

## The effect of talking stick method on fiqh learning outcomes in class VII students of junior high school Muhammadiyah 2 Gatak

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### KEYWORDS

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Fiqh Learning;  
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### ABSTRACT

This study aims to determine how much the learning outcomes of seventh grade students in Jurisprudence subjects using the Talking Stick method, as well as to analyze the effect of the method on student learning outcomes at SMP Muhammadiyah 2 Gatak in the 2024/2025 school year. This research uses a descriptive quantitative approach. The sample was taken purposively in class VII A as many as 31 students. Data collection techniques included questionnaires, observations, and documentation, while data analysis was carried out using descriptive and inferential statistical tests with the help of SPSS 25. The results showed that the average value of student learning outcomes was 88.19, with a good category, where the highest score reached 98 and the lowest 80. Pearson Product Moment correlation analysis showed a positive and significant influence between the application of the Talking Stick method and learning outcomes, with a correlation value of 0.794 and a coefficient of determination of 0.630, which means that the Talking Stick method contributed 63% to improving Fiqh learning outcomes. This finding proves that the Talking Stick method is able to increase active participation, speaking courage, and students' understanding of the Jurisprudence material. Thus, the application of this method is highly recommended as an innovative learning strategy to support the achievement of Islamic religious education goals that not only focus on cognitive aspects, but also strengthen students' character and spiritual values.

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## Introduction

Islamic religious education has a strategic role in shaping the character and morals of students. The subject of Jurisprudence, as one of the main pillars in religious education (Hasanah & Sapri, 2025; Rahmasari et al., 2024), serves not only to increase students' knowledge of Islamic law, but also to instill awareness in practicing Islamic teachings in everyday life (Masyhadi, 2021). Effective Jurisprudence learning is able to shape students' Islamic personalities and strengthen the values of piety which are important provisions in facing various challenges of the times (Kamali & Sugiyanto, 2024; Samsudin, 2019; Shaleh & Jamal, 2022).

However, the reality in the field shows that Jurisprudence learning is still often considered less interesting. Many students consider Jurisprudence material to be theoretical and monotonous, so they become passive during the learning process. This is reinforced by the findings Fahmi &

Wiguna, 2023 which states that students feel bored when learning takes place and find it difficult to accept the material being taught. In addition, many students' learning outcomes in Fiqh subjects still do not meet the predetermined Minimum Completeness Criteria (KKM) of 75. Of the total number of students in class X totaling 33 students who have complete grades, only 11 students (33%) and 22 other students are not complete (66.7%), this is because the methods used by teachers tend to be one-way and do not involve students actively. According to Ernawati, 2023, Learning methods that tend to be one-way and emphasize lectures make students passive and less actively involved in the learning process. As a result, they have difficulty understanding the deep meaning of the laws learned, and even tend to consider Jurisprudence as a boring subject. This phenomenon is also in line with the results of research conducted by Makniah et al., 2025, which shows that 60% of students feel bored in participating in Jurisprudence lessons, especially if the method used is only lecture. In fact, learning motivation is one of the important factors that influence the success of learning outcomes (Novitasari, 2023; Rahman, 2022). This lack of motivation and interest ultimately has implications for the low average score of Jurisprudence, as well as the low practice of Islamic teachings in students' daily behavior.

In order to improve the quality of learning, teachers are required to constantly develop and apply methods that are innovative, creative, and in accordance with the needs of students. One method that has been developed and applied in various subjects is the Talking Stick method. This method is a form of cooperative learning that can foster self-confidence, increase speaking courage, and motivate students to prepare the material more thoroughly (Mufidah et al., 2025; Sumardi, 2021). Talking Stick practically gives students the opportunity to actively ask, answer, or express their opinions when holding a stick that is circulated (Sukmadewi & Ganing, 2020). This can reduce teacher dominance and move the learning center to students (student centered). According to research Alianti, 2016, The Talking Stick method is proven to improve student learning outcomes in Islamic Religious Education subjects, especially the aspect of retelling skills that have been heard.

The talking stick method is one of the techniques in cooperative learning that emphasizes the active role of students in expressing opinions and responding to questions. According to Berliani & Gumindari, 2023 and Nurlaela et al., 2024, This method is able to increase self-confidence, hone speaking skills, and strengthen cooperation between students. Thus, this method is considered in line with the principles of Merdeka Belajar, which emphasizes students' freedom to explore their potential and actualize their abilities.

