



Application of the Talking Stick Cooperative Learning Model in Improving Student Learning Outcomes

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Abstract

The purpose of this study was to improve student learning outcomes through the application of the talking stick cooperative learning model in social studies class IV at SDN 11 Limboto Barat. This type of research is Classroom Action Research. In the initial observation, there were 15 students who completed 54%. After the first cycle of action was carried out, it increased to 21 students who completed 75%, who had not completed 7 students or 25%. The implementation of the second cycle that was completed increased by 26 students, 93% and those who had not completed 2 students or 7%. Based on the results of the research conducted, it can be concluded that the talking stick cooperative learning model can improve student learning outcomes in social studies learning in class IV SDN 11 Limboto Barat.

Introduction

Viewed from the side of actualization, education is a process of interaction between educators and students to achieve specified educational goals. Educators, students and educational goals are the main components of education. The three of them form a triangle, which if one of them is missing, the essence of education will also be lost. However, in certain situations the task of educators can be represented or assisted by other elements such as technology media, but cannot be replaced. Educating is a professional job, therefore educators as the main actors of education are professional educators (Nata, 2012).

The role of educators in teaching and learning activities is as a demonstrator, class manager, mediator and facilitator, evaluator, administration, the role of educators personally, psychologically and educator professionalism (Pour et al., 2018; Asri et al., 2019). As an educator, you must understand and be aware of what you will do in order to create pleasant teaching and learning conditions so that students who study are not bored and bored. The task of educators here is of course trying to create a more pleasant learning atmosphere. Students will usually feel bored when sitting for long and carrying too much material. So this condition is certainly an obstacle for educators in achieving learning. However, in reality, there are still several kinds of problems in the world of education, especially in elementary schools. Problems that often arise in elementary schools, for example, the low quality of student education caused by a lack of professional teaching staff, resulting in students who do not understand the lessons taught with this problem can result in very low student learning outcomes. From the explanation above, an educator must be professional in carrying out a good teaching and learning process.

An educator must have the requirements to be said to be a professional educator, namely that he must be more concerned with ideal humanitarian services than personal interests, have certain qualities to enter the profession and be able to follow developments in position growth.

One of the shortcomings of educators in teaching students is that most educators have not been able to master the material to be taught thoroughly, and most educators often use the lecture method, especially in broad subject matter, one of which is in social studies subjects. Social studies subjects are one of the subjects that have a fairly broad scope, so that the ability of educators to present material on social studies subjects must be well prepared. If the teacher is not able to present the material well, it can result in students becoming bored and bored while participating in learning activities. This can later lead to low student learning outcomes in social studies subjects. So every educator is expected to be able to implement the learning model.

The learning model is a plan or a pattern that is used as a guide in planning learning in the classroom. The learning model refers to the learning approach that will be used, including the learning objectives and classroom management (Kalakrishnan et al., 2013; Greenstein, 2014; Xia et al., 2018). Meanwhile, according to (Joyce & Weil 1971 in Darmadi 2017) the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and has a function as a guide for learning designers and teachers in planning and carrying out activities. learn how to teach. There are several learning models, one of which is cooperative learning.

Cooperative learning or cooperative learning refers to a learning method, in which students work together in small groups to help each other in learning. Group members are responsible for the completion of group assignments and for studying the material themselves. Many opinions on cooperative approaches differ from one another. Most involve students in groups of four students with different abilities. Cooperative learning is a way of learning in the form of small groups consisting of several students who work together and create a sense of responsibility in the success of a group. One of the supporting cooperative models is the talking stick model.

