IMPLEMENTATION OF THE TALKING STICK MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN CLASS 5 PPKN LEARNING

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ABSTRACT

This classroom action research was conducted with the aim of improving student learning outcomes in thematic learning PPKn content on Rights, Obligations and Responsibilities in the Community for Grade 5 SDN Banyuajuh 6, using the Talking Stick model during learning. This classroom action research was carried out for 2 cycles with the implementation of 1 cycle at one meeting. The stages of research include planning, implementation of action, observation and reflection. Data collection techniques in this study were tests (students' cognitive abilities) and non-tests (observation, documentation and field notes). While the data collection techniques using qualitative and quantitative. The results showed that there was an increase in student learning outcomes in each cycle. This can be seen from the results of the cognitive learning mastery of students in the Pre-Cycle of 55.28% increasing to 66.81% in Cycle I, then in Cycle II again increasing to 75.68%. In addition, as long as the Talking Stick Model is applied in learning, it is proven that there is an increase in student learning activities in a more positive direction. This can be seen from the results of observations of student activities which continued to increase from a score of 75 in the good and complete category during Cycle I, and during Cycle II the score increased to 85 in the good and complete category.

A. Introduction

Education is an important component which is the basis for advancing a country by educating the nation's generation. In Law No. 20 of 2003 concerning the National Education System stated in Article 1 Paragraph 1 it states that education is a conscious effort that is carried out in a planned manner so that students can develop their own potential in terms of spiritual, personality, noble character, the skills needed in the life of society, nation and state as well as self-control and intelligence.

At present the Indonesian state is adhering to the 2013 Curriculum (K-13) as its learning curriculum. According to (Djojonegoro: 1996) the 2013 curriculum does not only emphasize aspects of learning outcomes, but also aspects of the learning process which include spiritual aspects, attitudes and skills that are expected to make children not only have smart brains, but also have a virtuous attitude. noble character. In Law no. 20 of 2003 concerning the National Education System (RI Law No. 20 of 2003 concerning the National Education System), in particular Article 37 paragraph 2 states that the higher education curriculum must include religious education, civic education and language (Tarigan, 2013).

In Elementary Schools (SD) PPKn learning teaches students to be virtuous based on Pancasila values and form nationalist and patriotic attitudes based on the 1945 Constitution. Civic education is basically taught with the aim of first developing one's own potential to become citizens who have noble character, are intelligent , participatory, and have a sense of responsibility. Second, theoretically citizenship education is designed as a learning subject by incorporating cognitive, psychomotor and emotional aspects which become one in the learning process with the scope of thought, values based on Pancasila and the 1945 Constitution. Third, civics education emphasizes the value of learning based on the value of practicing behavior that needed in everyday life (Zulfikar & Dewi, 2021).

Citizenship education has an important role in curriculum and learning, this is in line with the goals of citizenship education that students are expected to achieve. In fact, the implementation of Civics learning itself is currently not optimal, this is as explained in research (Magdalena et al., 2020) that the problem that is usually found in Civics learning is a lack of student interest in Civics learning, as well as Civics material that places more emphasis on on memorization makes students get bored quickly. In line with the description above, the results of

preliminary study observations at SDN Banyuajuh 6 during the learning process showed that 7 out of 22 students were busy with their own activities, some were talking with friends, playing alone, even falling asleep. The results of the questionnaire which discussed reviewing the material that had been studied showed that 9 out of 22 students were still not quite right in answering questions. The results of interviews with teachers show that some students are still not active in learning, like to chat alone when the teacher explains, and get bored easily when learning takes too long.

According to (Nilayati et al., 2019) the talking stick model is a learning model with the help of a stick and the rules of the game whoever holds the stick must answer questions posed by the teacher after learning about the material. This model has advantages such as developing student knowledge, making progress in student learning outcomes, students can practice expressing opinions, and train students to be responsive in learning material and increase student interest and student interest in learning. This is in line with research conducted (Faradita, 2018) with the research title "The Effect of the Talking Stick Type Learning Method on Learning Outcomes of Grade 4 Elementary School Students" showing the results of the one sample T test that the value of $\rho = 0.00$ from the pre and post test means the value of $\rho < \alpha$, with $\alpha = 0.05$, this shows that there are differences in student learning outcomes in working on science questions before and after the talking stick method is used (the method used has an effect on increasing student learning outcomes). Based on the problems that have been discussed previously as well as an explanation of the advantages of the talking stick model, it can be an alternative solution to the problems found to increase interest, activeness, and student learning outcomes in PPKn material. Student Learning Outcomes in Class 5 PPKn Learning at SDN Banyuajuh 6 "The purpose of this research is to improve Civics learning outcomes through the use of the talking stick model during the learning process from class 5 at SDN Banyuaju cycle to cycle.

