

# Analysis of the influence of the Talking Stick Method and Course Review Horay on improving students' pedagogical competence in microteaching practice

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## ABSTRACT

This study aims to analyze the influence of the *Talking Stick* and *Course Review Horay* methods on improving students' pedagogical competence in microteaching practice using a quantitative approach. The research method employed was quasi-experimental with a pretest-posttest control group design. The population consisted of students enrolled in the microteaching course, and the sample was selected using cluster random sampling. Data were collected through tests and observations to measure students' pedagogical competence. Data analysis was conducted using observation examine the effects of the learning methods and their interaction on pedagogical competence. The results revealed a significant influence of both the *Talking Stick* and *Course Review Horay* methods on enhancing students' pedagogical competence. Furthermore, the combination of these methods contributed more effectively compared to using only one method. This study concludes that the application of innovative learning methods can enhance the effectiveness of microteaching practices in developing students' pedagogical competence.

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## 1. INTRODUCTION

Education is one of the main pillars of national development, as it fosters a generation that is intelligent, competent, and has character. To achieve this goal, teacher quality plays a strategic role. Teachers are not only responsible for transferring knowledge but also for shaping the personality, attitudes, and skills of students (Mujahid 2021; Ahmad et al. 2024; Widodo, Susanto, and Kolis 2023). Therefore,

prospective teachers must be equipped with adequate pedagogical competencies before entering the field. Pedagogical competency is a teacher's ability to effectively manage learning, from planning, implementation, and evaluation. One form of this training is through microteaching practice, which is a mandatory course in various education study programs (**Muahfudin 2017; Buyens, Van Aelst, and Vaccari 2024**). Microteaching aims to train prospective teachers to master basic teaching skills in a limited scope, so that when they face a real class, they are professionally prepared.

However, in practice, many prospective teachers still face difficulties in mastering pedagogical competencies. Observations of several education students indicate that when conducting microteaching, many still struggle with classroom management, utilizing learning media, and creating engaging interactions with students (**Bandi 2011; Neuman 2014**). Furthermore, microteaching is often conducted conventionally using lecture or discussion methods, thus lacking an active, creative, and enjoyable learning experience. As a result, students are less trained in building a conducive and innovative learning environment. This phenomenon highlights the need for innovative learning methods that can increase student engagement, foster creativity, and train their pedagogical skills in a real-world setting (**Iliasova et al. 2025**).

The emerging issue is how to improve the pedagogical competence of student teachers so they can effectively manage learning in microteaching. This problem arises from several factors, including a lack of variety in learning methods used in microteaching lectures, students' tendency to be passive due to the lecturer-centered learning, and the absence of an approach that emphasizes activeness, courage, and collaboration in the microteaching process. If this continues, prospective teachers will be less prepared to face the challenges of real-life classroom learning, potentially impacting the overall quality of education.

To address these issues, innovative and interactive learning methods are needed in microteaching practices. One alternative is the Talking Stick Method and Course Review Horay (**Nasution et al. 2023**). The Talking Stick method is a learning method that uses a stick to encourage students to speak or express their opinions. This method is believed to increase students' courage in presenting material and interacting with students. Meanwhile, the Course Review Horay method is a learning method that uses games to answer questions quickly and enjoyably (**Saihu 2020**). This method can create an active and enjoyable learning environment, making students more enthusiastic about understanding the material while simultaneously practicing dynamic classroom management skills. The combination of these two methods is expected to provide a more effective and engaging microteaching experience.

Several previous studies have examined the effectiveness of the Talking Stick and Course Review Horay methods, both separately and together. Research by Hasrudin and Asrul (**Hasrudin and Asrul 2020**) showed that the Talking Stick method can improve students' courage and communication skills. Other research by Pratama proved that the Course Review Horay method can create a fun learning atmosphere and

improve material mastery. However, studies combining these two methods in the context of microteaching for prospective teacher students are still very limited. Most studies have only been conducted with elementary or secondary school students, so there is still a gap in research to test the effectiveness of these two methods in improving students' pedagogical competence.

