

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan metode pembelajaran *Talking Stick* dalam meningkatkan motivasi belajar dan hasil belajar siswa pada mata pelajaran Sosiologi kelas XII IPS 1 SMA Negeri 1 Tapalang. Rendahnya motivasi belajar dan hasil belajar siswa yang ditunjukkan oleh rendahnya partisipasi aktif siswa serta nilai rata-rata kelas yang belum mencapai ketuntasan menjadi latar belakang penelitian ini. Melalui metode *Talking Stick*, diharapkan siswa dapat lebih aktif, berpikir kritis, dan bekerja sama dalam proses pembelajaran.

Penelitian ini menggunakan pendekatan *kuasi-eksperimental* dengan desain tindakan kelas yang terdiri dari tiga tahap: pra siklus, Siklus 1, dan Siklus 2. Subjek penelitian ini adalah 27 siswa kelas XII IPS 1. Data dikumpulkan melalui observasi, tes hasil belajar, dan angket motivasi siswa. Analisis data dilakukan secara *deskriptif kuantitatif* untuk melihat peningkatan motivasi dan hasil belajar siswa pada setiap siklus setelah penerapan metode *Talking Stick*.

Hasil penelitian menunjukkan bahwa metode *Talking Stick* efektif dalam meningkatkan motivasi dan hasil belajar siswa. Ketuntasan belajar meningkat dari 37,04% pada pra siklus menjadi 70,37% pada Siklus 1, dan mencapai 85,19% pada Siklus 2, dengan nilai rata-rata kelas meningkat dari 64,81 menjadi 76,67 dan akhirnya 80,74. Selain itu, motivasi belajar siswa juga mengalami peningkatan signifikan, terlihat dari partisipasi aktif dalam diskusi, keberanian menyampaikan pendapat, dan antusiasme selama proses pembelajaran.

Kata kunci: *Talking Stick*, motivasi belajar, hasil belajar

ABSTRACT

This study aims to analyze the implementation of the Talking Stick learning method in improving students' learning motivation and academic achievement in Sociology for Class XII IPS 1 at SMA Negeri 1 Tapalang. The background of this research stems from the low learning motivation and academic performance among students, as indicated by their limited active participation and the class average score not meeting the minimum competency standard. Through the Talking Stick method, it is expected that students will become more active, think critically, and collaborate better during the learning process.

This research adopts a quasi-experimental approach with a classroom action research design consisting of three stages: pre-cycle, Cycle 1, and Cycle 2. The subjects of the study were 27 students from Class XII IPS 1. Data were collected through observation, learning achievement tests, and student motivation questionnaires. Data analysis was carried out using descriptive quantitative methods to observe improvements in students' motivation and learning outcomes in each cycle following the implementation of the Talking Stick method.

The results showed that the Talking Stick method was effective in increasing students' motivation and academic achievement. Learning mastery improved from 37.04% in the pre-cycle to 70.37% in Cycle 1, and reached 85.19% in Cycle 2. The class average score increased from 64.81 to 76.67, and finally to 80.74. In addition, students' learning motivation also showed significant improvement, as seen from their active participation in discussions, confidence in expressing opinions, and enthusiasm during the learning process.

Keywords: Talking Stick, learning motivation, academic achievement