In addition, educational experts mention that a variety of learning methods that are in accordance with the characteristics of the material are very important to improve learning outcomes (Harefa et al., 2021). Especially in the subject of Jurisprudence, which requires understanding of concepts, the ability to analyze laws, and applicable religious practices. Methods that demand active participation such as talking sticks are considered very suitable to support the learning objectives of Jurisprudence which not only focus on cognitive aspects, but also affective and psychomotor aspects, because active learning approaches encourage students to engage directly, solve problems, and collaborate, thus helping them remember information better and are proven to significantly improve learning outcomes (Barkley et al., 2014; Freeman et al., 2014; Li & Lam, 2013).

In reality, most junior high schools, including in the Sukoharjo area, still use the conventional lecture method in learning Jurisprudence. The teacher tends to be the only center of information, while students only listen and record material without sufficient opportunity to discuss or express opinions. This makes learning feel monotonous and less interesting, so that students' enthusiasm and activeness decrease. Students have difficulty in understanding fiqh concepts in depth and are less able to apply the material in everyday life. The limited learning methods used are one of the main contributing factors to the low learning outcomes. In fact, the learning process that uses cooperative strategies produces much better learning achievement results than the

learning process that only uses the lecture method (Slavin, 2014; Tran, 2012), one of the cooperative strategies is the talking stick method.

In addition, the lack of innovation in learning methods causes students to tend to be passive, feel bored quickly, and find it difficult to remember the material. This has the potential to hinder the strengthening of religious character, which is one of the main objectives of learning Jurisprudence at the junior high school level. Thus, innovative methods are needed that can increase motivation, active participation, and a thorough understanding of concepts.

SMP Muhammadiyah 2 Gatak, as one of the schools based on Islamic values, has a strong commitment to provide an innovative and fun learning atmosphere. However, based on the results of preliminary observations obtained at SMP Muhammadiyah 2 Gatak, the teacher in PAI subjects uses various methods in the learning process. One of the methods used is the Talking Stick method. In addition, the researcher also obtained observation results showing that every PAI lesson was combined from two classes and if accumulated the number of students in the parallel class could reach approximately 30 students.

In addition, the Merdeka Curriculum emphasizes the importance of applying methods that prioritize student activeness and creativity (Marbella, 2023; Nurfitriani et al., 2023). Approaches such as Talking Stick are highly relevant to the spirit of the curriculum, as they help achieve student centered learning and emphasize collaboration and effective communication in the classroom.

Previous studies have shown that the talking stick method can increase student participation and social skills (Hornby, 2009; Sharan, 2010). Ulfa, 2024 in his research stated that the use of the talking stick method in learning Islamic Religious Education significantly increases student participation, is effective in creating a more inclusive classroom atmosphere, reduces shyness, provides a fair opportunity for each student to speak and the method encourages the development of students' social skills, such as listening and respecting other people's opinions.

Research on the talking stick method has been conducted on various subjects, such as Mathematics, Indonesian Language, and Islamic Education in general. However, the specific application in the subject of Jurisprudence at the junior high school level, especially at Muhammadiyah 2 Gatak Junior High School, is still rarely studied in depth. There are not many studies that connect this method with the learning outcomes of Jurisprudence which includes the dimensions of understanding Islamic law and its application in students' lives. Thus, this research is important as an effort to present a more contextual and fun learning method. The results of the study are expected to be a reference for teachers in designing more varied and effective learning strategies, especially in teaching Jurisprudence material so that it is easier for students to understand, be interested in, and apply.

Through this research, the author intends to find out how much the learning outcomes of seventh grade students in Fiqh subjects using the Talking stick method and explore more deeply how the Talking Stick method affects student learning outcomes in Fiqh subjects in class VII SMP Muhammadiyah 2 Gatak in the 2024/2025 school year. It is hoped that the results of this study can contribute to the development of Fiqh learning methods that are more effective, interesting, and relevant to the needs of today's students. In addition to being a reference for teachers in choosing the right method, this research is also expected to support the creation of more interactive learning and encourage students to internalize Islamic religious values more deeply. Thus, learning Jurisprudence is not only a knowledge transfer activity, but also a means of character building and habituation of righteous deeds that will stick with students until adulthood.

Based on the background that has been described, the problem formulations in this study are: 1) how much is the learning outcomes of seventh grade students in fiqh subjects using the Talking stick method at SMP Muhammadiyah 2 Gatak? 2) Is there an effect of using the talking stick method on the learning outcomes of Jurisprudence subjects in class VII students of Muhammadiyah 2 Gatak Junior High School in the 2024/2025 school year?