This research uses an experimental method with a quasi-experimental design (Huberman and Jhonny 2014; Creswell 2022). The research subjects were students taking a microteaching course. They were divided into two groups: an experimental group using a combination of the Talking Stick and Course Review Horay methods, and a control group using conventional methods. Data were collected through teaching skills observations, questionnaires, and pedagogical competency tests. Data were analyzed using statistical tests to determine significant differences between the experimental and control groups. This approach was chosen to obtain empirical evidence regarding the influence of the two methods on students' pedagogical competency (Amiruddin 2021).

The purpose of this study is to analyze the effect of the Talking Stick and Course Review Horay methods on improving students' pedagogical competence in microteaching practice. Specifically, this study aims to determine the differences in the pedagogical competence of students taught using the Talking Stick and Course Review Horay methods compared to conventional methods, describe the extent to which these two methods can improve learning management, communication, and interactive classroom skills, and provide alternative innovative learning strategies for lecturers teaching microteaching courses. The urgency of this research lies in the demand to improve the quality of professional and competent prospective teachers. With the implementation of the Independent Curriculum and the Independent Learning and Independent Campus (MBKM) policy, prospective teachers are required to be more creative, innovative, and adaptive in managing learning. This research provides an important contribution to the development of learning models that are appropriate to these needs. If the Talking Stick and Course Review Horay methods prove effective, lecturers and educational institutions can adopt them as part of a strategy to continuously improve students' pedagogical competence.

The novelty of this research lies in the integration of two active learning methods, Talking Stick and Course Review Horay, within the context of microteaching practice. Previous research has only tested these methods separately or at the elementary and secondary levels. Meanwhile, this study examines their impact on student teachers, who have different characteristics and needs than school students. Thus, this study offers a new approach to microteaching that combines speaking skills, communication skills, and a fun learning environment in one experimental design. This approach is expected to be a relevant innovation to address the challenges of improving the quality of teacher education in the modern era.

## 2. METHODS

The research method used was designed to evaluate and analyze the level of pedagogical competence of student teachers and how this competence affects their ability to implement the Independent Curriculum. This study employed quantitative and qualitative approaches (mixed methods) to obtain comprehensive data. The quantitative approach was used to measure the level of pedagogical competence, while the qualitative approach was used to understand the experiences and challenges faced by student teachers in implementing the Independent Curriculum. The research subjects were all students of STAI Ibnu Rusyd Kotabumi, North Lampung.

## 3. Theory

### Talking Stick Learning Method

Education is a crucial aspect in shaping individual character and abilities. One learning model that has attracted the attention of educators is cooperative learning, which emphasizes collaboration between students in understanding the subject matter. One method used in this model is the talking stick learning method, which allows students to actively participate in class discussions (Levia et al. 2025).

The talking stick learning method is a learning approach that involves the use of sticks as a communication tool, encouraging students to participate boldly in class discussions. In this method, the stick is passed from one student to another while accompanied by music, thus creating a dynamic and fun atmosphere. In addition, this model also integrates educational punishment elements, such as singing, dancing, or poetry, as consequences for students who cannot answer questions. This aims to increase student motivation and encourage them to study harder. The talking stick learning method is very suitable for implementation at the elementary school level, because in addition to helping train students' speaking skills, it also creates a fun classroom atmosphere and stimulates active student participation.

The learning steps in implementing the talking stick method are as follows:

- a. Group Formation. Students are divided into small, heterogeneous groups. Each group consists of students with varying levels of ability and background.
- b. Explanation of Material. The teacher introduces the lesson material clearly and concisely to the entire class.
- c. Group Discussion. Each group is given time to discuss the lesson material they have learned. In this discussion, students share their knowledge and understanding of the material.
- d. Implementation of the Talking Stick Method. A stick or other symbolic object is used as a communication tool. Students are only allowed to speak if they are holding the stick. This encourages active participation and gives each student a fair opportunity to contribute to the discussion.