Talking Stick (talking stick) is a model that was originally used by Native Americans and Indians to practice courage in answering and speaking to others. While the use of sticks in turns as a medium to stimulate students to act quickly and precisely as well as to measure the ability of students to understand the material. This model can also be combined with musical accompaniment or chanting to encourage one another as well as to test the concentration of students in answering (Maufur in Fajrin, 2018). The talking stick model is a model that encourages students to dare to express their opinions. Learning begins with the teacher's explanation of the main material to be studied. Students are given the opportunity to read and study the material. Educators provide sufficient time for this activity. Next, ask students to close their books. Students take the stick that has been provided. The stick is given to one of the students. Students who receive the stick must answer the teacher's questions and so on (Ermiyanto, 2013).

Sudjana, (2001) suggests talking stick is a learning model that uses a tool in the form of a stick as a tool for teachers to ask questions to students by creating a pleasant atmosphere. The sticks are rotated to students and for students who get sticks according to the instructions from the educator, students are given questions by the educator and must be answered.

Based on the results of observations at SDN 11 Limboto Barat in grade IV there were 28 students consisting of 20 boys and 8 girls. Of the total, there are 13 or 46% of students who do not understand the material being studied and 15 or 54% have understood the material being studied. From the data obtained, it can be concluded that the problem encountered by the researcher is the lack of understanding of students towards the material presented by the teacher. Where the learning process is only centered on educators, because the use of learning methods and models and the media used are inadequate, especially in social studies subjects.

So that the learning process becomes less fun and students feel bored or bored to follow the learning process. This resulted in the learning outcomes of some of the students were low.

Based on the description above, the researcher is interested in conducting research on improving student learning outcomes in social studies learning with material on types of work based on residence through the talking stick cooperative learning model in class IV SDN 11 Limboto Barat. Based on the description above, the formulation of the research problem is formulated "Can using the Talking Stick cooperative learning model improve student learning outcomes in social studies learning class IV at SDN 11 Limboto Barat?".

Methods

This research was conducted at SDN 11 Limboto Barat, Gorontalo district. This study uses the Action Research or CAR method. Which will be held in the 2020/2021 academic year, starting from August to October, which is for approximately two months. This study uses research subjects, namely class IV SDN 11 Limboto Barat with a total of 28 students who have different understandings. The research variables are input variables, process variables and output variables. The research procedure was carried out in several stages. Action Implementation Stage. At this stage, researchers carried out activities according to the following stages; Initial observations, Cycle I, and Cycle II.

Data collection techniques by means of observation, interviews, documentation, and tests of student learning outcomes. The data analysis technique in the study was processed descriptively and percentages with an emphasis on problems in improving student learning outcomes in social studies learning with material on types of work based on residence through the talking stick cooperative learning model in class IV SDN 11 Limboto Barat.

Results and Discussion

Prior to the implementation of classroom action research, preliminary observations were made to determine student learning outcomes in social studies learning in the 2020/2021 school year. The description of learning outcomes is shown in the following table:

Table 1. Values of Early Observation Results

| No. | Student Learning Outcomes | Sum | Percentage |
|-----|---------------------------|-----|------------|
| 1. | Done | 15 | 54% |
| 2. | Not Complete | 13 | 46% |

In the initial study, it was obtained that the learning outcomes of 28 students were 15 students who completed or 54% and 13 people did not complete or 46%. After knowing the data or information in class IV SDN 11 Limboto Barat, Gorontalo district, the researchers formulated the problem based on observations.

Results of Cycle I Actions using the Talking Stick Learning Model

After holding learning activities in the first cycle using the Talking Stick Learning model, the results obtained by students through the results of the learning tests given can be seen from 28 students, there are 21 students who have achieved a score of > 75 or as much as 75% at the final meeting of the cycle. this or at the third meeting. Previously, classical completeness at the first meeting reached 57%, at the second meeting it reached 64% of the total number of students who completed, namely 18 students. This can be seen in the following table:

Table 2. Learning Outcomes Cycle I SDN 11 Limboto Barat

| No. | Score of learners' learning outcomes | Results of Cycle I | | | Information |
|-----|--------------------------------------|--------------------|-------|-------|--|
| | | I | II | III | |
| 1 | Grade point average | 69.71 | 73.71 | 78.28 | Indicators of success have not been achieved |
| 2 | Classic finish | 57% | 64% | 75% | |

