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Efforts to Increase Student Interest in Learning Through the Application of Learning Model Talking Stick

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Abstract

This research is to describe the application of the learning model *talking stick* that can increase students' interest in learning and to describe the activities of teachers and students in implementing the learning model *talking stick*. The approach taken in this research is qualitative, with the type of research being Classroom Action Research (PTK). The subjects in this research were all class V students of SD Negeri 1 Simpang Peut, Kuala District, Nagan Raya Regency, totaling 23 people. This research procedure uses planning, implementation, observation, and reflection. The data collection techniques used are observation and test techniques. The results of the pre-action research were that only 9 students, or 39.1% completed their learning outcomes with an average score of 58.7. The data from the first cycle test results shows that students who obtained grades ≥ 70 is 13 students or 56.5% with an average score of 68.3, while the data from the second cycle test results show that students who get a score ≥ 70 is 20 students or 86.9% with an average score of 79.6. The results of observations of teacher activities in cycle I were 72.5% included in the good category, while in cycle II, it reached 83.75% in the very good category. The results of observations of student activities in cycle I were 70.8% in the good category, while in cycle II, it reached 80.6% in the very good category. Based on this, applying the learning model *talking stick* can increase the interest in learning of class V students at SD Negeri 1 Simpang Peut, Nagan Raya Regency.

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Introduction

Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, and spiritual strength, personality control, intelligence, noble morals, and the skills needed by themselves, the nation's community, and the state. Learning activities are the most basic in the educational process at school. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students. One indicator of the success of the teaching and learning process is the learning achievement achieved by students

(Tanjung et al., 2022). Apart from that, according to Ahmad (2022), education is essential to implement in society in formal and non-formal formats.

Interaction in teaching and learning events has a broad meaning in the relationship between teachers and students and in educational interactions. This is not just conveying messages in the form of learning material but also instilling attitudes and values in students who are learning (Rahman et al. 2020: 76). In the entire educational process at school, learning activities are the most basic. The success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as students (Yeni, 2013: 1). According to Fahreza (2019: 50), in achieving these educational goals, a teacher must be able to create meaningful learning, so that students can master the material studied well, and can implement it in everyday life.

The teacher's efforts to create a conducive learning atmosphere can lead students to be active and creative. A learning atmosphere like this will provide hope for maximum student learning outcomes by achieving several abilities and process skills. In this way, it is hoped that students will be able to solve problems that exist in their learning environment (Maisuri et al, 2022).

Choosing the suitable learning model will influence students' interest in learning in class. Success in learning, especially in developing students' abilities and interest in learning, also depends on the learning model used. According to Djamarah (2013: 47), the learning model is a way of working that has a system to facilitate the implementation of the learning process and teach students to help them achieve the goals that have been set.

Based on the results of initial observations carried out in class V of SD Negeri 1 Simpang Peut, Kuala District, Nagan Raya Regency, on the theme of clean air for health, the student's interest in learning still needed to be improved. Students' interest in learning is essential for smooth teaching and learning. Students with a high interest in learning in the learning process can support the teaching and learning process to improve. Conversely, if students have a low interest in learning, the quality of learning will decrease and affect learning outcomes. Teachers who only use the lecture method result in low student interest in learning. Likewise, for the theme of clean air for health at Simpang Peut State Elementary School, there are still students who show low interest in learning, which impacts student learning outcomes that are incomplete or less than the KKM set by the school, namely ≥ 75 . For this reason, new learning models are needed to improve the quality of the learning process. One innovative learning model that can be used as an alternative to the theme of clean air for health is the model *Talking Stick*.

According to Tharmizi (Novida, 2018: 3), model *Talking Stick* is a group learning model with the help of sticks. Learning *Talking stick* is very suitable for elementary school students. Apart from practicing speaking, this learning will create a fun atmosphere and make students active. Model *Talking stick* is one of the cooperative learning models. This learning model is carried out with the help of a stick; whoever holds the stick is obliged to answer questions from the teacher after the students have studied the main material.