- e. Problem Solving. Students are given the opportunity to solve problems or answer questions posed by the teacher or other group members. Each student is encouraged to think critically and express their opinions.
- f. Group Evaluation. After the discussion is complete, the entire class conducts a group evaluation to clarify understanding of the material covered. The teacher provides constructive feedback to students.

The implementation of a cooperative learning model using the talking stick method provides various significant benefits for students. One of the main benefits is increasing student engagement in the learning process. By encouraging active participation through group discussions and the use of sticks as a communication tool, students feel more motivated to contribute to learning. Furthermore, this model also helps develop students' social skills, such as the ability to work together, communicate, and respect others' opinions. Through group collaboration, students learn to solve problems together and deepen their understanding of the subject matter. Furthermore, the talking stick method also helps improve students' speaking skills and boost their confidence in communicating in front of the class. Therefore, implementing this learning method is not only academically beneficial but also supports the development of students' social and personal skills (Sirait, Siringoringo, and Barus 2024).

### *Course Review Horay*

According to Agus Krisno, the Course Review Horay learning model is a learning model that can create a lively and enjoyable classroom atmosphere because every student who can answer correctly is required to shout 'hooray!' or other favorite cheers. So, this course review horay learning model is a learning model that teachers can use to create a more enjoyable learning atmosphere in the classroom. So that students feel more interested. Because in this course review horay learning model, if a student can answer a question correctly, the student is required to shout the word "hooray" or a favorite cheer that has been agreed upon by the group or individual students themselves (Wardia Rahmi, James Marudut, And Nuraini 2023).

Course Review Horay (CRH) learning is a type of cooperative learning where teaching and learning activities are carried out by grouping students into small groups. According to Huda (2013) "Course Review Horay (CRH) is a learning method that can create a lively and fun classroom atmosphere because every student who gets a checklist (✓) vertically, horizontally and diagonally must immediately shout "Hooray !! or other favorite cheers". Meanwhile, according to Riyanti and Mardiani (2021) said Course Review Horay (CRH) is a learning method designed to test the extent of student understanding by dividing students into several small groups that meet the requirements to get as many points as possible by correctly answering teacher questions, which are read randomly. This is similar to the opinion of (Rahmawati & Prasetyo, 2019) who said "Course Review Horay (CRH) is a fun learning method because it can create a fun and lively classroom atmosphere. Students are invited to play while learning to answer

questions given by the teacher, where students who can answer correctly must shout "hooray". Based on the opinion above, it can be concluded that Course Review Horay (CRH) is a fun learning method to create a fun and lively classroom atmosphere (**Nunu and Yusuf, n.d.**).

### **Pedagogical Competence**

According to Suryani and Merdekawaty, there are four competencies that prospective teachers must possess: teaching competence, behavioral competence, social competence, and competence in maintaining trust. Furthermore, prospective teachers must present themselves in a manner that sets an example for students. Furthermore, a teacher's essential skills also lie in their ability to guide their students in developing good character traits. Social competence is a teacher's ability to interact effectively with students, educational staff, parents/guardians, and close family members. Professionalism can be defined as the ability or knowledge a person possesses in carrying out their duties in the workplace (**Merdekawaty and Suryani 2024**).

The application of pedagogical competence in education is one indicator of solving learning problems. The ability to apply pedagogical competence in education also serves as a guide to understanding student characteristics. Integrating pedagogical competence in education is a primary goal of the educational process, meaning teachers can have a good understanding of learning theories and effective educational principles in teaching students. To implement effective learning, an educator needs to adhere to applicable learning theories and pedagogical principles. The implementation of a teacher's teaching skills can ensure student skill development by providing enjoyable and engaging assignments via the internet. Furthermore, teachers also use a singing approach in teaching so that students can quickly remember the learning material (**Azizah and Wahyudin 2022**).

