

The Application of Talking Stick Method Can Improve Student Learning Outcomes in Pancasila Education Class IV Subjects at SDIT Al Furqon

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ABSTRAK

Penelitian ini bertujuan untuk: (1) Mendeskripsikan penerapan metode talking stick dalam pembelajaran Pendidikan Pancasila di kelas IV SDIT Al Furqon, serta (2) Menganalisis peningkatan hasil belajar siswa setelah metode ini diterapkan. Penelitian ini menerapkan pendekatan Penelitian Tindakan Kelas (PTK) dengan model Kemmis & McTaggart yang terdiri dari empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 19 siswa, dengan teknik pengumpulan data melalui observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Pelaksanaan pembelajaran dengan metode talking stick pada Siklus I menunjukkan bahwa aktivitas guru dalam mengelola kelas memperoleh 90% kategori sangat baik, dan meningkat menjadi 96% pada Siklus II. Aktivitas siswa pada Siklus I memperoleh persentase 85% dalam kategori baik, menjadi 94% pada Siklus II kategori sangat baik. (2) Penerapan metode talking stick terbukti memperbaiki hasil belajar siswa. Pada Siklus I, ketuntasan siswa memperoleh 47%, kemudian menjadi 84% pada Siklus II, dengan selisih peningkatan sebesar 37%. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa metode talking stick efektif dalam memperbaiki hasil belajar siswa pada mata pelajaran Pendidikan Pancasila di kelas IV SDIT Al Furqon.

ABSTRACT

This study aims to: (1) Describe the application of the talking stick method in Pancasila Education learning in class IV of SDIT Al Furqon, and (2) Analyze the improvement in student learning outcomes after this method is applied. This study applies the Classroom Action Research (CAR) approach with the Kemmis & McTaggart model which consists of four stages, namely planning, implementation, observation, and reflection. The research subjects were 19 students, with data collection techniques through observation, tests, and documentation. The results of the study showed that: (1) The implementation of learning with the talking stick method in Cycle I showed that teacher activity in managing the class obtained 90% in the very good category, and increased to 96% in Cycle II. Student activity in Cycle I obtained a percentage of 85% in the good category, becoming 94% in Cycle II in the very good category. (2) The application of the talking stick method has been proven to improve student learning outcomes. In Cycle I, student completion reached 47%, then became 84% in Cycle II, with a difference of 37% increase. Based on the results of this study, it can be concluded that the talking stick method is effective in improving student learning outcomes in the Pancasila Education subject in class IV of SDIT Al Furqon.

Pendahuluan

Education is a crucial part of life that acts as a guide for humans in determining the direction of their lives (Setiawan et al., 2021: 1). In addition, education plays a role in shaping character and improving the quality of human resources. According to Fathurrahman & Puspita, (2025: 124) as a process that continues throughout life, education also aims to provide students with various insights, abilities, and attitudes needed in social life. In formal education, the learning process is the main factor that determines the achievement of student competencies. Therefore, learning needs to be designed as well as possible so that students can master the material in depth, develop critical and creative thinking skills, and adapt to changing times. (Humam & Hanif, 2025: 264).



Learning is a part that includes a series of activities between students and teachers in two-way interaction to achieve the expected learning outcomes (Marheni et al., 2025: 49). The interaction created by the involvement between teachers and students plays an important role during the continuity of the learning process. Thus, teachers need to have various competencies, including in lesson planning, material delivery, as well as optimal selection and utilization of methods, sources, and learning media (Sulistiyowati et al., 2024: 37).

Success in education and learning is not only measured by the achievement of academic grades, but also by the ability of students to show positive attitudes through various activities that are carefully selected and carried out effectively (Azizah et al., 2024: 19). Achievement in education must reflect a balance between knowledge, attitudes, and skills. Rosni, (2021: 114) states that to master this, a teacher needs to establish intense interactions with students, both in the teaching and learning process and in non-formal activities.