In line with this opinion, Suprijono (2015: 109-110) revealed that the *Talking stick* encourages students to dare to express opinions. Learning begins with the teacher explaining the main material to be studied. Students are allowed to read and study the material. The teacher provides sufficient time for this activity. Next, ask students to close their books. The teacher takes the stick that has been prepared. The stick is given to one of the students. Students who receive the stick must answer the teacher's questions, and so on.

Method

The approach taken in this research is qualitative. This type of research is called Classroom Action Research, which examines learning activities in the form of actions deliberately created and occurring in a class together. These actions are given by the teacher or with direction from the teacher which is carried out by students (Arikunto, 2016: 3). The subjects in this research were all fifth-grade students at SD Negeri 1 Simpang Peut, Kuala District, Nagan Raya Regency with a total of 23 students, consisting of 13 boys and 10 girls.

The data collection techniques used observation, tests, and questionnaires. Observation: The researcher collaborated with the class teacher to observe all the students' actions while in class V of Simpang Peut State Elementary School, Kuala District, Nagan Raya Regency, during the teaching and learning process on the theme of clean air for health through the application of the learning model *talking stick*. During this observation period, the fifth-grade teacher at SD Negeri 1 Simpang Peut will also assist the researcher in making it easier to observe students. In this research, the researcher will conduct a written test in the form of *pretest* and *posttest*. Questionnaire: The questionnaire in this research is a learning interest questionnaire given to students to obtain data about students' learning interest in following the learning process through applying a learning model *talking stick*.

Data analysis uses a percentage formula to describe research results with the following formula:

$$P = \frac{f}{n} \times 100 \%$$

Information:

P = Percentage

f = Frequency

n = Number of students.

The benchmark for success in this research is if students:

T = Complete with value (≥ 70)

TT = Not Completed with a score (< 70).

Results

The increase in learning completeness during the pre-action assessment and after the actions in cycle I and cycle II can be presented in Table 1 as follows:

Table 1. Comparison of Pre-Action Learning Completeness, Cycle I, and Cycle II

| Activity | Criteria | | | | Average value |
|------------|----------|------|----|------|---------------|
| | T | % | TT | % | |
| Pre-action | 9 | 39,1 | 14 | 60,9 | 58,7 |
| Cycle I | 13 | 56,5 | 10 | 43,5 | 68,3 |
| Cycle II | 20 | 86,9 | 3 | 13,1 | 79,6 |

Source: Data for 2022

A comparison of the assessment results in the table above can be presented in graphical form as below:

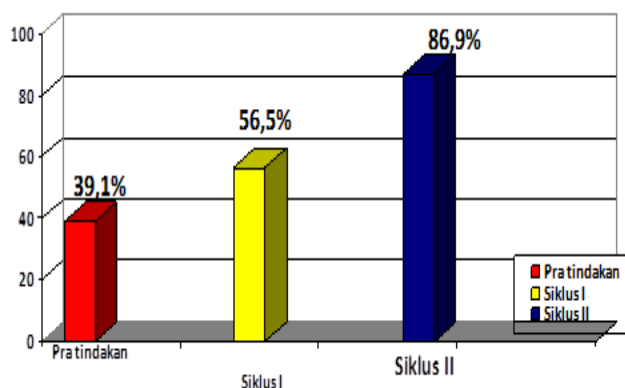


Figure 1: Results of the percentage of completeness in pre-action, cycle I and cycle II

Before the action is taken, the average value is obtained *pretest* fifth-grade students at Simpang Peut State Elementary School, Nagan Raya Regency, with a level of success *pretest* students who achieve grades ≥ 70 as many as 9 students (39.1%) and < 70 as many as 14 students (60.9%) with an average class score of 58.7. In the first cycle, the average class score was 68.3 for students who received marks ≥ 70 , as many as 13 students (56.5%), and < 70 as many as 10 students (40.9%). Meanwhile, in cycle II, the average score was 79.6 students ≥ 70 as many as 20 students (86.9%) and < 70 as many as 3 students (13.1%). Thus, the average change in student learning outcomes from cycle I to cycle II was 11.3, and as well as learning completion, there was an increase of 30.4% from cycle I to cycle II.

