



The Influence of the Talking Stick Learning Model on the Learning Activeness of Christian Religious Education and Character Education Students in Grade VIII of SMP Negeri 3 Siborongborong

Sandri Yanti Sihotang^{1*}, Ordekor Saragih², Helena Turnip³, Simion D. Harianja⁴,
Adiani Hulu⁵

¹Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung
^{2,3,4,5}Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: sandriyantisihotang26@gmail.com

ABSTRACT

The purpose of this research is to determine the effect of the Talking Stick learning model on the learning activeness of eighth-grade students in Christian Religious Education and Character at SMP Negeri 3 Siborongborong during the 2025/2026 Academic Year. The research hypothesis posits: "There is a positive and significant effect of the Talking Stick learning model on the learning activeness of eighth-grade students in Christian Religious Education and Character at SMP Negeri 3 Siborongborong during the 2025/2026 Academic Year." The population comprises all eighth-grade students at SMP Negeri 3 Siborongborong in the 2025/2026 Academic Year, totaling 102 students. The sample for the study was determined using a purposive sampling technique, where Class VIII C served as the experimental group and Class VIII D as the control group. This study employed a quantitative research method, specifically a Quasi-Experimental Design with a Nonequivalent Control Group Design. The research instrument was a questionnaire consisting of 28 items. The questionnaire data were analyzed using the formula for the difference in means (N-Gain Score). The average N-Gain score for the experimental class was found to be 0.7395, which falls into the high category. The average N-Gain score for the control class was 0.1862, which falls into the low category. Subsequently, an independent samples t-test was conducted, yielding a calculated t-value (tcount) of 12.481, which is greater than the critical t-value (ttable) of 2.000 (at $\alpha=0.05$ with $df=58$). Therefore, it is concluded that the research hypothesis (H_a) is accepted—meaning there is a positive and significant effect of the Talking Stick learning model on the learning activeness of eighth-grade students in Christian Religious Education and Character at SMP Negeri 3 Siborongborong during the 2025/2026 Academic Year—and the null hypothesis (H_0) is rejected.

Keywords: Talking Stick, Learning Model, Learning Activeness.

INTRODUCTION

Education constitutes a critical aspect of human life. Quality education is instrumental in producing intelligent individuals who are well-equipped to compete in the era of globalization. It is expected that education will foster character development, mental growth, and the acquisition of knowledge in children, ultimately enabling them to mature into interactive adults who contribute meaningfully to their social environment, both individually and collectively.

According to the National Education System Law (Undang-Undang Sisdiknas No. 20 of 2003), education is a conscious and planned effort to establish a learning atmosphere and process where learners actively develop their potential. This includes achieving spiritual strength, religious faith, self-control, personality, intelligence, noble character, and the skills necessary for themselves and society. The success of education is intrinsically linked to the efficacy of the learning system implemented in every school. Learning is defined as a direct interaction between a teacher and students aimed at acquiring knowledge or information, which subsequently leads to changes in thought patterns and attitudes. Therefore, high-quality learning is heavily dependent on the student's learning activeness. Student learning activeness is a pivotal element in the success of any teaching and learning process. It represents the engagement process resulting from a student's active response while instruction is underway. A student's activeness in the classroom can be observed through several behaviors: possessing a high sense of curiosity; effectively solving problems during class discussions (whether with seatmates or group members); and actively posing and answering questions from peers or the teacher. This active engagement enhances the student's knowledge and fosters critical, active thinking. Conversely, a lack of student activeness is equally discernible.

Student activeness in learning activities is influenced by various factors, broadly categorized into internal and external factors. Internal factors include good physical health, intelligence, readiness for learning activities, inherent talent, and relevant prior experience. External factors encompass learning motivation, engaging and easily understandable subject material, the presence of learning aids (instructional media), and a comfortable learning atmosphere. Teaching methods significantly affect student activeness, ensuring effective learning and the attainment of instructional objectives. The Apostle Paul serves as an exemplary biblical figure who models a high spirit of learning and activeness. Following his conversion, Paul did not merely accept the Gospel; he actively sought the truth, explored Christ's teachings, and widely disseminated them through his instruction and epistles. Paul demonstrated that true learning does not stop at knowledge but is embodied in commitment, tangible action, and active service. As stated in Romans 12:11, "Never be lacking in zeal, but keep your spiritual fervor, serving the Lord." Paul also taught the necessity of training oneself to grow in faith, a principle applicable to the educational context where students must train themselves to be active, diligent, and continuous learners.