The role of the teacher as a classroom manager has a crucial role in the learning process. The successful achievement of learning objectives is greatly influenced by the conditions and dynamics of the learning process in the classroom. The teacher's ability to teach is a major factor in determining the extent to which learning can be achieved in schools. Teaching ability is the competence of teachers who perform professionally (Mangantes et al., 2024). For this reason, a teacher who is tasked with teaching and educating must have adequate teaching skills so that the teaching and learning situation runs smoothly and the previously planned goals are achieved. One of the abilities that must be mastered by a teacher is expertise in determining appropriate learning methods. In line with the opinion of Bachtiar et al. (2023), the use of innovative and interactive learning methods can improve student motivation, participation, and understanding, because teachers who are skilled in choosing the right strategy tend to obtain optimal learning outcomes.

One of the learning methods that has proven effective in improving student learning outcomes is the talking stick method. Based on research conducted by Salsabila et al. (2024: 171), the talking stick method can improve student learning outcomes because it can create a more active and interactive learning atmosphere. Students become more courageous in expressing their opinions and understand the material better. In addition, research conducted by Zuschaiya et al. (2024: 112) showed that the talking stick method can improve students' concept understanding and their involvement in class discussions. Another study by Rizky et al. (2024:3) also revealed that this method is able to significantly improve student learning outcomes, especially in subjects that require deep understanding.

Education that is organized neatly and sequentially is known as formal education. Based on the Indonesian Law No. 20 Year 2003 on the National Education System, in Indonesia, the education system is divided into three levels, namely primary education, secondary education and higher education. Basic education is an important foundation for students' development, because this is where they begin to master the principles and rules applied in community life. (Simanjuntak et al., 2024:35). Primary education is not only aimed at providing academic knowledge, but also to build students' character, and personality (Bhughe, 2022:115). In the midst of globalization and rapid technological development, the education system faces increasingly diverse challenges. Students are not only expected to have broad insights, but also skills in critical thinking, creativity, and adapting to change. (Dania et al., 2024: 89). Therefore, Ayunda et al. (2024: 260) emphasize that educators need to design appropriate and interesting learning experiences so that students can play an active role in learning activities.

Pancasila education is one of the main subjects in basic education in Indonesia. Pancasila education teaches the values of ethics, love for the country, responsibility, and unity in accordance with the principles of Pancasila. Pancasila education serves to shape students' character from an early age and equip them with an understanding of cultural diversity and national unity (Aulia, et al., 2024: 115). However, based on the results of observations and interviews with the fourth grade teacher at SDIT Al Furqon Palangka Raya in March 2024, it was found that student participation in learning.

Pancasila Education was still lacking. Students tend to be passive, limited to participating in discussions, and simply receiving information without analyzing or reflecting. Learning dominated

by the lecture method causes a lack of interaction between teachers and students, thus negatively impacting their understanding and learning outcomes. This has a negative impact on students' understanding of the material and learning outcomes. Research conducted by Indra Daulay & Ediputra, (2024: 32) shows that the talking stick method can improve students' understanding of concepts and learning outcomes because this method requires student readiness before answering questions. With active involvement in learning, students are more motivated to understand the material, so their academic scores have increased significantly.

The talking stick method is a group-based learning strategy that uses sticks as tools (Amelia et al., 2023: 15). In this method, the group holding the stick has the responsibility to respond to the teacher's questions after first exploring the subject matter. This process is carried out alternately until all groups get the opportunity to answer. The talking stick method invites students to actively participate in discussions by taking turns using sticks. With the talking stick method, students are expected to better master the material obtained and improve the spirit of learning. Direct involvement of students in the learning process can encourage students to remember and master the material better.

The talking stick method is rooted in the theory of constructivism developed by Piaget and Vygotsky. Piaget argues that learning occurs when students actively construct knowledge based on their own experiences (Taufiqur, 2018:29). In the talking stick method, students are encouraged to master the material independently before speaking and sharing their understanding. Meanwhile, Vygotsky's theory of the "Zone of Proximal Development" emphasizes that social interaction plays an important role in the learning process. In the talking stick method, students who are more proficient in the material can help their classmates through discussion and question and answer, thus accelerating their understanding of the concepts taught (Nasution et al., 2024).