## Method

The research method used in this study is descriptive quantitative research. This study aims to determine the effect of the Talking Stick method (independent variable/X) on Fikih learning outcomes (dependent variable/Y) in seventh grade students of SMP Muhammadiyah 2 Gatak. The research location is on Jalan Sanggung-Gawok, Blimbing, Gatak District, Sukoharjo Regency, Central Java Province, and was carried out in the even semester of the 2024/2025 school year, precisely from February to March. The population in this study were all seventh grade students totaling 139 students, while the sample was taken purposively by selecting class VII A consisting of 30 students, based on the consideration that the class had implemented the Talking Stick method.

Data on variable X was collected through questionnaires, participatory observation, and documentation, with instruments designed based on the following indicators: preparation, student activity, social interaction, cooperation, and satisfaction with the method. Meanwhile, data on learning outcomes (variable Y) was obtained through documentation of semester exam scores and classroom observations. Instrument validity was tested using Aiken's V formula, while reliability was tested using Cronbach Alpha formula.

Data analysis was carried out using SPSS for Windows 25, with steps including calculation of mean, standard deviation, categorization, Shapiro-Wilk normality test, linearity test, and hypothesis testing with Pearson Product Moment correlation. The results of this analysis are used to answer the hypothesis whether there is a significant effect of the Talking Stick method on Jurisprudence learning outcomes. This research is expected to make a practical contribution in the development of more innovative and participatory learning methods in the school environment.

## Result

### Application of Talking Stick Method in class VII A Jurisprudence Subject at SMP Muhammadiyah 2 Gatak

Learning media is indicated as a tool that makes learning more effective and helps students understand learning. From the research data and calculations that have been carried out from the results of a student questionnaire of 31 students, the highest score is 52, the lowest score is 42, while for the average value (Mean) 46,29 and standard deviation (SD) of 2,854. The following is a table of results from the calculation of SPSS version 25:

**Table 1.1: X Variable Data Description**

Metode	N	Mean	Median	Std Deviation	Min	Max	Sum
Talking Stick	Valid 31	46,29	46,00	2.854	42	52	1435

While the frequency distribution on the Talking Stick Method variable can be seen in the following table:

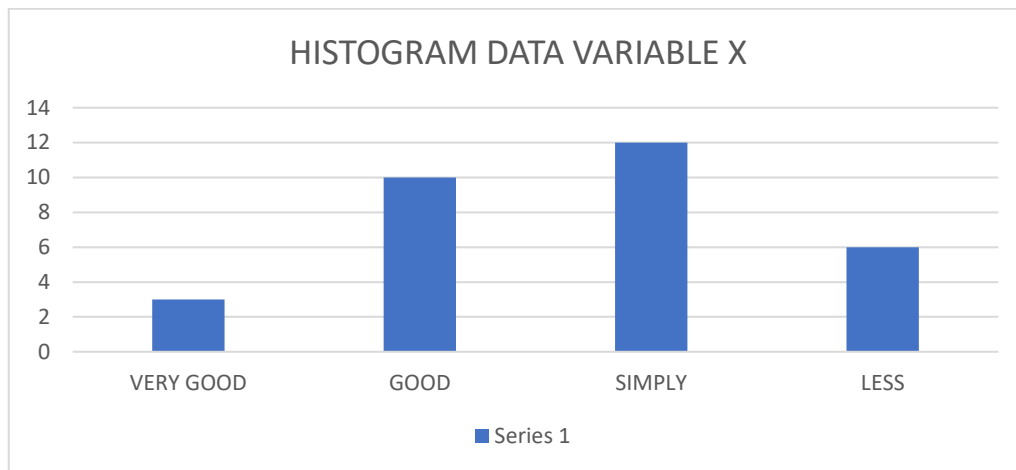
**Table 1.2 Interval Categories of the Application of the Talking Stick Method**

Categories	Interval	F	Percentase
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Very High	>49.381	3	9.68
High	46.322- 49.381	10	32.26
Simply	43. 263 – 46.332	12	38.71
Low	<43.263	6	19.35
Jumlah		31	100