Based on the author's observations in the eighth-grade classes at SMP Negeri 3 Siborongborong, a prevalent issue is the lack of student activeness in Christian Religious Education and Character classes. This lack of engagement is evident in several ways: students rarely offer opinions during presentations or debates when other groups are

presenting; they frequently listen passively without responding during group discussions; they remain silent and do not contribute ideas when invited to discuss by group members; they seldom ask questions after the teacher concludes a lesson, preferring to remain silent; and they show low participation in group discussions or presentations. Furthermore, students are generally unenthusiastic in responding to the teacher's questions intended to gauge their understanding of the material, and they infrequently complete assignments.

Consequently, it is essential for the Christian Religious Education teacher to select a suitable, varied, and enjoyable learning model that can stimulate learning activeness throughout the instructional process. To foster this activeness, the teacher should employ an engaging learning model that is effective in cultivating student participation, while also helping students easily comprehend and master the subject matter. Learning becomes active because the model implemented significantly shapes the instructional process. A learner's success in achieving educational goals depends on the teacher's ability to effectively apply the chosen learning model. The Talking Stick learning model is proposed as one such effective model.

The Talking Stick model was originally utilized by Native American communities to encourage everyone to speak or express their opinions in a public forum (inter-tribal meeting). The Talking Stick has been used for centuries by Indian tribes as a tool for ensuring fair and impartial listening. It was often employed by councils to determine who had the right to speak. When the meeting leader began to discuss an issue, they had to hold the stick. The stick would then be passed to another person if that individual wished to speak or respond. In this manner, the Talking Stick would circulate among those who wished to share their views. Once everyone had a turn, the stick would be returned to the chairman/leader. From this, it can be concluded that the Talking Stick serves as a token granting the holder the right to speak, which is given on a rotating basis.

The Talking Stick learning model is a form of cooperative learning. This instructional strategy utilizes a stick, and the student holding the stick must answer the teacher's question after all students have studied the core material. The Talking Stick approach is highly suitable for students at the elementary, junior high, and senior high school levels. Beyond merely training speaking skills, this learning method creates an enjoyable atmosphere and actively engages students.

Learning with the Talking Stick model encourages students to be active and courageous in expressing their opinions. The strategy begins with the teacher explaining the core material. Then, with the rotating stick, students are guided to reflect upon or reiterate the material studied by answering the teacher's questions. The person holding the stick is obligated to answer (the "Talking" part). This model promotes active student participation because all students have an equal opportunity to voice their opinions when they hold the stick.

This principle resonates with biblical values, particularly those of sharing, listening, and mutual encouragement. Relevant verses include: Proverbs 27:17, "As iron sharpens iron, so one person sharpens another." Just as the stick rotates, students sharpen each other's abilities through speaking and listening. Ephesians 4:29, "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up." This emphasizes that speech (as in the Talking Stick setting) must be constructive, not destructive. James 1:19, "Everyone should be quick to listen, slow to speak and slow to

become angry," teaches the balance between speaking and listening, mirroring the student's need to wait their turn to hold the stick. Colossians 3:16, "Let the message of Christ dwell among you richly," suggests that by sharing opinions in learning, students can mutually encourage each other with wisdom. The Talking Stick learning model is simple and relatively easy to implement.

Based on the issues outlined above, the author is interested in conducting research with the title: "The Effect of the Talking Stick Learning Model on the Learning Activeness of Eighth-Grade Students in Christian Religious Education and Character at SMP Negeri 3 Siborongborong."

METHODS

The research method employed is quantitative, utilizing a Quasi-Experimental Design approach, specifically the Nonequivalent Control Group Design. An experimental study using the Nonequivalent Control Group Design is conducted on two existing groups—an experimental group and a control group—that are not randomly selected. The experimental group is the class that receives the special treatment (intervention), while the control group is the class that does not receive the special treatment. In this particular study, the Talking Stick learning model serves as the independent variable.

Specifically, the class receiving the special treatment is instructed using the Talking Stick learning model, whereas the class that does not receive the special treatment is taught without the use of the Talking Stick learning model.

RESULT AND DISCUSSION

Academic English Translation: Student Learning Activeness Data Analysis

Learning activeness is defined as the student's effort to develop their potential through a series of learning process activities, whether in face-to-face or online settings, to achieve learning objectives.

Experimental Group Data Analysis

a. Pretest Data Distribution

Based on the distribution of Pretest data for the experimental class, the item with the highest weighted score regarding Student Learning Activeness was item number 17, with a score of 109 and a mean of 3.63. This indicates that many students reported trying to seek various information sources to solve learning problems. Conversely, the item with the lowest weighted score was number 4, with a score of 81 and a mean of 2.70, indicating that many students reported trying to avoid peer disturbance to better focus on the teacher's explanation.