Meanwhile, improvements in teacher and student observation results can be seen in the following table:

Table 2: Observation Results

| Activity | Cycle I | | Cycle II | |
|---------------------|---------|-----------|----------|-----------|
| | % | Is. | % | Is. |
| Teacher Observation | 72,5 | Very good | 83,75 | Very good |
| Student Observation | 70,8 | Good | 80,6 | Very good |

Source: Data for 2022

The results of observations in cycle II are teacher activities in implementing the model *Talking stick* is already in the very good category. We can see this from several aspects observed by study field teachers (*observer*) in this research, namely the teacher carries out apperception, the ability to adapt the material to the learning objectives, the teacher explains the main material to be studied, students are given the opportunity to read and study the subject matter, facilitate students to observe and give oral or written tests, on aspects The teacher is already in the very good category.

Student activities in cycle II can be implemented very well. It can be seen in assessment aspects including, listening to the teacher's explanation, paying attention to the teacher's explanation, student activity in group discussions, student activity in teacher interaction, and students doing homework given by the teacher, so that for the time being it can be concluded that student activity in carrying out learning process through model *Talking stick* is very good.

Table 3. Comparison of Student Learning Interest Questionnaire Results in Action Cycles I and II

| Category | Cycle | |
|-------------------|--------|--------|
| | I | II |
| Strongly Disagree | 7,81% | 3,04% |
| Do not agree | 18,69% | 9,55% |
| Agree | 36,07% | 39,12% |
| Strongly agree | 37,4% | 48,28% |

Source: Data for 2022

The results of filling out the student questionnaire showed that 7.81% of students strongly disagreed that students' interest in learning could be increased through the application of the learning model *talking stick*. Those who disagreed were 18.69%, and those who agreed were 36.07. In comparison, those who strongly agreed were 37.4%. This shows that most students agree and strongly agree that the learning model *talking stick* can increase students' interest in learning in cycle I.

The questionnaire results were used to determine students' responses and learning interests in implementing the learning model *talking stick* toward the theme of clean air for health. The researcher distributed this student questionnaire after implementing the learning model *talking stick* in cycle II. The results of this learning interest questionnaire show that students are happy with the lesson on the theme of clean air for health, which is delivered using a learning model *talking stick*. This is shown by the large percentage of students' answers to this statement, with a percentage value of 87% who strongly agree.

Discussion

The discussion of action research is based on qualitative data analysis of research results obtained from collaboration between researchers and class teachers. Based on the results of the reflection of each cycle, it turns out that it can encourage teachers to improve their teaching by involving students more in learning as an effort to improve student learning outcomes in lessons on the theme of clean air for health through models *Talking stick*.

This research was carried out in class V, totaling 23 students, using a model *Talking stick* on the theme of clean air for health, which consists of two cycles. In asking questions to the whole class, the researcher used a 6-stage structure as a model for learning syntax.

Stage 1 group formation: In this stage, the researcher divides students into heterogeneous small groups, each consisting of students with high, medium, and low abilities. The division of this group is based on the initial test results (*pretest*) implemented previously. Then, the students were asked to sit in their respective groups. One group consists of six students.

Stage 2: preparing the stick. In this stage, the researcher prepared a balloon to replace the stick. Stage 3: delivering the material. In this stage, the researcher delivers material on the theme of clean air for health and then allows the groups to read and study the lesson material. After students finished reading the lesson material and studied its contents, the researcher invited students to close the reading content. Stage 4 is giving balloons. In this stage, the researcher takes a balloon and gives it to one of the students. Stage 5 is answering questions. In this stage, the researcher asks a question, and the student holding the balloon must answer it. Thus, until most of the students got a part to answer each question from the researcher.

Stage 6 conclusion: In this stage, the researcher and students conclude the lessons that have been carried out. Researchers guide students to conclude the material by understanding the theme of clean air for health. The final activity is giving formative test questions individually at the end of each cycle. This test was carried out to determine student learning outcomes and mastery of learning after implementing the model *Talking Stick*.