The results of the data distribution of the Talking Stick method variables are intervals <43.263 with a frequency of 6 and a percentage of 19.35% of the vulnerable 100%, intervals 43.263 - 46.332 with a frequency of 12 and a percentage of 38.71% of the vulnerable 100%, intervals 46.332 - 49.381 with a frequency of 10 and a percentage of 32.26% of the vulnerable 100%, intervals > 49.381 with a frequency of 3 and a percentage of 9,68% of the vulnerable 100%, which means that the distribution of values shows that most students are in the medium value category, with a small part categorized as low and very few reaching the high category, this can be an evaluation material to increase the effectiveness of the talking stick method so that more students can achieve higher scores. Table 1.3 can be depicted in the histogram in Figure 1.1 Histogram Data Variabel X

**Figure 1.1 Histogram Data Variabel X**



Based on the results of the study, it shows that the use of Talking Stick Method in learning fiqh at SMP Muhammadiyah 2 Gatak gives good results. This is indicated by the average value of 46.29, which is included in the "Good" category according to the assessment range used:

- Very good : Above 49,381
- Good : between 46,322 – 49,381
- Simply : between 43,263 – 46,322
- Less : under 43,263

Since the students' average score was 46.29, it was within the lower limit of the "Good" category. This means that the method was successfully applied quite effectively and efficiently in helping students understand fiqh subjects, although there is still room for improvement in order to reach the "Very Good" category.

**Learning Outcomes of Class VII A Students in Jurisprudence Subjects by Using the Talking Stick Method at SMP Muhammadiyah 2 Gatak**

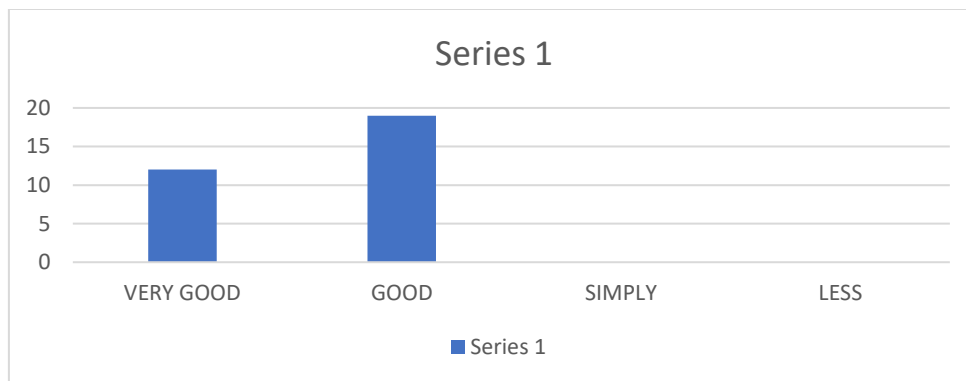
Student learning outcomes are indicated as a result that is used as a measure of success and the achievement of learning objectives. From the research data and calculations that have been carried out from the results of 31 students' report cards, the highest score is 98, the lowest score is 80, while the average value (Mean) is 88.19 and the standard deviation (SD) is 4.743. The following is a table of results from the calculation of SPSS version 25.

**Table 1.2: Y Variable Data Description**

Student Learning Outcomes	N	Mean	Median	Std Deviation	Min	Max	Sum
	Valid						
	130	88.19	88.00	4.743	80	98	2734

The results of the calculation using SPSS version 25, the learning outcomes variable in table 45 can be seen with the histogram in figure 1.2.

**Figure 1.2: Histogram of Y Variable Data**



Based on the research data that has been described, it can be concluded that the Talking Stick method used in learning fiqh at SMP Muhammadiyah Gatak 2 is proven to provide quite good learning outcomes for students. This is evidenced by:

1. The average student score is 88.19, which is included in the "Good" category according to the rating scale (80-89).
2. The range of student scores was 80-98, meaning that all students scored at least 80, meaning that no students scored "Fair" (70-79) or "Poor" (<69).
3. Some students even fell into the "Excellent" category (90-100).

In other words, most students understood the material well and managed to achieve high learning outcomes. This shows that the Talking Stick method is an effective method in improving understanding and learning outcomes of fiqh at the school.

**The Effect of Talking Stick Method on Learning Outcomes of Class VII A Students in Jurisprudence Subjects at SMP Muhammadiyah 2 Gatak**

The Talking Stick method can make learning more interesting, encouraging student motivation. Explaining understanding becomes clear and easy to understand. This means that the utilization of the Talking Stick method can improve student learning outcomes. Based on the results of the research data, it is known that the relationship/correlation value (R) is 0.794 and the coefficient of determination (R square) is 0.630. Which means that there is an influence between the Talking Stick method on the learning outcomes of VIII grade students in fiqh subjects, which is 63%, which shows that there is an influence / relationship between the two variables.

