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The Effectiveness of the Talking Stick Method in Improving Viewing Skills in the Digital Age

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ABSTRACT

This research was motivated by the weak viewing skills of students due to the minimal opportunities to practice viewing in the learning process. This study aims to analyze the effectiveness of the application of the talking stick method in improving students viewing skills, visual analysis, and critical thinking in the digital era, especially in learning short films. The study was conducted on students of Class X Computer and Network Engineering (TKJ) at SMK Negeri 2 Bengkulu Tengah using a descriptive qualitative approach. Data were collected through observation, interviews, and pretest-posttest to see the development of students' abilities after the application of the talking stick method. The results showed a significant increase in the final test scores compared to the initial test across all students, with an average increase range of 18 to 23 points. The talking stick method has been shown to increase student engagement in class discussions, improve their understanding of cinematic elements, such as storylines, characters, and symbolism, and strengthen critical and analytical thinking skills. In addition, this method is effective for application at various levels of student ability, both students with low and high initial scores. Thus, this study provides strong evidence that the talking stick method is an effective approach in visual-based learning and interactive discussions, especially in the context of learning short films in SMK.

Keywords: Talking Stick, Viewing Skills, Critical Thinking, Short Films, Visual Learning

INTRODUCTION

Viewing skills are one of the important language skills in the context of technological developments that have integrated visual media into education. This skill complements traditional skills such as listening, reading, speaking, and writing (Khoo & Churchill, 2018).

Viewing includes the ability to summarize and analyze information from visual or audiovisual texts, so that it is more than just seeing or watching passively (Kemendikbudristek, 2021). In the digital age, platforms such as YouTube, Instagram, and TikTok introduce students to multimodal texts, a combination of text, images and sound which demands more critical and active viewing skills (Abidin, 2019; Gabinete, 2017; Mantiri, 2014). Research shows that integrating films and videos in learning can motivate students and improve their critical thinking skills (Woottipong, 2014). Therefore, viewing skills are important to help students understand, analyze, and evaluate visual texts, which are essential for effective communication in modern society. Indicators of viewing skills include the ability to understand information from broadcasts, such as recognizing main ideas and noting important details, and concluding content by connecting various information to build a complete understanding. In addition, students are expected to be able to analyze and assess the content of broadcasts, including evaluating the appropriateness of information to the context, identifying bias, and providing criticism of the media. The ability to recognize emotions, atmosphere, and expressions is also an important indicator, followed by the ability to answer factual and inferential questions. Students must be able to relate the content of the broadcast to personal experiences, remember specific details, and interact with the media through discussions or producing creative works based on the broadcast (Pratiwi et al., 2020).

This study focuses on the application of the talking tick method in learning to watch short films for class X students of SMK Negeri 2 Bengkulu Tengah. The Talking Stick method has various advantages, such as increasing active student participation, critical thinking skills, interpersonal communication, and understanding and concentration on the material. This method also instills the values of cooperation and responsibility in groups. In its application, the teacher begins by explaining the objectives and rules, followed by delivering the material and group discussions. The stick is given in turns, and the student holding it must answer questions or provide opinions related to the material. The teacher then concludes the learning and conducts an evaluation. This method was chosen because based on relevant research results, it can increase student activity and create a pleasant learning atmosphere. In addition, this method requires students to always be ready, responsive, and trained in speaking in a structured manner (Faloye, Obateru, & Alonge, 2021). Previous research has revealed that viewing skills are very relevant to the 21st century curriculum and can develop students' critical understanding of multimodal texts. As digital technology advances, visual literacy skills are becoming increasingly important in education. While reading and writing skills have long been a priority, viewing skills, or visual literacy, which involves the ability to understand, interpret, and evaluate visual media, are becoming increasingly crucial. One of the challenges that arises is how to teach these skills, especially in the context of multimodal texts that dominate platforms such as YouTube, Instagram, and TikTok (Khoo & Churchill, 2018).

Another issue that emerged was the limited learning methods that encourage students to develop effective viewing skills in the classroom. Existing learning approaches often still focus on traditional skills such as reading and writing, while students ability to analyze visual texts is neglected. Research suggests that integration between visual media and active learning strategies is needing, such as the Talking Stick method to increase student participation in viewing learning (Woottipong, 2014). Research by Gabinete (2017) shows that learning to watch using film media provides space for students to process visual information, produce diverse interpretations, and develop critical thinking skills. This supports this research, where the talking stick method used to actively engage students in discussions of film elements such as plot, character, and symbolism.

