

THE TALKING STICK LEARNING MODEL IN GEOGRAPHY LESSONS AT SMA NEGERI 17 PEKANBARU, INDONESIA

Radin Muhd. Imaduddin bin Radin Abdul Halim¹, Ahmad Munsif bin Ismail², *Dedi Iswara³, Budi Handoyo⁴

¹Special Duties Officer to the Minister of Education Malaysia, Malaysia

²Lecturer, Institute of Teacher Education, Bangi Campus, Malaysia

³State Senior High School 17 Pekanbaru, Indonesia

⁴Department of Geography, Universitas Negeri Malang, Indonesia

Email: diday.iswara123@gmail.com

*Corresponding Author, Received: February 27, 2026. Revised: April 28, 2026. Accepted: May 28, 2026



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ABSTRACT: The purpose of this research is to analyze the improvement of learning activity results and learning outcomes through the Talking Stick learning model. This type of research is classroom action research which is carried out through the stages of planning, implementation, observation, and reflection. This research looks at student learning activities including visual activities, oral activities, mental activities, listening activities, writing activities, and emotional activities. The data collection tool used is a worksheet. observation of student learning activities and learning outcome tests. The results of the study show that (1) Learning activities observed from the learning process using *the talking stick learning model* increased from cycle I to cycle II. The average active student learning activity in cycle I was 44.87% and increased to 79.3% in cycle II. (2) The learning outcome value from the Daily Assessment (PH) conducted at the 4th meeting of each cycle also increased the number of students who achieved KKM ≥ 85 , namely 52.7% completed cycle I and in cycle II increased to 86.11%. So it can be concluded that geography learning using *the talking stick learning model* can improve students' learning activities and learning outcomes in the biodiversity material for grades XI-4.

Keywords: Talking Stick, Learning Activities, Learning Outcomes

1. INTRODUCTION

Education is a planned and conscious effort to create an atmosphere and learning process so that students can actively develop their potential, personality, intelligence, and noble character, as well as the skills needed by themselves, society, nation, and state [1]. An education can be said to be successful or of high quality if the knowledge, attitudes and skills possessed by teachers are useful for the development of further education and are successful in forming critical thinking skills and attitudes to help you live your daily life as well as possible [2].

Learning is a process that intentionally designed to create learning activities for individuals. 21st-century learning can be developed by considering several skills. These skills include higher-order thinking, creativity, problem-solving, communication, decision-making, collaboration, ICT literacy, internet utilization in learning, and so on [3].

Teachers must strive to maximize student learning activities because they are at the forefront of education. Learning models play a role in facilitating collaboration among students, and

technology allows students to access information, thus hopefully gaining new experiences that can maximize learning outcomes and activities, because the success or failure of an educational process is greatly influenced by the learning process itself [4].

Student learning activity is a teaching and learning process that emphasizes student activity physically, mentally, intellectually and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective and psychomotor aspects while students are in the classroom. Learning activity is a learning process where teachers are required to create an atmosphere in such a way that students actively ask questions, express ideas, and seek the information data they need to solve problems [5].

After observing the problems that arose in schools due to several factors, including: (1) low student interest and motivation in geography lessons, (2) lack of student courage to ask questions and express opinions, (3) the dominant role of teachers in learning. One proposed solution is to use the talking stick learning model. This learning model can actively engage students in learning. This model can encourage students to be active and critical because it requires them to read more, ask

questions, and pay attention to the teacher when explaining the material so they can answer the

2. METHODS

The type of research is action research Classroom action research (CAR) is research conducted by teachers in their own classrooms by planning, implementing, and reflecting on actions collaboratively and participatively with the aim of improving performance and learning outcomes in the classroom [6-8]. This research was conducted in two cycles with four stages: planning, implementation,

questions posed by the teacher.

observation, and reflection [9-15]. Cycle I consisted of three meetings, as did Cycle II. It was conducted in grades XI-4 at SMA Negeri 17 Pekanbaru. This research took place in the second semester of the 2026/2027 academic year. The data collection tool used is a spreadsheet. Observation of student learning activities and learning outcome tests. The data analysis technique used is quantitative analysis with percentages.

3. RESULTS AND DISCUSSION

Cycle 1

Action Plan: (1) meet with colleagues, discuss the actions to be taken in the research, (2) prepare the lesson materials to be taught in cycle I, (3) developing learning modules, (4) prepare the media that will be used during the research, (5) prepare research instruments, (6) preparing questions or issues.

Implementation of Action

In accordance with the mutually agreed plan, the researcher acted as a teacher while colleagues acted as observers. Before the lesson began, the researcher informed the students that in the next few weeks the researcher would be providing geography material in class XI-4, the names of class XI-4 students of SMA Negeri 17 Pekanbaru. Before introducing new material, the researcher asked students about the previous material, after which the researcher provided guidance on how to study going forward. The researcher expected students to be active in the learning process.