Model *Talking Stick* This is useful because it can test students' readiness, train their skills in reading and understanding lesson material quickly, and encourage them to remain ready in any situation. In the implementation of cycle I and cycle II, these stages have been implemented and have provided positive improvements in students. This is proven by students' activeness in participating in class learning; for example, students who were previously passive in group study became more active, and students no longer cheated with their friends when solving test questions because they were confident in their abilities.

Based on classical completeness (percentage of class completeness) in cycle II, it was 86.9%. This means that the predetermined class completion criteria have been met in cycle II, namely ≥ 70 . Thus, this research can end because what was expected has been fulfilled. Based on the value results of *posttest* II, students saw increased interest in learning and student learning outcomes. The increase in interest in learning and student learning outcomes proved this. Thus, learning using a model *Talking stick* has proven to help students improve their learning outcomes.

Implementing the talking stick method in classroom learning can help ensure equitable participation and allow every student to contribute. Here are the steps:

1. Select a talking stick or representative object. Start by selecting a physical object that will serve as the Talking stick. This can be a small stick, doll, or other small object;
2. Explanation of talking sticks. Start the lesson by explaining to students what a talking stick is and the purpose of its use. Explain that whoever is holding the Talking stick is the only one permitted to speak, and the goal is to ensure that every student has a fair opportunity to participate;
3. Start with a question or topic. Begin the lesson by opening a question or introducing the learning topic. Let students interact and provide feedback without using Talking sticks at first;
4. Using the talking stick: After some time, when the discussion reaches a certain point, or when the teacher wants to ensure every student's participation, hold up the Talking stick and give a brief explanation of why this method will be used;
5. Select the first student. Choose one student to hold the Talking stick and provide his/her response regarding the question or topic being discussed. Be sure to give clear directions about how long the student can speak;
6. Listen attentively. Other students should listen when the student holding the Talking stick speaks. They should not interrupt or respond until it is their turn to speak;
7. Move the talking stick. After the student holding the Talking stick has finished speaking, he must pass the Talking stick to the next student who wants to speak. Be sure to provide instructions on how to move the Talking stick in an orderly manner;
8. Guide and encourage. Throughout the process, provide guidance and encouragement to students to ensure that they speak, structured and related to the topic at hand;
9. Monitor and moderate. Monitor the process of using Talking sticks to ensure that rules are followed, and all students have the opportunity to speak;

10. Keep time balance. Make sure that each student has equal time to talk. If necessary, set times or provide clear instructions about how long each student can speak;
11. Evaluation and feedback. After the activity is complete, take time to evaluate with students. Ask them if they feel that the Talking stick method helps ensure equitable participation;
12. Reflection and improvement. Based on feedback from students, reflect on using the Talking stick method. If necessary, adjust and improve the implementation for the next learning activity.

Implementing the Talking stick method ensures that every student has a fair opportunity to speak and actively participate in classroom learning.

The talking stick method has several advantages that can increase the effectiveness of learning in the classroom. The advantage of this method is that it prioritizes equality and justice. The talking stick method ensures that every student has an equal opportunity to speak. This avoids the domination of voices by a particular group of students and ensures that each individual's opinion is respected. Increase engagement and participation. By allowing each student to speak, this method can increase engagement and active participation in learning. Students who may be quieter or less confident will feel more comfortable contributing. Build communication skills. This method helps students practice verbal communication skills. They learn to organize and convey their thoughts clearly and structured. Respect diversity of opinion. Every student has different views and opinions. Talking sticks ensure that all voices are valued, and no one is ignored or considered less important. Reduce distractions and interruptions. Students must wait for their turn to speak by holding a talking stick. This reduces distractions and interruptions during discussions, allowing greater focus on the studied material. Increase discipline and order. This method requires discipline from each student to respect the rules and processes that have been established. This also reinforces order in the discussion.