Regarding the achievement of indicators, indicator number 5 showed the highest weighted score with a mean of 3.43. This indicator relates to "conducting group discussions according to teacher instructions," specifically cooperating with group members and being able to respond to peers' opinions. The indicator with the lowest weighted score was number 3, with a mean of 2.88. This indicator pertains to "asking other students or the teacher when facing difficulties," such as asking the teacher questions related to material not yet understood and discussing difficult material with peers.

b. Posttest Data Distribution

Based on the distribution of Posttest data for the experimental class, the items with the highest weighted scores regarding Student Learning Activeness were item number 11 and number 18, both with a score of 120 and a mean of 4.00. This reflects that many students reported asking the teacher questions about unclear material and feeling helped by reading supplementary sources to clarify their understanding. The item with the lowest weighted score was number 25, with a score of 101 and a mean of 3.37. This indicates that many students reported doing additional independent exercises to sharpen their abilities.

Regarding the achievement of indicators, indicator number 8 showed the highest weighted score with a mean of 3.93. This indicator relates to "the opportunity to use or apply what has been learned in solving tasks or problems encountered." The indicator with the lowest weighted score was number 7, with a mean of 3.60. This indicator pertains to "training oneself to solve problems or similar problems," such as looking for similar practice questions to redo with peers and doing additional independent exercises.

Control Group Data Analysis**Pretest Data Distribution**

Based on the distribution of Pretest data for the control class, the item with the highest weighted score regarding Student Learning Activeness was item number 25, with a score of 103 and a mean of 3.40. This indicates that many students reported doing additional independent exercises to sharpen their abilities. Conversely, the item with the lowest weighted score was number 18, with a score of 69 and a mean of 2.30. This reflects that many students reported not feeling helped by reading supplementary sources to clarify their understanding.

Regarding the achievement of indicators, indicator number 6 showed the highest weighted score with a mean of 3.05. This indicator relates to "assessing one's own ability and the results obtained," specifically evaluating learning outcomes based on feedback from the teacher. The indicator with the lowest weighted score was number 4, with a mean of 2.48. This indicator pertains to "trying to find various information needed for problem-solving," such as reading and understanding references relevant to the problem and seeking additional information through various learning sources.

Posttest Data Distribution

Based on the distribution of Posttest data for the control class, the items with the highest weighted scores regarding Student Learning Activeness were item number 5 and number 23, both with a score of 103 and a mean of 3.43. This indicates that many students reported re-checking their answers before submitting assignments and evaluating their learning outcomes after receiving explanations or feedback from the teacher. The item with the lowest weighted score was number 26, with a score of 75 and a mean of 2.50. This reflects that many students reported not feeling that additional exercises helped them to better understand the material taught.

Regarding the achievement of indicators, indicator number 5 showed the highest weighted score with a mean of 3.13. This indicator relates to "conducting group discussions according to teacher instructions," specifically cooperating with group members and being able to respond to peers' opinions. The indicator with the lowest

weighted score was number 8, with a mean of 2.83. This indicator pertains to "the opportunity to use or apply what has been learned in solving tasks or problems encountered," such as creating simple projects based on existing understanding.

Statistical Test Results and Conclusion

From the statistical test, which aimed to determine the acceptance or rejection of the research hypothesis, the Equal Variance Assumed t_{value} (t_{count}) was found to be greater than the critical t_{value} (t_{tabel}) (at $\alpha=0.05$ with $df=58$). Specifically, $t_{\text{count}}=12.481 > t_{\text{table}}=2.000$. This is also evident from the significant value for Equal Variance Assumed, which is $0.000 < 0.05$. Thus, it can be concluded that there is a positive and significant effect of the Talking Stick Learning Model on the learning activeness of eighth-grade students at SMP Negeri 3 Siborongborong in the 2025/2026 Academic Year.

This significant difference is highlighted by the mean N-Gain score of the experimental class, which is 0.7395 and falls into the high category. This suggests that the Talking Stick Learning Model is effective in enhancing Student Learning Activeness. Conversely, the mean N-Gain score of the control class is 0.1862, which falls into the low category, indicating that conventional learning (the control class setting) is not effective in enhancing Student Learning Activeness.

CONCLUSION

This study utilized a quantitative research design, specifically a Nonequivalent Control Group Quasi-Experimental Design, to determine the effect of the Talking Stick learning model on student activeness.

The methodology involved two pre-existing, non-randomly selected groups: an experimental group and a control group. The Talking Stick learning model served as the independent variable, constituting the special intervention administered to the experimental group. In contrast, the control group received conventional instruction, without the implementation of the Talking Stick model. This design allowed for a robust comparison between the two instructional approaches regarding their impact on students' learning activeness.