Khoo & Churchill (2018) also found that listening skills are essential to responding to the growing digital practices in society. The application of these skills in formal education can make students more independent and improve their analytical abilities. This study supports the idea

that students need to be trained to listen critically, especially in dealing with multimodal texts that they often encounter. Furthermore, research by Woottipong (2014) shows that watching videos has a positive impact on language learning, including listening, speaking, and writing. Videos are considered an effective tool to increase student engagement and help them develop critical thinking skills. This is in line with the use of short films in this study to train students viewing skills.

Research by Pratiwi, Brillianing, and Puspito Hapsari (Pratiwi et al., 2020) shows that visual stimuli, such as videos, can improve students' critical thinking skills. Students who are exposed to visual texts can process, analyze, and interpret information better. The formulation of the problem in this study is how the application of the Talking Stick method can improve students' listening skills and what are its impacts on learning outcomes. The purpose of this study is to analyze the effectiveness of the Talking Stick method in improving students' listening skills and to understand the factors that support its success. The benefits of this study include theoretical benefits, namely contributing to the development of effective cooperative learning models, and practical benefits, namely providing guidance for teachers in increasing student engagement and learning outcomes through the Talking Stick method. This is relevant to this study, which uses short films and the talking stick method . to train students' critical thinking skills. Thus, this study aims to overcome the challenges in learning listening skills by applying the talking stick method which is expected to increase students' involvement and ability to critically analyze visual texts.

METHOD

This research uses a descriptive qualitative method (Maleong, 2004), where the researcher describes the application of the talking stick method. in learning to watch short films for class X students at SMK Negeri 2 Bengkulu Tengah. The researcher will collect data through direct observation of the learning process, interviews with students and teachers, and analysis of related documents. The results of this study are expected to provide a deeper understanding of how the talking tick method can enhance students' critical thinking and viewing skills, as well as offer insights into effective teaching practices in visual-based learning contexts.

Data were collected through observation, viewing skills tests, and documentation, with instruments in the form of observation sheets, test questions, and interview guidelines. Indicators for viewing skills assessment include the ability to recognize main ideas, record important information, summarize the contents of the show, answer inferential questions, and evaluate the content. Data were analyzed quantitatively with descriptive statistics to measure improvements in learning outcomes, and qualitatively to analyze student engagement. Data validity testing was carried out by triangulating sources, techniques, and time, ensuring the validity and accuracy of the research results.

RESULTS AND DISCUSSION

Results

The results of this study were obtained through the use of three main instruments, namely observation, interviews, and tests. Observation was used to observe the level of student engagement during the learning process using the Talking Stick method, recording changes in student behavior from the first cycle to the second cycle. Interviews were conducted to explore students' and teachers' views on their experiences with this method, providing insight into its advantages, challenges, and impacts on learning. Meanwhile, tests were used to measure improvements in students' viewing skills, by comparing the results of the pre-test, post-test in the first cycle, and post-test in the second cycle. The combination of these three instruments provides comprehensive data to evaluate the effectiveness of the Talking Stick method in improving students' viewing skills. The results of the initial test and the test were analyzed

using qualitative descriptive to see the significance of the increase in students short film viewing abilities after the application of the talking stick method.

Table 1. Results of the Pre-Test and Final Test

No.	Information	Results
1.	Average initial test scores	63.18
2.	Average final test score	84.18
3.	Initial test score range	55 - 70
4.	Final test score range	78 - 92

Most of the class students were in the sufficient category in their ability to watch short films before the intervention. After the intervention, the majority of students reached the good to very good category. Based on the data obtained, all students experienced an increase in their scores after the talking stick method was implemented. The initial test scores (pretest), which are the initial measurements before students receive learning with this method, ranged from 55 to 70. Meanwhile, the final test scores (posttest), which were taken after the learning was completed, showed a higher range, namely between 78 and 92. The increase that occurred in all students confirmed the effectiveness of the talking stick method. Not a single student's final test score decreased, and each student experienced a significant jump in scores. This shows that this method is able to provide a positive impact on students' understanding, both those with low initial scores and those with high initial scores. The greatest increase was experienced by student 5, whose initial test score was 70 and increased to 90 on the final test, indicating an increase of 20 points. Students with low pretest scores, such as student 8 who scored 55 on the pretest, also experienced significant improvement with a posttest score of 78, reflecting an increase of 23 points.

