

THE EFFECT OF THE TALKING STICK LEARNING MODEL ON STUDENTS' SELF-CONFIDENCE IN SOCIAL STUDIES LEARNING IN JUNIOR HIGH SCHOOL

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ABSTRACT

The most important factor influencing students' learning success in Social Studies (IPS) is self-confidence. Preliminary observations in class 7G at SMPN 4 Malang found that students' self-confidence still needed improvement. This study was conducted to measure the effects of the Talking Stick learning model on students' self-confidence in learning Social Studies, using a quantitative approach with a one-group pretest-posttest experimental design and involving 32 seventh-grade students as participants. Data were collected through a student self-confidence questionnaire; pretest scores ranged from 21 to 31, with a mean of 24.53 and a Standard Deviation (SD) of 2.72, whereas posttest scores ranged from 46 to 58 out of a total score of 60, with a mean of 53.00 and a Standard Deviation (SD) of 2.98. The Paired Samples T-Test yielded a significance value (2-tailed) of 0.000 (<0.05), which indicates a significant difference in students' self-confidence before and after the application of the Talking Stick model. The N-Gain test yielded a mean score of 0.8017, which falls into the high category. It can therefore be concluded that the Talking Stick learning model has a significant effect on increasing students' self-confidence in Social Studies learning at the junior high school level.

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INTRODUCTION

Education is the foundation for developing high-quality human resources. According to (Pai et al., 2023) The current transformation of education policy is not merely an alternative but a primary strategy for building a resilient nation with high-quality human resources and global competitiveness. From this statement, education is an important instrument for developing individuals' quality and shaping students' character. Success in education in forming high-quality individuals with good character can be influenced by various interrelated factors in learning activities. According to Sutisna et al. (2025), success is also influenced by students' self-confidence, particularly in Social Studies (IPS), which requires them to express opinions, engage in discussion, and respond

to social issues.

Learning activities involve reciprocal interaction between teachers and students to achieve educational goals effectively. Many factors influence the implementation of learning, one of which is the teacher's role as a facilitator in learning activities. Teachers are responsible for guiding, directing, and educating students so that they can develop interests and skills aligned with their abilities and talents, thereby enabling them to be more motivated and enthusiastic in the learning process (Panjaitan & Hafizzah, 2025). Effective learning requires active student participation through discussion, collaboration, and problem-solving, thereby increasing students' understanding and self-confidence and improving learning outcomes using learning media (Prayoga et al., 2025). According to Anisa Masyitoh et al., students with higher self-confidence are usually more motivated to learn than students with lower self-confidence.

Self-confidence is an important aspect of the learning process that influences students' academic success and social development (Nada & Haryono, 2026). Students' self-confidence is a person's attitude or belief in their own capabilities, which allows them to act without excessive anxiety, to feel free to do things according to their wishes, and to be able to take responsibility for all of their actions (Yulianto et al., 2025). According to Lauster, the indicators of student self-confidence consist of five components, namely being able to act on something, having a positive attitude toward oneself, being impartial or neutral, accepting consequences, and thinking (Afifah et al., 2019; Mufidah, 2016).

Based on preliminary observations conducted in class 7G at SMPN 4 Malang, which has 33 students, over four meetings, students' self-confidence was still relatively low because they did not meet the indicators according to Lauster. This is detrimental to learning activities because it causes students to lack confidence in their own thoughts; for example, when asked to present their work, most students looked at one another. Therefore, students' self-confidence needs to be improved by fostering a *growth mindset* in students (Yohanes et al., 2026). The importance of students' self-confidence in learning is related to their activity and focus during lessons. Given this problem, the learning model used in the classroom must suit students' needs. Choosing an appropriate learning model is crucial to building an active, interactive learning environment that fosters students' abilities to the fullest. Therefore, a learning approach that emphasizes social interaction can be considered relevant for supporting students' engagement in learning. According to (Rahmadani et al., 2025) Lev Vygotsky's social constructivist theory emphasizes that language, culture, and social interaction play an important role in shaping individual understanding. Therefore, this theory serves as a foundation for developing cooperative learning models that emphasize collaboration and interaction among students to build knowledge, increase active participation, and develop social skills in learning activities. One of the cooperative learning models that activates students and strengthens their self-confidence is the *Talking Stick* type of cooperative learning (Irmawati et al., 2022).