Based on the pretest results, out of 19 students, only 4 students (21%) achieved the Criteria for Achieving Learning Objectives (KKTP) of 75. Meanwhile, 15 other students (79%) scored below KKTP, with a score range of 0-74, which is categorized as incomplete. With an average score of 40, these results show that learning still needs improvement, especially in choosing the learning methods applied. Therefore, a more interactive approach, such as the talking stick method, is needed to increase students' engagement in learning and improve their understanding and learning outcomes.

Methods

This research was conducted on fourth grade students of SDIT Al Furqon Kota Palangka Raya, totaling 19 students. The object of the research is the application of the talking stick learning method can improve student learning outcomes in Pancasila Education subjects. The place of classroom action research is SDIT Al Furqon which is located on Jl. Murai No.1 B, Palangka, Jekan Raya District, Palangka Raya City, Central Kalimantan. The time of this research was conducted in the 2024/2025 school year. This research applies the Classroom Action Research (PTK) method, which is a research conducted by teachers, either independently or in groups. This research can be done inside or outside the classroom with the aim of solving obstacles during the learning process. (Sutoyo, 2020: 6). According to MC Taggart (Nanda, 2021: 5) Action Research is a concrete effort to find the most effective method of improving the situation, environment, and understanding of both. In its design, Kemmis applies a self-reflection spiral model consisting of the stages of planning, action implementation, observation, and reflection. (Rahman, 2018: 7-8).

Results and Discussion

1. Pre-cycle

Pre-action was carried out with a pretest on October 31, 2024 to find out the initial knowledge of students about the Procedures for Behavior in the District, Village, and Village Environment. Pretest in the form of 10 description questions before the application of the talking stick method. The results showed that out of 19 students, only 4 students (21%) had obtained

2. Cycle 1

The stages of cycle I applied in this study were carried out on November 6, 2024 with the stages of planning, action implementation, observation, and reflection.

a. Planning Stage

Learning tools that include:

- 1) Teaching tools (TP, KKTP, materials, teaching modules).
- 2) *Talking stick* method.
- 3) Teacher and student activity assessment sheets.

b. Implementation of Action

Learning was conducted in class IV SDIT Al-Furqon with 17 students present. The researcher acted as a teacher, while Ustadzah Eva Latriana Yuniarti, S.Pd., and Ustadzah Norjannah, S.Pd., as observers. The material taught: *How to Behave in the Subdistrict, Village, and Village Environment*.

1) Preliminary Activity:

The teacher begins the activity with greetings and urges students to pray together. Next, the teacher checks the students' readiness and asks how they are. To build a connection with the previous material, the teacher conducts an introduction to the material through asking again the lessons that have been learned. In addition, the teacher connects the new material with daily activities. Before getting into the core activities, the teacher and students do ice breaking to create a joyful and enthusiastic learning condition.

2) Core Activities:

The teacher starts by explaining the material on how to behave in the subdistrict, village and kelurahan. Next, the teacher opens up opportunities for students to submit rebuttals to ensure their understanding of the material, so this session serves as a clarification for things that have not been understood. Next, the teacher arranges small groups of 2-3 students randomly to avoid domination from certain students. In the application of the *talking stick* method, the teacher prepares a stick about 20 cm long as a sign for students who have the right to speak. Each group is given time to review the material that has been given, where each member is responsible for mastering the material because they may be chosen to answer questions. After the study time is over, students are asked to close the reading material to focus more on the discussion and question and answer session. Then, the teacher turns on a song, and students start passing the sticks to their group members. When the song stops, the student holding the stick needs to step to the front of the class to answer a question from the teacher. If they have difficulty, other group members are allowed to help. After each question is answered, the teacher provides clarification and additional explanation if needed, thus ensuring that the answers are correct and all students have a deep understanding of the material.

3) Closing Activity:

The teacher provides opportunities for students to convey the learning outcomes. Then, students are also given the opportunity to present their opinions regarding the learning experience that has been followed. The teacher asks the students to explain the part of the material that they have understood and the things that are still confusing. Before ending the lesson, the teacher motivates and gives moral messages to the students. The activity ends with a collective prayer and closing greetings.

c. Observation

1. Teacher Activity

Teacher activity obtained 90% (very good category). Some aspects that need to be improved are:

- a. Providing opportunities for students to ask questions.
- b. Time management in group study.
- c. Reinforcement of student reflection and motivation.