In qualitative descriptive methods, in-depth analysis of individual changes is the main focus. In this case, it is important to pay attention to how each student responds to the application of the talking stick method. Students with low initial scores such as students 8 and student 4 who received pretest scores of 55 and 65 experienced quite drastic improvements after receiving learning. Student 8, for example, increased from 55 to 78, which shows that the talking stick method can have a significant impact on students with possibly lower initial abilities. This shows that this method is not only effective for students who already have a strong foundation, but also helps students who may have difficulty in the early stages of learning. Meanwhile, students with moderate initial scores such as students with pretest scores between 60 and 65 also experienced consistent improvements. Student 1, for example, increased his score from 60 to 80, while student 7 increased from 64 to 84. The consistency in the increase in scores indicates that the talking stick method can provide positive effects evenly across the range of student abilities.

For students with high pretest scores, the method also had a positive impact. Students with higher pretest scores, such as students 5 and 13, also experienced significant improvements. Student 5 improved from 70 to 90, while student 13 improved from 68 to 91. Even though they already had relatively high pretest scores, the method was still able to improve their abilities significantly. This shows that the talking stick method not only helps students who are at low or medium ability levels, but can also continue to drive improvements in students who already have good abilities. When we look at the data as a whole, there are some interesting trends that can be identified. One of the main trends is that the average score increase ranged from 18 to 23 points. This increase was relatively consistent across the student groups, indicating that the talking stick method had a similar pattern of impact on most students. However, while the score increases occurred across all students, there was variation in the magnitude of the increase. For example, student 8 experienced the largest increase with a jump of 23 points, while student 7 experienced a more moderate increase of 20 points. This suggests

that although the talking stick method has an overall positive impact, there are individual differences in response to this method.

In addition, the data showed that students with lower pretest scores tended to experience greater improvements. This may be due to the talking stick method actively involving students in the learning process, so that students who may have been more passive or less confident at first benefited more from this method. In learning to watch short films, the skills involved include visual comprehension, narrative interpretation, and analysis of cinematic elements. The talking stick method, which is an active learning method where students are given the opportunity to speak or answer questions in turns, seems to be effective in this context. This method allows students to be actively involved in learning and encourages their participation in group discussions. Thus, students do not just listen or watch passively, but also engage in critical reflection and in-depth verbal communication about what they see.

In addition, the talking stick method also helps in developing critical and analytical thinking skills. In the context of watching a short film, students are expected to be able to analyze various aspects of the film, such as the storyline, character development, use of symbolism, and cinematographic elements. By using the talking stick method, students are given the opportunity to express their opinions, hear the perspectives of their classmates, and engage in discussions that help deepen their understanding. This is reflected in the increase in their posttest scores which show an increase in their analytical skills and understanding of the film. Overall, the application of the talking stick method in learning to watch short films shows very positive results. The increase in pre-test scores to post-tests across all students shows that this method is effective in improving students' viewing abilities. By actively involving students in the learning process, this method not only improves students' understanding of the material but also strengthens their analytical and communication skills.

The talking stick method has been proven to be applicable to various levels of student ability, from those with low initial scores to those with high initial scores. Variations in the magnitude of the increase in scores indicate that although this method is effective overall, there are individual differences that may require additional approaches or modifications in the application of this method to achieve optimal results for all students. Thus, this study provides strong evidence that the talking stick method is an effective approach in learning to watch short films, both to improve students' visual comprehension and to strengthen their analytical skills. Observations during the learning process show that the talking stick method can increase student participation in class discussions and make students more active and enthusiastic in watching short films.

The talking stick method increases student involvement in the learning process. Students are more active in discussing and participating in each learning session. Each student has the opportunity to speak and express their opinions, thus increasing self-confidence and communication skills. Interaction between students becomes more dynamic and collaborative. The talking stick method encourages students to work together in learning, listen to each other, and respect each other's opinions. This strengthens social skills and the ability to work in learning, as can be seen from the following picture.