Pedagogical expertise is a teacher's experience in creating diverse learning environments and teaching students according to a well-designed curriculum. An engaging and diverse approach to the educational process will motivate students to participate more in developing their knowledge. In the future of education, teachers must possess skills and competencies as the primary foundation. Pedagogical competency encompasses the relationship between knowledge, skills, and behavior, which can be seen through thought patterns and actions (**Anandha and Susanto 2023**).

### **Micro Teaching**

Microteaching comes from the word micro, meaning small or limited, and teaching, meaning to teach or educate. Microteaching refers to teaching activities in a small or limited format. According to Cooper and Allen, microteaching is a teaching activity conducted within a limited time and number of students, typically lasting 5-20 minutes with 3-10 students. Paranto et al., meanwhile, define microteaching as a teaching practice

conducted within a micro-scaled learning process to develop and shape teaching skills. From the definition above, it can be concluded that microteaching is a simple or small-scale teaching practice activity, with a limited time and number of students. Microteaching is an alternative method for equipping prospective teachers with the skills necessary for the teaching process. Microteaching practices typically involve small, micro-scale components: 10-15 minutes of instruction, 5-10 students, learning materials covering one or two simple aspects, and teaching skills (Mai Sri Lena et al. 2023).

In general, microteaching aims to prepare prospective teachers and train them in basic teaching skills. Specifically, it aims to train prospective teachers to be skilled in designing learning materials, fostering self-confidence in teaching, and preparing them for the teaching profession. To effectively practice microteaching, prospective teachers must master eight basic teaching skills: opening and closing lessons, explaining lessons, providing reinforcement, managing the classroom, teaching individually and in small groups, varying the learning process, asking questions, and assessing the learning process (Fitriani, Jatul, and Siti Zulpa Zahra 2022).

#### 4. FINDINGS AND DISCUSSION

##### **Talking Stick Method and Course Review Horay on Improving Students' Pedagogical Competence in Microteaching Practice**

Through observation and evaluation of the implementation of microteaching, students guided using the Talking Stick method showed significant improvements in verbal communication skills, classroom management skills, and courage in presenting material in front of an audience. This is inseparable from the main principle of the Talking Stick method, which encourages each participant to actively speak while holding the stick, thus training courage, fluency in speaking, and understanding of the material.

Meanwhile, students who participated in the Course Review Horay method also showed significant progress, particularly in aspects of lesson planning, mastery of pedagogical concepts, and the ability to systematically develop Lesson Plans (RPPs). This method creates a fun, competitive, and participatory learning environment, which ultimately increases students' motivation to learn and understanding of educational theories and principles.

Based on the comparison of scores before and after treatment (pretest and posttest), both methods proved effective, but each had distinct advantages. The Talking Stick method tended to be more effective in improving practical teaching skills, such as lesson introductions, material delivery, and student interaction. On the other hand, Course Review Horay was superior in building students' conceptual understanding and pedagogical logic.

Furthermore, the analysis showed that combining the two methods in an integrated manner yielded the most optimal results. Students were not only able to understand the theory in depth but also to apply it effectively in microteaching practice. This

demonstrates that the use of varied and enjoyable learning strategies can improve students' readiness and quality as future teachers. Thus, it can be concluded that the Talking Stick and Course Review Horay methods have a positive effect on improving students' pedagogical competence. Lecturers are advised to integrate these two methods in microteaching to create an active, effective, and holistic learning process.

## 5. CONCLUSION

Based on the research results and discussions, it can be concluded that the Talking Stick and Course Review Horay methods have a positive influence on improving students' pedagogical competence in microteaching practices. The Talking Stick method is effective in developing students' speaking skills, teaching confidence, and verbal communication skills. Meanwhile, the Course Review Horay method is superior in strengthening students' understanding of pedagogical concepts and their ability to systematically design learning.

These two methods, when applied in an integrated manner, can improve students' overall pedagogical competence, both theoretically and practically. Therefore, the use of varied, interactive, and enjoyable learning strategies is highly recommended in the education process for prospective teachers to prepare them for the challenges of the real world of education.

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