BIBLIOGRAPHY

- Amin, Linda Yurike Susan Sumendap. 164 Model Pembelajaran Kontemporer. Bekasi Timur: LPPM, 2022.
- Aqib Zainal. Model-Model, Media, Dan Strategi Pembelajaran Kontekstual (Inovatif). Bandung: Penerbit Yrama Widya, 2021.
- Arikunto. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: PT RINEKA CIPTA, 2002.
- Azizah, Et al. Buku Panduan Model Pembelajaran Nobangan. Guepedia, 2022.
- Daryanto. Belajar Dan Mengajar. Bandung: CV Yrama Widya, 2016.
- Elfachmi Amin Kneifi. Pengantar Pendidikan. Jakarta: Erlangga, 2016.
- GP Harianto. Pendidikan Agama Kristen Dalam Alkitab & Dunia Pendidikan Masa Kini. Yogyakarta: ANDI, 2012.
- Homrighousen E.G. Pendidikan Agama Kristen. Jakarta: Gunung Mulia, 2008.

- Huda Miftahul. *Model-Model Pengajaran Dan Pembelajaran*. Yogyakarta: Pustaka Pelajar, 2014.
- Istarani. *58 Model Pembelajaran Inovatif*. Medan: Media Persada, 2015.
- Lembaga Alkitab Indonesia, Alkitab Terjemahan Baru. Jakarta: LAI, 2002.
- Mandagi, Mieke. *Book Chapter Inovasi Pembelajaran Di Pendidikan Tinggi*. Yogyakarta: Deepublish, 2020.
- Mencelina Sihotang, Simion D. Harianja, Limmarten Simatupang, Lustani Samosir, Ridsen Anakampun. "Pengaruh Kreativitas Mengajar Guru Terhadap Keaktifan Belajar Pendidikan Agama Kristen Dan Budi Pekerti Siswa Kelas VIII SMP Negeri 1 Pangurusan Kabupaten Samosir Tahun Pembelajaran 2023/2024." *Jurnal Yudistira : Publikasi Riset Ilmu Pendidikan Dan Bahasa* 1, no. 4 (2023): 226–79. <https://doi.org/https://doi.org/10.61132/yudistira.v1i4.235>.
- Mudjiono & Dimiyati. *Belajar & Pembelajaran*. Jakarta: PT RINEKA CIPTA, 2013.
- Octavia Shilphy A. *Model-Model Pembelajaran*. Yogyakarta: CV Budi Utama, 2020.
- Priansa, Donni Juni. *Pengembangan Strategi & Model Pembelajaran*. Bandung: CV PUSTAKA SETIA, 2017.
- Rokhanah, Nur, Asri Widowati, and Eko Hari Sutanto. "Peningkatan Keaktifan Belajar Siswa Dengan Menerapkan Model Pembelajaran Kooperatif Tipe Student Team Achievement Divisions (STAD)." *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 3173–80. <https://doi.org/10.31004/edukatif.v3i5.860>.
- Shoimin Aris. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: AR-RUZZ Media, 2016.
- Siburian Westy Warlianty, Simion D Harianja, Robert K A Simangunsong, Taripar Aripin Samosir, Damayanti Nababan. "Pengaruh Model Pembelajaran Snowball Throwing Terhadap Keaktifan Belajar Pendidikan Agama Kristen Dan Budi Pekerti Siswa Kelas VIII SMP Negeri 1 Sitiotio Kabupaten Samosir Tahun Pembelajaran 2023/2024." *Jurnal Teologi Injili Dan Pendidikan Agama* 1, no. 4 (2023): 1–15.
- Sinar. *Metode Active Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa*. Yogyakarta: Deepublish, 2018.
- Sudjana Nana. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya, 2018.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: CV Alfabeta, 2017.
- Tambunan Susanti, Simion Harianja, Eduward Hottua Hutabarat, Robert Simangunsong, and Rawatri Sitanggung. "Pengaruh Model Pembelajaran Role Playing Terhadap Minat Belajar Pendidikan Agama Kristen Dan Budi Pekerti Siswa Kelas VIII SMP Negeri 1 Lae Parira Tahun Pembelajaran 2023/2024." *Jurnal Pendidikan Agama Dan Teologi* 1, no. 4 (2023): 232–48.
- Uno, Hamzah B. *Belajar Dengan Pendekatan PAILKEM*. Jakarta: PT Bumi Aksara, 2015.
- Wahyuningsih, Endang Sri. *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa*. Yogyakarta: CV Budi Utama, 2020.