Figure 1. Implementation of Learning

Students showed improvement in their ability to analyze and interpret short films. They were better able to identify important elements in the film, such as theme, plot, characters, and moral messages. Discussions guided by the talking stick method helped students to think critically and deeply. Based on the results of the analysis of the initial test data, final test and observations, it can be concluded that the Talking Stick method is effective in improving the ability to watch short films in class X TKJ students of SMK Negeri 2 Bengkulu Tengah.

Some factors that support the success of this method are the talking stick method using a collaborative approach that motivates students to actively participate in learning. Every student has an equal opportunity to speak and contribute to the discussion, thus increasing their engagement and interest. The organized structure of the talking stick method helps students to be more focused and structured in conveying their opinions. By taking turns to speak, students learn to listen carefully and respond appropriately. This method encourages more intensive interaction between students, thus enriching the learning process. Students learn to work together, respect the opinions of others, and develop important social skills. Then, with the talking stick method, students are more trained in critical and analytical thinking. The discussions that are held help them to see various perspectives and understand the short film more deeply.

Discussion

Viewing skills are the ability to understand, analyze, and evaluate information presented visually or audiovisually. In today's digital age, where we are bombarded with various types of visual content, this skill is becoming increasingly crucial (Cahya & Purnanto, 2023; Gabinete, 2017; Messaris, 2012; Mulyadi & Wikanengsih, 2022; Prabawaningtyas & Purnanto, 2023; Wahyuningsih & Purnanto, 2023; Zyam & Umam, 2022). The results of this study indicate that the talking stick method has a positive impact on improving students' ability to viewing skills. This finding is in accordance with a number of recent studies that emphasize the importance of implementing active learning methods. Hussain, Nawaz, & Ali (2019) showed that active learning involving group discussions and direct student participation can improve critical thinking skills and in-depth understanding of the material. In the context of this study, the talking stick method involving active participation through turn-taking encourages students to be more cognitively and emotionally involved in watching short films, thereby improving their understanding and analysis of the learning material.

In addition, improving students' analytical skills is also relevant to recent research on discussion-based learning. Group discussions and active participation in learning strengthen students' critical analysis skills (Sidiq, 2020). In this study, the talking stick method, which requires students to express their opinions and discuss film elements such as storylines, characters, and moral messages, was proven effective in improving their analytical skills. This

improvement can be seen from the posttest results which showed a deeper understanding of cinematic elements after the intervention.

Students with lower pretest scores who experienced greater improvement after implementing the talking stick method are in line with research by Nasir, Anwar, & Syed (2021) which shows that collaborative learning methods can have a more significant impact on students with low abilities. In this context, the talking stick method not only encourages students to participate but also provides additional support through interactions with classmates and teachers. This study shows that students with low initial scores benefit more because they have the opportunity to be more actively involved in the learning process and receive direct guidance in group discussions.

From the perspective of social learning theory, recent research by Santos & Correia (Santos & Correia, 2022) also shows that social interaction and collaboration in the classroom can improve student learning outcomes. The talking stick method, which provides opportunities for each student to speak and listen to the opinions of others, allows them to learn collaboratively, strengthen communication skills, and build self-confidence. This is in line with observations during the study which showed an increase in active participation and enthusiasm of students in class discussions after the talking stick method was implemented.

Research also shows that in the context of visual-based learning, methods involving discussion and critical reflection are very effective in deepening students' understanding. Wang & Hu (2023) found that visual-based learning accompanied by group discussions encouraged students to better understand and interpret visual elements in depth. In this study, students who used the talking stick method were better able to analyze visual elements in short films, such as plot, symbolism, and moral messages, thereby improving their skills in watching films. These results indicate that the talking stick method is not only effective in improving critical thinking skills but is also very relevant in visual-based learning.

The application of the talking stick method in this study allows students to analyze short film elements more critically, which helps improve their critical thinking skills. The Dual Information Processing Theory explained by Mayer (2019) that learning is more effective if information is processed through visual and verbal channels simultaneously. In this study, students not only watched short films passively but also engaged in active discussions through the talking stick method. This supports Mayer's theory that the combination of visual and verbal enhances understanding because students process information more deeply. According to Mayer (2020), this dual processing allows students to maximize their absorption of visual information. The Multimodal Learning Theory proposed by (Jewitt, Bezemer, & O'Halloran, 2019) emphasizes the importance of using multiple modes of communication in learning, including visual and verbal, to help students understand complex content. In this study, the Talking Stick method allows students to discuss cinematic elements such as plot, symbolism, and character.