To find out the results of the effect of the use of the Talking stick method on the learning outcomes of class VII A students in the fiqh subject of Muhammadiyah 2 Gatak Junior High School

above, a simple linear regression test is needed, in which the simple linear regression test must meet certain conditions, namely the data must be valid and reliable, the data must be normally distributed, and the data must be linear, after the requirements are met, the simple linear regression test will be carried out, which will be explained and described below.

**Analysis Requirements Testing**

**Talking Stick Method Validity Test Results**

The content validity test was carried out by 3 experts / panels to test the Talking Stick method instrument, where the instrument was said to be valid if the validation value was > 0.4 - 0.8. The following are the results of the validity test;

**Table 1.3: Uji Validitas Variable X**

Butir	Penilai			S1	S2	S3	S	N(C-1)	V	Kriteria
	I	II	III							
Butir 1	4	3	4	3	2	3	8	9	0.88889	Sangat Valid
Butir 2	4	4	3	3	3	2	8	9	0.88889	Sangat Valid
Butir 3	3	4	3	2	3	2	7	9	0.77778	Valid
Butir 4	4	4	4	3	3	3	9	9	1	Sangat Valid
Butir 5	4	4	4	3	3	3	9	9	1	Sangat Valid
Butir 6	4	4	4	3	3	3	9	9	1	Sangat Valid
Butir 7	4	3	4	3	2	3	8	9	0.88889	Sangat Valid
Butir 8	4	4	4	3	3	3	9	9	1	Sangat Valid
Butir 9	4	3	4	3	2	3	8	9	0.88889	Sangat Valid
Butir 10	4	4	4	3	3	3	9	9	1	Sangat Valid
Butir 11	3	4	4	2	3	3	8	9	0.88889	Sangat Valid
Butir 12	3	4	4	2	3	3	8	9	0.88889	Sangat Valid
Butir 13	4	4	4	3	3	3	9	9	1	Sangat Valid

Based on Figure 4.3, there are 12 highly valid items and 1 valid item. So it can be said that question items 1-13 can be used and tested on students because the results are valid.

**Reliability Test Results**

Reliability test is used to measure indicators of variables. Researchers used the help of SPSS version 25 to test the reliability of the Talking Stick method variable using the Cronbach's Alpha formula. For the criteria and reliability of the research instrument is if the Cronbach's Alpha value > 0.6 then the Talking Stick method instrument can be said to be reliable. The following are the results of the Talking Stick method reliability test:

**Figure 1.3: X Variable Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.655	13

From the results of table 4.7 above, it is known that the Talking Stick learning media variable has a Cronbach's Alpha value of  $0.655 > 0.6$ . Thus the Talking Stick learning media variable can be said to be reliable and in the high category.

The questionnaires that passed the test were then distributed to 31 students of class VII A at SMP Muhammadiyah 2 Gatak to collect research data on Talking Stick. The data from filling out the questionnaire is listed in the following table

**Table 1.4 Data of Talking Stick Method Score**

DATA RESPOND	VALUE
Respond 1	52
Respond 2	52
Respond 3	52
Respond 4	49
Respond 5	49
Respond 6	49
Respond 7	46
Respond 8	43
Respond 9	47
Respond 10	48
Respond 11	47
Respond 12	42
Respond 13	49
Respond 14	46
Respond 15	48
Respond 16	45
Respond 17	44
Respond 18	45
Respond 19	46
Respond 20	46
Respond 21	43
Respond 22	46
Respond 23	47
Respond 24	45
Respond 25	45
Respond 26	44
Respond 27	48
Respond 28	42
Respond 29	42
Respond 30	45
Respond 31	43

#### **Interval Test Results of Learning Outcomes of Class VII A Students in Jurisprudence Subjects**

The variable (Y) is the students' Jurisprudence learning outcomes obtained from the report card scores of Akidah Akhlak class VII A SMP Muhammadiyah 2 Gatak, and the following are the students' Jurisprudence learning outcomes:

