WALKING STICK IMPLEMENTATION IN IMPROVING STUDENTS' UNDERSTANDING OF PAI SUBJECT IN SCHOOL

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Abstract:
This study aims to determine: 1) The application of the talking stick in increasing students' understanding of PAI subjects at Paiton Islamic Middle School, 2. To find out the supporting and inhibiting factors for applying the talking stick in increasing student understanding of PAI subjects at Paiton Islamic Middle School. This study uses a qualitative research approach. At the same time, the type of field research (field research) is direct research in community or government institutions. Qualitative research or a qualitative approach is research to describe and learn more deeply about an activity, belief, thought, or perception of an individual or group.

Kata Kunci: *Implementation, Talking Stick, PAI Lessons*

INTRODUCTION

Education is fundamental to human life. Through education, humans process to become better individuals from day to day. Likewise, with the education system, education is transformed with the times. The increasingly sophisticated era demands education to have a better quality than before (Majid, A., & Rochman, 2014).

Therefore, the concept and actualization of education should be updated in line with the times. The teacher's teaching methods and techniques are expected to develop following an increasingly sophisticated and dynamic era. Teachers should seek ways of teaching suitable for students in the millennial era. Starting from the professional aspect of the teacher, learning models, learning media, and learning evaluation (Al Hikam, F. M., Santoso, K., & Wiyono, 2022). Teaching and learning activities carried out by the teacher require an appropriate learning model to achieve maximum learning objectives. In a lesson, the teacher's ability to master the material is not enough to achieve the goals of the teaching and learning process (Arikunto, S., & Pendidikan, 2013). Apart from mastering the material, teachers must also be able to manage classes and ongoing teaching and learning activities by selecting learning models that are appropriate to the material so that students' understanding increases. (Baharun, 2015).

A talking stick is a model initially used by Native Americans to invite everyone to talk or express opinions in a forum. The Talking stick learning model is a learning model playing with sticks, namely learning designed to measure students' mastery of subject matter using stick media (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). The talking stick learning model begins with the teacher explaining the subject matter to be studied. Students are allowed to read and study the material (Salat, J., & Achmady, 2020). The teacher then asked the students to close their books. The talking stick learning model is one of the many cooperative learning models. This learning model is carried out using the help of a stick. The stick is used as a ratio or turn to argue or answer questions from the teacher after explaining the learning material(Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022).

Increasing student understanding is a series of ways for students to understand

and understand the material being studied. The character of students makes educators strive for material not only to be conveyed but also to be understood by students. The character of junior high school students tends to be active, so an active learning model is also needed in delivering learning material. According to language, improvement is a way, process, and act of increasing. While understanding is a way, process, and act of understanding and understanding. Understanding is an expert in one field, and one can see it from various points of view. In conclusion, students are said to understand if they can explain again or be able to describe a material that has been studied in detail using their language.

RESEARCH METHODS

This study uses a qualitative research approach. At the same time, the type of field research (field research) is direct research in community or government institutions. Qualitative research or a qualitative approach is research to describe and learn more deeply about an activity, belief, thought, or perception of an individual or group(Albi, 2018).

RESULTS AND DISCUSSION

In order to find out the application of the talking stick learning model in PAI learning activities in increasing the understanding of Paiton Islamic Middle School students, the researchers conducted data mining through observation, interviews, and documentation (Baharun, 2015). As for the results of interviews conducted by researchers with Islamic Religious Education Teachers, namely, When viewed from the learning process that has been taking place so far, the KBM has been going quite well. Even during the Covid 19 pandemic, it did not reduce the quality of learning. Using the Talking Stick learning model, I have made PAI subjects creative, innovative, and active in class for almost two years, by the objectives of the curriculum 13 revisions the government desires. Most teachers have used learning models, especially talking sticks, one of the active learning models, to support teaching and learning activities. The talking stick learning model is effective and efficient, so teachers who want to use it do not need to be confused and have difficulties because they only have to prepare a stick and music. (Salat, J., & Achmady, 2020).

The application of the talking stick in increasing student understanding is to adapt the material to the learning model to be used, make lesson plans, and choose appropriate media with the material that supports teaching and learning activities so that the material delivered is right on target. (Majid, A., & Rochman, 2014). It also aims to increase students' understanding of learning, especially in Islamic religious education lessons; in preparing the lesson plan, the aim is to implement learning fun and not tedious so that with fun lessons, students will more readily absorb learning material and understand learning material. The talking stick learning model must be adapted to the material presented by the teacher (Fatchurahman & Raya, 2020). The talking stick learning model is used for almost all learning materials, or in other words; all Islamic religious education material can be delivered using the talking stick learning model. Agree with Huda, saying that the talking stick learning model is suitable for all learning materials and all age levels.

However, the foresight and skills of Islamic religious education teachers are still needed to choose a learning model appropriate to the subject matter delivered to students. So using talking sticks as a learning model can significantly increase students' understanding. The teacher conducts learning using the talking stick learning model, namely
the teacher must be able to use the learning model,
the teacher must adapt the material to the learning model used, and
the teacher must make a Learning Implementation Plan (RPP).
This is by the exposure of the data and research results.

Factors Supporting and Inhibiting the Application of Talking Stick in Increasing Student Understanding of PAI Subjects at school, including the supporting factors; 1)

The teacher must adapt the material to the talking stick model, 2) Mastery of the material by the teacher so that he can explain to the talking stick learning model so that students can gain substantial experience and factors that can support increasing student understanding. Using the talking stick learning model to increase students' understanding of learning in the classroom, for example, have sincerity (Sugiantiningsih, I. A., & Antara, 2019). The earnest attitude of students can be seen from the activities of students in the class during learning, one of which is when carrying out the tasks given by the teacher are done thoroughly, showing interest in the enthusiasm of students in participating in learning activities in class well, showing that the student has high interest in learning, Ability to pay attention (Rubini, 2019). Attention to the learning of Islamic religious education conveyed by teachers can be seen from their calm condition and attention when learning takes place and high curiosity. High curiosity to understand the learning material. This attitude can be seen in students' activeness when asking or questioning things that still need to be understood about the learning material.

Meanwhile, from the supporting factors, in using the talking stick learning model, you should pay attention to things that can become obstacles to its use. In the following, matters relating to the constraints on the use of the talking stick learning model are presented; of course, there are also some obstacles in carrying out or applying it, for example:

Constraints in the use of learning models are usually students who are shy due to difficulty expressing opinions. There need to be more room cooling facilities to maintain students' concentration. Power outages also disrupt students' focus on ongoing teaching and learning activities. The point of view of educators or teachers who consider that selecting a learning model appropriate to the learning material does not affect students' understanding or mastery of the material.

The obstacle to using the talking stick learning model is that some students need to be more open about expressing opinions that must be trained in their courage again. In addition, inadequate air-conditioning facilities make students feel stifled for a long in class. Especially if there is a power outage will significantly disrupt the teaching and learning process and impact students who lack concentration with ongoing learning, especially if there is a power outage.

CONCLUSION

What researchers have done regarding the Application of the Talking Stick in Improving Shiva's Understanding of PAI Subjects at school include; The Talking Stick model of talking stick learning, namely: a. Effective and efficient learning talking stick model, b. The learning model points to the use of a stick. Increasing Student Understanding in various ways so that students understand and understand the material being studied. The character of students makes educators strive for material not only to be conveyed but also to be understood by students. PAI subjects applied in schools are by government policy, where the references to PAI subjects are the Koran, hadith, ijma'ulama, qiyas and laws in Indonesia.

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