Visual Learning Theory by Burmark (2018) asserts that visual media is very effective in facilitating learning, especially when students are actively involved in analyzing and discussing visual elements. This study found that students who participated in discussions through the talking stick method experienced a significant increase in their understanding of visual elements in short films. Students not only watched the film passively, but also used critical thinking skills to discuss symbolism, cinematography, and more complex themes. Cognitive Engagement Theory (Chi, 2018) is relevant to this study because Chi emphasized that active involvement in learning, such as through group discussions, can improve critical thinking and analysis skills. The talking stick method allows each student to be actively involved in the discussion, increasing their cognitive engagement with the visual elements of the short film being analyzed. This study supports Chi's findings, where students who were actively involved in the discussion showed deeper understanding and more critical analysis.

Research by Rahman et al. (2020) found that group discussions were very effective in improving students' critical thinking skills, especially in the context of visual-based learning. This is in line with the results of this study, where the talking stick method provides space for students to analyze short films in more depth through structured discussions. A significant increase in students' understanding of visual elements supports this finding. One important finding of this study is the impact of the talking stick method on all levels of student ability, from those with low to high initial scores. This is in line with research Li & Zhao (2021) which shows that active participation-based learning methods provide equal benefits to all students, regardless of their initial ability level. In this study, students with various levels of ability showed significant improvements in understanding and analytical skills after the talking stick method was applied. This improvement suggests that the method can be applied effectively to various groups of students with positive results. Overall, the findings of this study are consistent with recent research trends that support active and collaborative learning as an effective approach to improving student learning outcomes. The talking stick method, with a discussion-based approach and active participation, has been proven to improve students' critical thinking, analysis, and understanding of visual-based learning materials. This study makes a significant contribution to the literature on the effectiveness of active learning methods in the context of modern education and is worthy of publication in academic journals.

CONCLUSION

This study shows that the talking stick method is effective in improving the ability to viewing skills films in class X students of SMK Negeri 2 Bengkulu Tengah. Based on the results of data analysis, there was a significant increase in the initial and final test scores of students in the two classes analyzed. In class A, the average initial test score was 63.18 and increased to 84.18 after the implementation of the talking stick method. The range of student scores also showed an increase, from 55-70 in the initial test to 78-92 in the final test. The same thing also happened to students with low, medium, and high initial scores, where all students showed consistent improvement after the intervention. This is in line with relevant research which states that the talking stick method has proven to be effective in increasing students' learning motivation (Antara et al., 2019; Sarah et al., 2023; Sastrawan & Sudana, 2021; Sugiantiningsih & Antara, 2019).

The talking stick method successfully increased students' engagement in discussions and helped them develop critical thinking skills and the ability to analyze visual elements of short films, such as storylines, characters, and symbolism. This method encouraged students to be more active in the learning process, allowing them to participate more effectively in group discussions. In addition, this method was proven to be beneficial for all students, whether they had low, medium, or high initial abilities, by having a positive impact on their understanding of the learning material. Overall, this study provides strong evidence that the talking stick method is an effective approach in visual-based learning, especially in the context of watching short films. This method not only improves students' critical thinking skills but also strengthens their analytical and communication skills.

As a recommendation, language teaching should integrate interactive methods such as Talking Stick with innovative technologies such as Virtual Reality (VR) to create active and immersive learning. The Talking Stick method can be used to increase student engagement in discussions, while VR technology can provide authentic contextual learning experiences, such as simulations of communication situations or cultural exploration. Teachers need to be trained to combine these two approaches effectively, so that they can improve students' language skills, including viewing, speaking, and critical thinking skills. In addition, the sustainability of the use of VR technology requires support in the form of providing affordable infrastructure, developing curriculum-based content, and cross-sector collaboration to ensure equitable access

and relevance of learning. With this combination, language teaching can be more interesting, meaningful, and in accordance with the demands of the digital era.

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