**Table 1.5: Data of Student Learning Outcome Scores**

NAME RESPOND	CLASS	VALUE
Moammar Ma'ruf	VII A	96
Annisa Qurrota A'yun	VII A	98
Rizna Safitri	VII A	96
Devan	VII A	94
Tiara Mutmaina	VII A	94
Nazla Naufa A.N	VII A	96
Nisa Tiara Fadila	VII A	90
Adela May	VII A	80
Vivian Raya A.V	VII A	90
Nashir Abdullah	VII A	88
Abi Yahya F. R	VII A	90
Giselle Farhana N. W	VII A	82
Naila Putri N. H	VII A	90
Hasby Alkarizki	VII A	90
Yuda Dwi Saputra	VII A	88
Faiz Abgory	VII A	84
Abgory Azzam	VII A	86
Charisma Prabandari S	VII A	84
Shofi Adi Husna	VII A	86
Lailatul Izzah	VII A	86
Najma Saidati Faluzah S	VII A	80
Careinina Azzahra K. T	VII A	84
Putri Kinanthi	VII A	86
Salsa Putri Fatonah	VII A	84
Gisela Virgin	VII A	88
Nafisah R. A	VII A	88
Adellia Nur M.	VII A	88
Rabitta S. F. B. M	VII A	92
Anggun Meilani P	VII A	84
Zia Adelia Azzahra	VII A	88
Syahdan Yusya A.	VII A	84
TOTAL		2.734

Furthermore, to analyze the data presented, researchers conducted descriptive statistical analysis with the following steps:

1. Calculating the average or mean value of variable X using the following formula

$$M_x = \frac{\sum F}{\sum N}$$

$$M_x = \frac{2734}{31}$$

$$M_x = 88,1$$

From the data presented above, it can be seen that the highest value above is 98, the lowest value is 80 and the average value for variable Y is 88,1.

2. Set 4 clarification intervals, namely, very good, good, fair, and poor. The process of determining the interval length is done using the following formula:

$$I = \frac{R}{K}$$

$$I = \frac{98 - 80}{4}$$

$$I = 2$$

**Table 1.6: Interval Values of Jurisprudence Learning Outcomes (Y)**

Interval	Category	Frecuency
80-84	Less	9
85-89	Simply	10
90-94	Good	8
95-98	Very Good	4
Total		31

3. Find the frequency percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

**Table 1.7 Percentage of Interval Values of Jurisprudence Learning Outcomes**

Interval	Category	Frecuency	Precentage
80-84	Less	9	29,03%
85-89	Simply	10	32,26%
90-94	Good	8	25,81%
95-98	Very Good	4	12,90%
Total		31	100%

From the table presented, it can be seen that the learning outcomes of Jurisprudence of Class VII A students at SMP Muhammadiyah 2 Gatak in 2024/2025 are as follows:

- 9 students are in the less category with a percentage of 29.03% This shows that these students may often be late, do not submit assignments, and have difficulty understanding the material so that their scores are low.
- 10 students were in the sufficient category with a percentage of 32.26% This shows that students have done the assignments and followed the lessons, but still experience confusion on deeper material so that the scores are mediocre.
- 8 students are in the good category with a percentage of 25.81% This shows that these students are active, collect assignments on time, and are able to answer most of the questions correctly.
- 4 students were in the good category with a percentage of 12.90%. This shows that these students are always disciplined, master the material in depth, and help friends, so their scores are high.

The conclusion of the above assessment is that the learning outcomes of Jurisprudence of students in class VII A SMP Muhammadiyah Gatak 2 can be classified as good with a percentage of 25.81% with a frequency of 8 out of 31 people.

### Normality Test

The normality test is used to determine whether the research data obtained is normally distributed or not. The normality test used is the Shapiro-Wilk Test. With data testing criteria declared normally distributed if the significance value  $\alpha > 0.05$  (Ghasemi, A. and Zahediasl 2012). The results of the normality test can be seen in the following figure:

**Figure 1.4: Normality Test of X and Y Variables**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Talking Stick	0.121	31	.200*	0.946	31	0.123
Result_Learning	0.129	31	.200*	0.954	31	0.207
*. This is a lower bound of the true significance.						

a. Lilliefors Significance Correction

Based on Figure 1.4, the results of the Normality Test using the Shapiro-Wilk method are by looking at the Sig > 0.05 significance table, namely variable X (Talking Stick Method) getting 0.123 and variable Y (Fikih Learning Outcomes) getting 0.207.

From the above calculations it can be concluded that both variables X and Y are normally distributed data, because the requirement for conducting a linearity test is that the data must be normally distributed, so after this normality test shows good results, and the analysis can be continued Linearity Test.