Observation

Observations in the first cycle consisted of three meetings. Data on student activity and learning outcomes were obtained from observations during the first cycle. Student activity data was obtained through observation sheets recorded by observers at each meeting. Learning outcome data was obtained from learning tests or daily assessments at the end of each cycle. Data obtained during the observations were collected and analyzed. The student activities observed are as follows: (1) visual activities: includes students paying attention to the teacher, media, or materials in learning, (2) oral activities: includes student activities asking questions, answering questions, and expressing opinions, (3) mental activity: namely the activity of making decisions in assignments, discussions, and concluding material, (4) listening activities: include listening to the teacher's instructions during the teacher's explanation or discussion, (5) writing activities: include student activities such as taking notes, writing answers, and making learning summaries, and (6) motional Activities: include students' activities of being enthusiastic in learning, appearing confident, and motivated in participating in learning.

Table 1. Results of Observations of Student Activities in Cycle I

No	Student Activities	Percentage of Active Students						Average Value (%)
		1		2		3		
			%		%		%	
1.	Visual Activities	17	47.2	20	55.5	21	60	54.23
2.	Oral Activities	10	27.7	14	38.8	25	71.4	45.96
3.	Mental Activities	5	13.8	10	27.7	20	57.1	32.86
4.	Listening Activities	15	41.6	18	50	22	62.8	51.46
5.	Writing Activities	7	19.4	10	27.7	13	37.1	28.07
6.	Emotional Activities	5	13.8	11	30.5	17	48.5	30.93
	Average Activity		27.25		51.3		56.15	44.87

Source: Research Results, 2026

After analyzing the graph above, the results of the percentage of cycle I can be concluded, namely (1) Visual Activities, namely the activity of observing that occurs in students, are seen to continue to increase to more than 50% have observed and paid attention to the learning process,

namely the 3rd meeting has reached 60% of students. (2) Oral Activities, namely the activity of answering questions and giving opinions, shows an increase from each meeting and the highest percentage has reached 71.4% of students, meaning that students are enthusiastic about giving opinions and answering questions using the talking stick

model. (3) Mental Activities, namely the activity of making decisions and showing critical thinking skills, each meeting also experienced the greatest increase from the beginning of the meeting which was only 13.8% to the 3rd meeting reaching 57.1%, this is certainly very good for its improvement. (4) Listening activities, namely the activity of students listening in learning, also continues to experience an increase, from the 1st meeting which was quite high, namely 40% of students to the 3rd meeting which reached 62.8%. (5) Writing activities, namely writing activities carried out by students in learning, also continue to experience an increase even though it has not reached 50%, namely from 19.4% in meeting 1, 27.3% in meeting 2, and 37.1%

Based on the graphic above, the highest average activity from Cycle I is *visual activities*, namely 54.23%, followed by *listening activities* which also reached more than 50%, namely 51.46%, the average for *oral activities* has not reached half even though it was highest at the 3rd meeting, namely 45.96%, as well as *mental activities* only 32.86%, *writing activities* reached an average of only 28.07%, and *emotional activities* 30.93%, all three have not reached 50% of all students in the class.

Student Learning Outcomes

At the fourth meeting of cycle I, a learning outcome test, also known as a daily assessment, was conducted to determine students' understanding and learning completion. Thirty-six students took the test, covering the distribution of flora and fauna in Indonesia. Student learning outcome data can be seen in the following graph. Based on the graph above, it can be seen that of the 36 students who took the learning outcome test or daily assessment, only 19 people or around 52.77% of students completed the KKM set for class XI, which is 85. This means that learning completion has not been achieved.

Reflection

Based on the results of observations during 3 meetings in cycle I, there were several increases in student activity, however, there were still some activities that were not high and significant increases, this means that there are still many students who are still not active in learning, if averaged in cycle 1, all activities are only 44.87% active. Because student activity has not increased as expected, as a result, many student learning outcomes are also not yet complete. Therefore, the researcher will change and add further actions in cycle II, namely by: (1) provide materials that students will study at the next meeting and (2) give prizes at the end of the lesson to the most active students.

in meeting 3. This is because students are still focused on answering questions and observing the teacher's explanation. (6) Emotional activities, namely enthusiastic activities carried out by students in the learning process from meeting 1 which was initially only 13.8% of students to meeting 3 which has reached 48.5%. This means there has been an increase because the talking stick learning model is different from before.

In the first cycle that has been carried out, we can also see the average activity of each meeting held in class based on the data obtained, the following is a graph of the average learning activities in the first cycle.

Cycle 2

Action Plan: (1) preparing the lesson materials to be taught in cycle II, (2) developing teaching modules, (3) prepare the media that will be used during the research, (4) preparing research instruments, (5) prepare questions or issues, (6) provide materials that students will study at the next meeting, and (7) give points and prizes at the end of the lesson to the most active students.