From the results of the first cycle of action, at the first meeting of students who got a complete score of 16 students or in a percentage of 57%, at a meeting of 2 students who got a complete score of 18 students or in a percentage of 64%, and at a meeting of 3 students There are 21 students who achieve the completeness score or or in the percentage of 75%. In this case, it shows that learning outcomes have not reached the Minimum Completeness Criteria (KKM) of > 75 with 85% success indicators as expected. This shows that some students experience an increase in learning outcomes through the talking stick learning model in social studies learning. Thus, students have exceeded the predetermined KKM of 75 but have not yet achieved classical completeness. Therefore, the action will be carried out in cycle II.

Results of Cycle II Actions using the Talking Stick Learning Model

In this action the researcher still uses the same learning model, namely the talking stick learning model to improve student learning outcomes in social studies learning class IV SDN 11 Limboto Barat. The implementation of the second cycle using the Talking Stick learning model showed an increase compared to the learning outcomes of the previous students in the first cycle with a percentage of 75%, and in this cycle experienced This can be seen in the following table:

Table 3. Learning Outcomes Cycle II SDN 11 Limboto Barat

| No. | Score of learners' learning outcomes | Results of Cycle II | | | Information |
|-----|--------------------------------------|---------------------|-------|-------|--|
| | | I | II | III | |
| 1 | Grade point average | 82 | 84.14 | 90.28 | Indicators of success have been achieved |
| 2 | Classic finish | 82% | 85% | 93% | |

From the results of the action in the second cycle of the meeting of 3 students who got a completeness score of 26 students or obtained an achievement percentage of 93%. The results of this achievement increased from the previous meeting 1 with an achievement percentage of 82% or 23 students, at meeting 2 the achievement with a percentage of 85% and at the final meeting an achievement with a percentage of 93%. These results indicate that learning outcomes have more than reached the 85% success indicator as expected. Thus, it can be said that the use of the Talking Stick learning model in social studies learning with material on types of work based on place of residence on the theme 8 My Living Area at SDN 11 Limboto Barat, Gorontalo Regency has reached the completion of performance indicators, so there is no further action in the next cycle.

Based on the results of this classroom action research, it can be seen that social studies learning using the talking stick cooperative learning model in improving student learning outcomes has a positive impact. As the understanding of the talking stick learning model proposed by Ermiyanto (2013), that the talking stick cooperative learning model is expected to be able to overcome deficiencies and obstacles in the social studies learning process so that student learning outcomes in social studies lessons increase and learning objectives can be achieved.

The talking stick learning model is one of the cooperative learning models where this learning encourages students to dare to express their opinions. Talking stick learning is very appropriate to use in the development of the PAIKEM learning process, namely active, innovative, creative,

effective, and fun learning. This learning strategy is carried out with the help of a stick, whoever holds the stick is obliged to answer questions from the educator after the students learn the subject matter. Talking sticks are very suitable to be applied to elementary school students. In addition to practicing speaking, this learning will create a pleasant atmosphere and make students active. Thus, the use of the talking stick cooperative learning model can tie the learning outcomes of students

Conclusion

The results of this study on social studies learning theme 8 using the talking stick cooperative learning model can improve the learning outcomes of fourth grade students at SDN 11 Limboto Barat, Limboto Barat District, Gorontalo Regency. This can be seen from the learning outcomes of students, amounting to 28 students. The learning outcomes in the first cycle of student learning outcomes reached 75% and in the second cycle actions increased to 93%, this indicates an increase of 18% of student learning outcomes. The acquisition of mastery in the second cycle shows that the learning outcomes have reached the indicators of success that the researcher wants to achieve. It was concluded that learning using the Talking Stick cooperative learning model could improve student learning outcomes.

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