Talking Stick is a learning approach that involves student participation, using a stick as a medium to determine whose turn it is to answer questions, with a ready and

alert attitude. The *Talking Stick* model is intended to foster active, enjoyable learning and encourage students to be more confident in expressing ideas, opinions, and answers throughout the learning process (Wahyu, 2024). According to Rahmatullah and Kurniati (, the advantages of using the Talking Stick learning method are that it helps test how well students understand the lesson material, trains them to grasp explanations quickly, and makes them more enthusiastic about learning because students do not know when their turn will come. The experience of successfully answering in front of peers can strengthen belief in one's own abilities (Campbell & Stanley, 1963). Thus, the application of the *Talking Stick* learning method can be used as an effective learning alternative for increasing students' self-confidence throughout learning activities.

Theoretically, self-confidence is related to the concept of self-efficacy, namely, an individual's belief in their ability to perform the actions necessary to achieve certain outcomes (Abdullah et al., 2026; Syani & Kusumandari, 2026). Lauster formulated self-confidence through five indicators, namely Belief in One's Own Abilities, Optimism, Objectivity, Responsibility, and Rationality (Afifah et al., 2019). In Social Studies, self-confidence is important because students who doubt themselves tend to be passive in discussions. When expressing opinions, and attitudinal aspects such as self-confidence have been considered necessary to assess in Social Studies learning. Self-confidence has also been studied as a factor influencing students' learning outcomes.

Previous research found that students' self-confidence in grade VII at SMP Negeri 35 Pekanbaru increased with *Talking Stick* compared with conventional learning ((Safitri, 2020). According to (Arisma & Irawan, 2025; Rahmadani et al., 2025) By applying the Talking Stick learning model, learning mastery in Social Studies among fifth-grade students at SD Negeri 02 Panggung Rejo increased from 5% to 90%. However, research specifically examining the impact of the Talking Stick learning model on junior high school students' self-confidence remains scarce. Therefore, this study aims to investigate the effect of the Talking Stick learning model on the self-confidence of class 7G students at SMPN 4 Malang. This learning model is used alongside word searches and crossword puzzles in Social Studies to increase students' self-confidence. Based on this background, the researchers are interested in conducting a study entitled "The Effect of the *Talking Stick* Learning Model on Students' Self-Confidence in Social Studies at Junior High School."

RESEARCH METHOD

This study used a quantitative approach with an experimental design and a pre-experimental *One-Group Pretest-Posttest Design* without a control group (Marsanda et al., 2026). In the initial stage, students were first given a pretest to measure their level of self-confidence before the treatment was given. Next, students received the treatment, namely the application of the talking stick learning model, and in the final stage, a posttest was administered to determine the change in the level of self-confidence after the treatment was given. This design limits causal interpretation because threats to internal validity, such as maturation, testing, and history (other events during the study), cannot

be controlled (Dr. Ria Candra Dewi et al., 2025). This study aimed to investigate whether the Talking Stick learning model affects students' self-confidence in Social Studies at the junior high school level. The observed population included all 32 students of class 7G at SMPN 4 Malang. The class was selected through purposive sampling because it suited the purpose of this study, and all 32 of these students took part. The treatment was carried out over four meetings on Social Studies (IPS) material. Self-confidence was measured with a 1–4 Likert-scale questionnaire (Strongly Disagree to Agree) based on Lauster's five indicators.

RESULTS AND DISCUSSION

Students' initial abilities were identified through analysis of a comprehensive assessment questionnaire administered before the Talking Stick learning model was implemented. The questionnaire measured students' self-confidence in Social Studies learning across four indicators, using a 1–4 rating scale (Strongly Disagree to Agree Strongly).