2. Observation of Student Activity cycle 1

Student activity obtained 85% (good category). Weaknesses that need to be improved:

- a. Students are still less active in asking questions.

- b. Focus on the material still needs to be improved.
- c. Reflection and motivation activities need more attention.
- d. Cycle 1 Learning Outcomes

The posttest results showed an average student score of 63.4, with 47% completeness (9 students passed, 10 students did not pass). The percentage of incomplete students is still high (53%), so improvements in learning methods are needed.

- d. Reflection.

The implementation of Cycle I went well, but still needed improvement in student engagement, the effectiveness of the method, and student learning outcomes.

2. Implementation of Cycle II

The implementation of cycle II began on November 13, 2024 as a follow-up to cycle I with some improvements.

a. Planning Stage

Researchers developed learning tools, including:

- 1) Prepare teaching tools (TP, KKTP, modules, and materials).
- 2) Prepare the *talking stick* method as a learning medium.
- 3) Develop observation sheets and evaluation tools (*posttest*).

b. Implementation Stage

Learning activities consist of:

1) Introduction:

The teacher begins the activity with greetings and urges students to pray together. Next, the teacher checks the students' readiness and asks how they are. To build a connection with the previous material, the teacher conducts an introduction to the material through asking again the lessons that have been learned. In addition, the teacher connects the new material with daily activities. Before getting into the core activities, the teacher and students do ice breaking to create a joyful and enthusiastic learning condition.

2) Core activities:

The teacher starts by explaining the material on how to behave in the subdistrict, village and kelurahan. Next, the teacher opens up opportunities for students to submit rebuttals to ensure their understanding of the material, so this session serves as a clarification for things that have not been understood. Next, the teacher arranges small groups of 2-3 students randomly to avoid domination from certain students. In the application of the *talking stick* method, the teacher prepares a stick about 20 cm long as a sign for students who have the right to speak. Each group is given time to review the material that has been given, where each member is responsible for mastering the material because they may be chosen to answer questions. After the study time is over, students are asked to close the reading material to focus more on the discussion and question and answer session. Then, the teacher turns on a song, and students start passing the sticks to their group members. When the song stops, the student holding the stick needs to step to the front of the class to answer a question from the teacher. If they have difficulty, other group members are allowed to help. After each question is answered, the teacher provides clarification and additional explanation if needed, thus ensuring that the answers are correct and all students have a deep understanding of the material.

3) Cover:

The teacher provides opportunities for students to convey the learning outcomes. Then, students are also given the opportunity to present their opinions regarding the learning experience that has been followed. The teacher asks students to explain the part of the material that they have understood and the things that are still confusing. Before ending the lesson, the teacher motivates and gives moral messages to the students. The activity ends with a collective prayer and closing greetings.

c. Observation Stage

1) Observation of teacher activity cycle 2

Teacher activity obtained 96% with a very good category.

2) Observation of student activity cycle 2

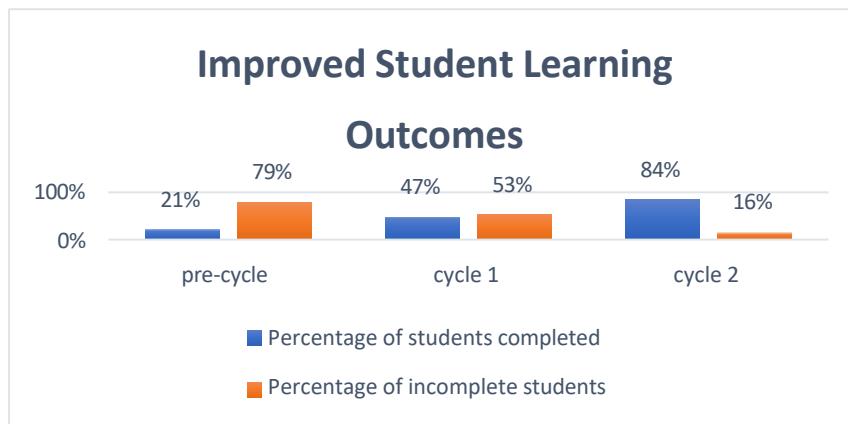
Student Activities get 94% with a very good category.