Implementation of Action

The activities carried out in the second cycle are the same as those carried out in the first cycle. There are several changes (1) Providing material that students will study in the next meeting (2) Providing points and prizes at the end of the lesson to the most active students

Observation

Observations in the second cycle consisted of three meetings. The material taught in the second cycle was also used. Data on student activity and learning outcomes were obtained from observations during the second cycle. Student activity data was obtained through observation sheets recorded by observers at each meeting. Learning outcome data was obtained from the results of the learning test at the end of each cycle. Data obtained during the observations were collected and analyzed.

Student learning activities

In cycle 2, some student activities have achieved the target (as expected by the researcher), namely *Oral Activities* with student activities answering questions, and *Visual Activities* which pay attention to the teacher during the learning process, other activities have also increased but have not yet reached the target.

Table 2. Results of Observations of Student Activities in Cycle II

No.	Student Activities	Percentage Of Active Students						Average Value (%)
		1	%	2	%	3	%	
1.	Visual Activities	23	63.8	28	77.7	33	91.7	77.7
2.	Oral Activities	27	75	29	80.5	32	88.9	81.5
3.	Mental Activities	26	72.2	27	75	33	91.7	79.6
4.	Listening Activities	25	69.4	29	80.5	34	94.4	81.4
5.	Writing Activities	24	66.7	28	77.7	30	83.3	75.9
6.	Emotional Activities	22	61.1	30	83.3	34	94.4	79.6
Average Activity			68.03		79.1		90.7	79.3

Source: Research Results, 2025

Based on the results of the second cycle of research, it shows an increase in student activities, namely (1) Visual Activities, namely the activity of observing that occurs in students, it seems to continue to increase from each meeting to 91.7%, meaning that 33 students from the class who pay attention to the learning process activities, the talking stick model used encourages students to pay attention to the teacher's explanation before answering questions. (2) Oral Activities, namely showing an increase from each meeting, which has reached 88.9% of students. (3) Mental Activities experienced a large increase from the first meeting to the 3rd meeting reaching 91.7%, this is certainly very good for its improvement. Students are trained to spontaneously think critically when asked questions. (4) Listening activities, namely activities that have increased, from the first meeting which was quite high, namely 69.4% of students to the 3rd meeting which has reached 94.4%. (5) Writing activities, namely in learning also continue to experience an increase, this is very good and has a significant increase. (6) Emotional activities, namely enthusiastic activities carried out by students in the learning process with the talking stick model, continue to experience an increase with a different model than before, reaching 94.4%. In the second cycle, we can also see the average activity at each class meeting based on the data obtained.

Based on the graphic above, the highest average activity in Cycle II is oral activities, namely 81.5%, followed by listening activities which also reached 81.4%, meaning that the Talking Stick model used can increase student activity in learning seen from student learning activities. The lowest average for writing activities in this cycle reached 75.9%, but has shown a significant increase. The increase in student activity in cycles I and II can be seen in the following graph.

Based on the comparison percentage of cycle I and cycle II, there was a significant increase. Namely (1) Visual Activities increased from 50.23% in cycle I and increased to 77.7% in cycle II, namely an increase of 27.47%. (2) Oral Activities increased from 46.96% to 81.5% in cycle II with an increase percentage of 34.54%. (3) Mental Activities increased from 32.86% in cycle I

and increased to 79.6% in cycle II, namely an increase of 46.74%. (4) Listening Activities increased from 51.46% to 81.4% in cycle II with an increase percentage of 29.94%. (5) Writing Activities increased from 28.07% in cycle I and increased to 75.9% in cycle II, namely an increase of 47.83%. (6) Emotional Activities increased from 30.93% to 79.6% in cycle II with an increase percentage of 48.67%.

Student Learning Outcomes in Cycle II

At the fourth meeting of cycle II, a learning outcome test, also known as a daily assessment, was conducted to determine students' understanding and mastery of learning. Thirty-six students took the test, covering the distribution of flora and fauna in Indonesia. Student learning outcome data can be seen in the following graph. Of the 36 students who took the test, there were 31 students who obtained a score of ≥ 85 and 5 students who obtained a score of < 85 , meaning that 86.1% were said to have completed the learning because this score had met the KKM Standard set at SMAN 17 Pekanbaru class XI, namely 85. Meanwhile, students who obtained a score of less than 85 were said to have not completed the learning.

Reflection

From the observations of researchers and observers at the first to the last meeting in cycle II, the implementation of the research in general has gone as expected. This is because students have become accustomed to the learning model that has been implemented. Based on tests obtained in this second cycle, student activity has shown increasing improvement. Because student activity and learning outcomes have increased as expected, the researcher therefore concluded the research in this second cycle.

4. CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that (1) The learning activities observed from the learning process using the talking stick learning model increased from cycle I to cycle II. The average active student learning activity in cycle

I was 44.87% and increased to 79.3% in cycle II. (2) The value of learning outcomes from the daily assessment conducted at the 4th meeting of each cycle also increased the number of students who achieved KKM ≥ 85 , namely 52.7% completed cycle I and in cycle II increased to 86.11%. (3)

Geography learning using the talking stick learning model can improve student learning activities and learning outcomes during the learning process that took place in class XI-4 of SMA Negeri 17 Pekanbaru.

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