Table 1. Students' pretest scores

Student No.	Total Score	Pd 16	24
Pd 1	23	Pd 17	21
Pd 2	21	Pd 18	23
Pd 3	21	Pd 19	21
Pd 4	23	Pd 20	26
Pd 5	21	Pd 21	28
Pd 6	25	Pd 22	24
Pd 7	25	Pd 23	25
Pd 8	25	Pd 24	26
Pd 9	23	Pd 25	31
Pd 10	21	Pd 26	26
Pd 11	23	Pd 27	24
Pd 12	24	Pd 28	27
Pd 13	22	Pd 29	24
Pd 14	23	Pd 30	24
Pd 15	25	Pd 31	24
		Pd 32	26

Pretest Normality Test

This test was intended to examine the distribution of the data, that is, whether the data used follows a normal distribution. Data processing for the normality test in this study was performed using SPSS Statistics. Data are said to be normally distributed if the significance value obtained from the test exceeds the specified significance level. The results of the pretest normality test can be seen in the following table:

Table 2. Pretest normality test

	<i>Kolmogorov-Smirnov</i>			<i>Shapiro-Wilk</i>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<i>Experimental</i>	.100	32	.200*	.986	32	.936
<i>Pretest</i>						

At the significance level of 0.05, the data indicate that the processing result for the experimental class is 0.936, so it can be concluded that the data are normally distributed.

Posttest Data Analysis

After the talking stick learning model was administered, the researcher analyzed the data. This stage involved the same 32 students. Its purpose was to evaluate the extent of the increase in self-confidence among the students who had received the treatment. Posttest scores were assessed using the same questionnaire as in the previous stage, with a maximum score of up to 60. This total was obtained by summing the scores on each indicator across all items. The posttest scores obtained by the students are presented in detail as a basis for comparison with the pretest results to measure the effectiveness of the learning model's implementation. The posttest score of each student is as follows:

Table 1. Students' posttest scores

Student No.	Total Score	Pd_16	53
Pd_1	53	Pd_17	55
Pd_2	58	Pd_18	55
Pd_3	52	Pd_19	50
Pd_4	54	Pd_20	54
Pd_5	56	Pd_21	49
Pd_6	53	Pd_22	54
Pd_7	56	Pd_23	49
Pd_8	56	Pd_24	46
Pd_9	57	Pd_25	50
Pd_10	55	Pd_26	51
Pd_11	55	Pd_27	50
Pd_12	55	Pd_28	48
Pd_13	54	Pd_29	50
Pd_14	57	Pd_30	50
Pd_15	55	Pd_31	55
		Pd_32	51

Posttest Normality Test

This test was intended to investigate how the data are distributed, that is, whether they are normally distributed. The normality analysis in this study was conducted using SPSS.

Table 2. Posttest normality test

	<i>Kolmogorov-Smirnov</i>			<i>Shapiro-Wilk</i>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<i>Experimental Posttest</i>	.162	32	.031	.947	32	.119

Based on the data processing results, the Kolmogorov-Smirnov test yielded a significance of $0.031 < 0.05$, whereas the Shapiro-Wilk test yielded $0.119 > 0.05$, and the latter test is more suitable for small samples (Rahmadani et al., 2025). This value exceeds the significance level of 0.05 used as the reference, so it can be concluded that the posttest data of the experimental class are normally distributed.

Pretest–Posttest Paired Samples T-Test

This test was intended to compare the mean scores of two paired data groups. It is used when the data come from the same subjects but are measured under different conditions, namely before and after the treatment is given. The results of the paired samples t-test between the pretest and posttest are presented below:

Table 3. Pretest–posttest paired samples t-test

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pre_Tes	-	3.967	.701	-29.899	-27.038	-	3	.000
t -	28.46					40.59	1	
Post_Te	9					1		
st								

Based on the table presented, the paired samples t-test yielded a significance (2-tailed) of $0.000 < 0.05$, $t(31) = -40.591$, for the experimental class data. Because the resulting value is less than the significance level of 0.05, it can be concluded that there is a significant difference between the data results before and after the treatment.