3) Learning Outcomes

The *posttest* results showed an average score of 82.6 with 84% of students completing 16 out of 19 students. This shows a significant improvement compared to cycle I.

d. Reflection

The *talking stick* method proved to be successful in improving the achievement of student learning outcomes. When compared to the *pretest* results which showed completeness of only 21% of students, in cycle II the success of completeness showed an increase to 84%. This indicates that the *talking stick* method was successful in strengthening students' understanding.



Based on the results of the table above, it states that the talking stick method has succeeded in improving student learning achievement in each cycle and obtaining the target completeness set, namely 75%. Thus, the research is sufficient because it has obtained the specified results.

The application of the talking stick method during learning improved students' learning achievement. In Cycle I, the students' learning achievement level was 47%, indicating that many students had mastered the content of the lesson, but there were still some who had not obtained KKTP. Factors that led to this incompletion included a lack of understanding of the material in some students as well as differences in individual learning styles. In addition, it was found that some students still felt shy or afraid of being wrong in actively participating in class discussions.

Despite these challenges, the talking stick method was still able to attract students' attention and improve their participation in the learning process. Thus, in Cycle II, improvements were made to the learning strategy that focused on strengthening student motivation, using more effective tools, and increasing interaction in group discussions. As a result, the percentage of student success increased to 84%, indicating an increase of 37% from Cycle I. The main improvements made were providing more opportunities for students to speak and ask questions, as well as providing positive feedback to improve their confidence.

With a more supportive learning atmosphere, students who were previously passive began to be active in discussions and dared to express their opinions. In addition to improving academic understanding, the Talking Stick method also has an impact on improving students' social skills and

critical thinking. This can be seen from the lively group discussions, where students are more motivated to share ideas, discuss the material, and help their friends in mastering the learning topic. Wati & Mahmuddin (2023) stated that group-based learning such as talking stick can improve students' interaction in discussion and create their logical thinking skills. In addition, according to

Muliawati et al. (2023), the Talking Stick method helps to realize a collaborative and exciting learning environment, so that students are more courageous and actively involved in learning.

Students' courage in participating in asking and answering questions from the teacher also increased significantly in Cycle II. If at first students tended to be passive due to shyness, fear of being wrong, or confusion in composing answers, after applying a more motivating learning strategy, they began to show better self-confidence. Astomo et al (2024) stated that learning process strategies that include all students actively can build a sense of responsibility and improve their social skills. Thus, it can be concluded that the achievement of learning outcomes of grade IV students through the application of the talking stick method has been successfully achieved.

Furthermore, the results showed that this method not only improved students' learning achievement but also contributed to the improvement of their learning activities. In Cycle I, many students still tended to be passive and reluctant to ask questions. However, after the learning strategy was improved in Cycle II, student engagement increased significantly. In addition to improving participation in discussions, this method also contributes to the development of students' social skills, such as cooperation in groups, responsibility for learning, and respect for each other's opinions. With more intensive interaction, students became more confident and more motivated in learning. Based on the results obtained, the talking stick method is proven in improving student learning outcomes in each cycle. The research was completed in Cycle II because it had exceeded the classical completeness of 75%.

Summary

Based on the learning results of applying the *talking stick* method which was held in two cycles, namely:

1. Learning Pancasila Education using the *talking stick* method in class IV Al Bukhari SDIT Al Furqon students was carried out in two cycles. In Cycle I, teacher activities in organizing the class obtained a percentage of 90% very good criteria. When Cycle II, it became 96% of the same criteria. Student activities in Cycle I 85% good criteria, and Cycle II 94% very good criteria.
2. The application of the *talking stick* method is proven to improve the learning outcomes of fourth grade Al Bukhari students of SDIT Al Furqon towards Pancasila Education subjects. Cycle I, out of 19 students participating in learning, only 9 students obtained completeness based on classical completeness criteria ($\geq 75\%$), with a percentage of 47%. After the improvement of learning strategies in Cycle II, there was an increase, where 16 students managed to obtain completeness with a percentage of 84%. Thus, the *talking stick* method was able to improve student learning outcomes by 37%, showing its effectiveness in supporting students to better understand the material and get learning outcomes that are in accordance with the KKTP.

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