Encourages reflective thinking by holding a talking stick. Students have the opportunity to think deeply before speaking. This can result in a more thoughtful and planned response. Build listening skills. Students also learn to listen attentively when other students speak. This is an essential skill in effective communication. Teaches respect and communication ethics. Through the use of talking sticks, students learn to respect other people's opinions and learn how to communicate with good etiquette.

Facilitate classroom management. This method makes classroom management more accessible because it allows the teacher to organize the speaking process in a more structured manner. Students who may lack confidence in public speaking can feel more comfortable because they know they have the opportunity to speak without interruption. It provides an element of physical engagement; holding a Talking Stick is a physical action that can help focus students' attention on the conversation. This can increase physical and mental engagement. The talking stick method effectively ensures equitable participation, respects diverse opinions, and builds student communication skills.

Many studies have proven that the talking stick method influences student motivation and learning outcomes. Application of learning model *talking stick* carried out in activities that can improve children's oral language skills in the future. The success of this research follows the study of theories in learning model *talking stick*, serial image media, and spoken language skills. (Megawati et al., 2013)

Based on research results, media use *talking stick* in learning *manḥ al-kalām* in the XK MA Assunniyyah class can help students hone their speaking skills, train students to dare to express opinions using good and correct Arabic, and instill an attitude of self-confidence and responsibility. This media can be used in learning Arabic to hone skills *manḥ al-kalām* and help achieve good learning outcomes. (Imam Wahyudi & Khofifah, 2022)

The effectiveness of talking sticks can also be increased if combined with other relevant media or methods. *Talking stick* with the help of Microsoft PowerPoint media is the most effective model of the learning model *Talking stick* ordinary (without using media) and conventional learning models on mathematics learning achievement in terms of numerical abilities. (Mustikasari et al., 2017) That learning using learning models *Talking stick* using crossword puzzle media can improve learning achievement and activity of class VIIE students at SMP Negeri 1 Kartoharjo for the 2013/2014 academic year. (Puspitasari & Widiyanto, 2016) Based on the results of research and discussion, implementing the learning model of *talking stick* in learning can have a good influence on students' active learning. After using the learning model *talking stick*, The average student activeness score in the experimental class was 74.93, and the average activeness score for the control class was 65. (Pour et al., 2018) Implementing learning using the learning model *Talking stick* accompanied by the KOKAMI media-assisted demonstration method on a subject should consider whether the learning material is suitable or not for the subject to be taught to minimize time. (Putri et al., 2017)

Teaching using the media of guessing pictures and talking is one of the teacher's efforts to innovate learning. With media *games*, students become more interested and not bored, as an atmosphere thinner (*ice breaker*), giver of strength (*energizer*) before the primary material, arouses emotions and passion for learning, gives a pleasant impression, brighten up boredom, instill learning material longer in students' memories, and provide notes to students' minds. With *games*, It is clear that the class atmosphere becomes more lively, cheerful, and enthusiastic, students become more confident and active in learning activities. The advantages of picture-guessing media and talking sticks are that they encourage students' understanding of the subject matter, dare to express opinions (*Soft Skills*), apply knowledge in everyday life, and train learning discipline. (Dianawati, 2019)

Teachers must constantly innovate by trying various learning methods. The learning characteristics of each student are different. So, if teachers want to discover the best potential of their students, there must be experimental efforts by trying and combining various methods.

Conclusion

Application of learning using models *Talking stick* can increase the learning interest of fifth-grade students at Simpang Peut State Elementary School through models *Talking stick*. The increase in student interest in learning can be seen from the large percentage of student questionnaire answers, which state that students are happy with the lesson on the theme of clean air for health, which is delivered using the learning model *talking stick*, namely, there were 17 people or 73.9% in cycle I and there were 20 people or 87% in cycle II and the activities of class V teachers and students at Simpang Peut State Elementary School in the lesson on the theme of clean air for health can be improved through the learning model *talking stick*. The results of observing teacher activities in each cycle showed an increase from the percentage value of 72.5% (good category) in cycle I to 83.75% (very good category) in cycle II, and the results of observing

student activities in each cycle saw an increase in the percentage value from 70.8% (good category) in cycle I to 80.6% (very good category) in cycle II.

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