**Linearity Test**

The linearity test is used to determine whether two variables have a linear or insignificant relationship. This test is usually used as a prerequisite in correlation or linear regression analysis. Both variables use a significance level of 0.05 (Subando 2019). The results of the linearity test can be seen in the following figure:

**Figur 1.5: Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Result_Learning * Canva	Between Groups	(Combined)	525.839	8	65.730	9.705	0.000
		Linearity	424.942	1	424.942	62.743	0.000
		Deviation from Linearity	100.897	7	14.414	2.128	0.083
	Within Groups		149.000	22	6.773		
	Total		674.839	30			

Based on the linearity test results in Figure 1.5, it states that Deviation from Linearity obtained a sig value. 0.083 > 0.05 which states that there is a linear relationship between the independent and dependent variables. From the above calculations it can be concluded that there is a significant linear relationship between the Talking Stick Method (X) and the Learning Outcomes of Class VII A Students in Jurisprudence Subjects (Y), so that it can be continued for the Simple Linear Regression Test.

**Simple Linear Regression Analysis Test**

**Figur 1.6: Simple Linear Regression Analysis Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	424.942	1	424.942	49.314	.000 <sup>b</sup>
	Residual	249.897	29	8.617		
	Total	674.839	30			
a. Dependent Variable: Result_Learning						
b. Predictors: (Constant), Talking Stick						

From Figure 1.6 we can know that the value of F count = 49.314 with a significance level of  $0.000 < 0.05$ , then the regression model can be used to predict the Talking Stick Learning Method variable or in other words there is an influence of the Talking Stick Method variable (X) on the Jurisprudence Subject Learning Outcome variable (Y).

To find how much influence the Talking Stick Method has on the learning outcomes of class VII A students in the subject of Jurisprudence, it will be described in the following figure:

**Figure 1.7: Correlation Results of Variable X to Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794 <sup>a</sup>	0.630	0.617	2.935
a. Predictors: (Constant), TalkingStick				

From Figure 4.10, we can know that the value of the correlation / relationship (R) is  $R = 0.794$ . From this output, the coefficient of determination (R square) is 0.630, which implies that the effect of the Talking Stick method on the learning outcomes of seventh grade students in fiqh subjects is 63%.

### Hypothesis Testing

The decision-making criteria for the product moment correlation test are as follows: Comparing the significance value that has been determined, it is said that Ho is rejected if : Sig count > 0.05, and Ha is accepted if : Sig < 0.05.

Determining the level of influence between variable X (Talking Stick learning method) and variable Y (student learning outcomes) can be used the correlation coefficient interpretation table.

**Figure 1.8: Hypothesis Testing**

Correlations			
		Talking Stick	Result_Learning
Talking Stick	Pearson Correlation	1	.794**
	Sig. (2-tailed)		0.000
	N	31	31
Hasil_Belajar	Pearson Correlation	.794**	1
	Sig. (2-tailed)	0.000	
	N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).			

**Table 1.8: Hypothesis Testing**

c	Relationship Level
0,00 - 0,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Medium
0,60 - 0,799	High
0,80 - 1,000	Very High

Based on the output table above, it can be presented by referring to the bivariate perason product moment correlation analysis above, namely:

1. Based on Significance Value Sig. (2-tailed): from the output table above, it is known that the Sig. (2-tailed) between the Talking Stick Method (X) and the Jurisprudence Subject Learning Outcomes (Y) is 0.000 < 0.05, which means that there is a significant correlation between the independent variable and the dependent variable. So it can be concluded that the hypothesis of this study using the product moment correlation formula is Ha: accepted and Ho: rejected. Which means: Ha: There is an effect of the Talking Stick Method on the Learning Outcomes of seventh grade students in Jurisprudence Subjects at Muhammadiyah Gatak 2 Junior High School.
2. Based on the calculated R value (Pearson Correlations) of 0.794 obtained, the criteria for the strength of the relationship between the Talking Stick Method variable and the Learning Outcomes in Jurisprudence Subjects have a high positive relationship / influence.

## Discussion

### Learning Outcomes of Class VII Students in Jurisprudence Subjects using the Talking Stick method

Based on the results of research conducted in class VII A SMP Muhammadiyah 2 Gatak, the average value of student learning outcomes was 88.19 with the highest score of 98 and the lowest score of 80. If classified, as many as 12.90% of students are in the "Very Good" category, 25.81% in the "Good" category, 32.26% in the "Fair" category, and 29.03% in the "Poor" category. This shows that the majority of students have achieved good to very good learning outcomes.

