rate of 5%). Based on the results obtained that $Tcount > Ttable$, means that H_0 is rejected and H_a is accepted, that is, there is an influence of the talking stick learning model on student learning activity.

CONCLUSION

Based on the results of research and discussion, it can be concluded that by applying the talking stick learning model in learning can have a good influence on student learning activeness. After using the talking stick learning model, the average score of students' learning activity in class VII D is 74.93. The results of the hypothesis test show *thitung* = 8.28 while *Ttable* = 2,000, so $Tcount > Ttable$. That is, the talking stick learning model influences the activeness of student learning, so that the activeness of student learning becomes better.

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