Table 6. N-Gain test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain	32	.60	.95	.8017	.08466
Valid N (listwise)	32				

Table 7. Gain score categories

N-Gain Value	Category
$G > 0.7$	High
$0.3 \leq g \leq 0.7$	Moderate
$G < 0.3$	Low

Based on the table presented, the N-Gain test yielded a value of 0.8017. Therefore, it can be concluded that the class that applied the Talking Stick learning model experienced a fairly high increase in self-confidence.

Cooperative learning of the *Talking Stick* type is one of the many models or methods that can foster students' activeness and confidence in the learning process. The study's findings indicate that implementing the Talking Stick cooperative learning model significantly increased the self-confidence of seventh-grade Social Studies students at SMPN 4 Malang. This is evident from the comparison of pretest and posttest scores, which shows a fairly large increase. At the pretest stage, students' self-confidence scores ranged from 21 to 31, which is still relatively low compared with the ideal maximum score of 60. This finding is consistent with the results of the preliminary observation, which indicated that students had not yet fulfilled the five indicators of self-confidence according to Lauster, namely belief in their own capacity, a positive attitude toward themselves, an objective or impartial attitude, willingness to bear consequences, and the ability to think rationally.

After the Talking Stick learning model was implemented, students' posttest scores increased significantly, ranging from 46 to 58. This increase reinforces the view of Rahmatullah & Kurniati (2021): the Talking Stick method can build students' readiness to master the material because students never know when the stick will stop at their turn,

which encourages them always to be ready, active, and confident in their responses to learning.

Before comparing the data, normality tests were conducted on the pretest and posttest data using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The test results indicate that the Shapiro-Wilk significance values for the pretest and posttest were 0.936 and 0.119, respectively, both exceeding the significance level of 0.05, so the data are considered normally distributed. With this normality assumption fulfilled, the analysis proceeded with the Paired Samples T-Test to test the difference in mean self-confidence before and after the treatment. The paired t-test results indicate a significance value (2-tailed) of 0.000, which is less than 0.05. This finding indicates a significant difference in students' self-confidence before and after the implementation of the *Talking Stick* learning model. This means the research hypothesis that the Talking Stick learning model affects students' self-confidence is accepted.

To determine the magnitude of this increase, an N-Gain test was conducted, which produced a mean score of 0.8017. Based on the N-Gain categories, this value falls into the high category ($g > 0.7$). This finding indicates that the implementation of the *Talking Stick* learning model not only has a statistically significant effect but is also practically effective in increasing students' self-confidence in Social Studies learning. This means it can be concluded that the *Talking Stick* learning model is effective as an alternative Social Studies learning strategy at the junior high school level for increasing students' self-confidence, both in terms of statistical significance (t-test) and the magnitude of the increase in effectiveness.

These findings are consistent with (Putri et al., 2026), who found a significant difference in students' confidence in expressing opinions after Talking Stick with a similar design, and with (Nada & Haryono, 2026), who found an increase in self-efficacy among seventh-grade students in Social Studies learning after another cooperative model (Think-Pair-Share) with a one-group design as well. These findings differ from (Ornelia, 2020) In terms of design, because that study compared Talking Stick with conventional learning, its causal evidence is stronger. The contribution of this study to Social Studies education is preliminary evidence that seventh-grade students' self-confidence can increase after cooperative learning that provides structured speaking turns.

CONCLUSION

Based on the study results, the self-confidence scores of class 7G students at SMPN 4 Malang in Social Studies learning increased significantly after learning using the Talking Stick, combined with word search and crossword puzzle media. This is evidenced by an increase in students' self-confidence scores from 21–31 at the pretest stage to 46–58 at the posttest stage. The Paired Samples T-Test results indicate a significance value (2-tailed) of 0.000 (<0.05), which shows a significant difference in students' self-confidence before and after the implementation of the Talking Stick learning model, so the research hypothesis is accepted. In addition, the N-Gain test yielded a mean score that is both statistically significant and practically meaningful.

Further research is recommended that include a control or comparison group so that observational data can reinforce students' activity and readiness.

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