The high average score shows that the Talking Stick method plays an important role in helping students understand the Jurisprudence material more deeply. This method is a cooperative method that allows students to actively speak, argue, participate, and listen to the opinions of friends, thus strengthening the understanding of concepts collectively. (Gillies, 2016). Research by (Albab, 2020) and (Azizah, 2021) mentioned that cooperative learning methods such as Talking Stick can increase motivation, achievement and learning outcomes in Jurisprudence subjects.

In addition, the active participation fostered through this method is also proven to increase students' sense of responsibility for the learning process. (Johnson et al., 2014). When students hold the stick, they are encouraged to prepare themselves to answer questions, which indirectly strengthens cognitive skills and fosters self-confidence, as stated in the statement (Jolliffe, 2007) that active cooperative methods can increase student motivation and allow shy students to express their ideas with confidence. Thus, the relatively high learning outcomes in this study are a reflection of the successful application of the Talking Stick method.

### The effect of using the Talking Stick method on the learning outcomes of Jurisprudence subjects for seventh grade students of SMP Muhammadiyah 2 Gatak in the 2024/2025 school year.

The results of the Pearson Product Moment correlation analysis show that there is a significant and positive relationship between the use of the Talking Stick method and the learning outcomes of Jurisprudence, with a correlation value of 0.794. The coefficient of determination (R Square) of 0.630 indicates that the effect of the Talking Stick method on learning outcomes reaches 63%. Thus, this method contributes greatly to the achievement of student learning outcomes.

This finding is in line with constructivistic learning theory which emphasizes the importance of students' activeness in constructing their own knowledge through social interaction. (Azzahra et al., 2025; Nerita et al., 2023; Salsabila & Muqowim, 2024). Talking Stick, as one of the cooperative methods, encourages discussion and exchange of ideas among students, making the learning process more meaningful.

Similar research was also conducted by (Sapati, 2023) and (Yusuf, 2022) which shows that the Talking Stick method is able to significantly improve student learning outcomes in Islamic Religious Education and Akidah subjects. This is due to the play aspect that makes students more enthusiastic and not easily bored. In addition, research by (Amrain et al., 2024) also supports that learning approaches that prioritize student participation are effective for improving understanding and critical thinking skills.

The success of the Talking Stick method in this study cannot be separated from the active involvement of students and a pleasant learning atmosphere. When students have the opportunity to express their opinions, they not only memorize, but also understand the context and meaning of each material taught. Thus, learning Fikih is no longer seen as mere memorization, but as an understanding of values and principles that are applicable in everyday life.

## Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the Talking Stick method in Jurisprudence subjects in class VII of Muhammadiyah 2 Gatak Junior High School in the 2024/2025 school year has a positive and significant impact on student learning outcomes. The learning outcomes obtained show an average score of 88.19, with most students in the good to very good category. Pearson Product Moment correlation analysis resulted in a value of 0.794 with a coefficient of determination ( $R^2$ ) of 0.630, which means that the Talking Stick method has an influence of 63% on improving student learning outcomes. This proves that the Talking Stick method is able to increase students' understanding, activeness, and motivation in participating in Jurisprudence learning, making students more courageous to speak and actively participate during the learning process. Thus, this method deserves to be used as an alternative innovative learning strategy to support the achievement of the objectives of Islamic religious education, especially in the aspect of strengthening the values and application of Jurisprudence material in everyday life.

The results of this study have practical implications for the world of education, especially for Jurisprudence teachers and other educators who teach subjects based on understanding concepts and practices. The use of the Talking Stick method is proven to be able to overcome the problem of low student interest and participation which has been an obstacle in learning Jurisprudence. In addition, this method is also relevant to the principles of active learning and the student-centered learning approach emphasized in the Merdeka Curriculum. For schools, these results can be used as a basis for encouraging teachers to develop learning models that are more varied, creative, and in accordance with student needs. On the other hand, for students, the Talking Stick method can help build self-confidence, improve critical thinking skills, and familiarize them with expressing opinions politely.

Based on the findings of this study, it is recommended for teachers to consider using the Talking Stick method as an alternative in learning, especially in subjects that require deep understanding such as Jurisprudence. Teachers are also expected to continue to innovate by combining the Talking Stick method with other methods to make learning more varied and fun. In addition, schools and policy makers should provide training or workshops for teachers to be able to implement cooperative methods optimally. Future research is expected to expand the object of study, for example by comparing the effectiveness of Talking Stick in various subjects or different grade levels, as well as examining other factors that may affect the success of the implementation of this method.

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