B. Method

This research is a class action research (Classroom Research)/CAR. According to Kemmis and Tagart (1988) in (Kelas et al., n.d.) classroom action research is a self-reflective study conducted by participants in educational situations as a form of improving personal practice. In this case, the researcher will conduct class action to increase the activity and learning outcomes of PPKn

Cahya Putri Octavia[1], Agung Setyawan[2] Mohamad Usman[3] Moh. Rahbini[4]

students, especially in the matter of the meaning of responsibility to the community in the surrounding environment in class V SDN Banyuajuh 6. The subjects of this study were class V students of SDN Banyuajuh 6 with a total of 22 students. consists of 8 male students and 14 female students. the object of this research is the entire learning process of Civics in increasing the activity and learning outcomes of fifth grade students at SDN Banyuajuh 6 through the application of the Talking Stick model. This classroom action research was carried out for 2 cycles, namely cycles 1 and 2 which have interrelationships. Cycle 2 is used as an improvement from the previous cycle.

The research procedure consists of 4 stages. The first stage is planning, at this stage the researcher focuses on research instruments to obtain facts in the field. In this stage the researcher creates learning scenarios, sets schedules for class visits, and prepares the materials needed for monitoring activities, makes tests and notes as well as tools used for teaching (Nurvima, 2015). The planning stages are in the form of: Identifying SK, KD, materials and indicators, Compiling lesson plans based on research indicators, Preparing teaching materials, and Preparing evaluation test instruments. The second stage is the implementation of the action. This stage is an action activity from a plan that has been made before. Each cycle uses 1 meeting for 1 action implementation. If the actions taken in cycle 1 obtain results that are not in accordance with expectations, then the first cycle will be used as a reference to improve cycle 2. The third stage is Observation/Observation. This third stage is the stage of observation regarding the entire process carried out by the teacher and students by focusing on the extent to which the effect is given during the implementation of the action. The fourth stage is Reflection. At this stage the results of observation or observations will be analyzed and made as material for improvement in the next cycle.

Data collection techniques were carried out in 2 ways, namely tests and non-tests. The test data collection technique is in the form of evaluation questions that must be answered by students which are used to measure students' cognitive abilities. Non-test data collection techniques used are observation, semi-structured interviews, documentation, and literature studies. The data that has been collected is then analyzed using the percentage formula used to describe the research results.

After the researcher has done the calculations, the researcher will then categorize the level of learning outcomes obtained by students from the results of

tests and observations. Categorization is carried out according to the opinion of Djamarah (2020: 263) in (Novida, 2018: 7), namely:

Table 1. Criteria for the Level of Student Learning Success

Score	Category
≥80	Very high
60-79%	High
40-59%	Currently
20-39%	Low
≤20%	Very low

There is also a table of student observation criteria, namely:

Table 2. Criteria for Student Observation Results

Classification of Student Activity Score Categories		
Completeness Criteria	**Category**	**Level of success**
0 – 49	Not enough (D)	Not Complete
50 – 66	Enough (C)	Not Complete
67 – 83	Good (B)	Complete
84 – 100	Very Good (A)	Complete

Measuring success in this study when students:

Tabel 3. Minimum Completeness Criteria

Completeness Criteria	Information
≥70	Complete
≤70	Not complete

C. Result and Discussion

Based on the results of the initial pre-cycle research data, it can be shown that the average value of class V in learning PPKn material is 55.28. The number of students who did not complete the study was 11 while the students who completed the study were 10 people. The highest score obtained by students in the pre-research was 80, while the lowest score was 30. From the results of this evaluation test it can be seen that the learning outcomes of the 8 students did not meet the minimum criteria for a mastery learning score of ≥ 70 so this needs to be followed up.

In cycle I it was held on November 18 2022 for 2 hours of lessons, which is around 07.00 to 09.00. Learning activities are carried out in accordance with the lesson plans that have been made using the Talking Stick model. The learning stage starts from the preliminary stage in the form of greetings, praying, attendance, providing learning motivation, apperception to conveying learning objectives. Then it is continued with the core activities which begin with silent reading regarding the material Rights, Obligations and Responsibilities in the Community Environment, then a question session is held answer with questions

and answers and explanations from the teacher, take notes on the material and play Talking Stick with the ampar-ampar banana song with the rules of the game previously described, namely when the song stops and the stick stops at one of the students, the student will answer the questions posed by the teacher to test students' understanding and readiness of students in answering the material, in this stage the students are very enthusiastic and even most of them are enthusiastic in doing it, this stage is repeated several times then afterwards it is continued with the distribution of groups and group assignments, group presentations to the distribution of evaluation questions, activities n learning ends with closing activities in the form of reflection activities, drawing conclusions together, prayer, and ends with greetings. The following are the results of student learning evaluations in the implementation of cycle I:

Table 4. Cycle I Student Learning Outcomes

No	Student's name	Score	Completeness
1.	Alan	85	Complete
2.	Rina	60	Not Complete
3.	Azam	85	Complete
4.	Cheylo	70	Complete
5.	Ayun	60	Not Complete
6.	Mara	60	Not Complete
7.	Faza	85	Complete
8.	Fairuz	70	Complete
9.	Gita	70	Complete
10.	Rama	50	Not Complete
11.	Irni	70	Complete
12.	Uum	85	Complete
13.	Mahma	50	Not Complete
14.	Ikhwan	75	Complete
15.	Salman	75	Complete
16.	Zila	70	Complete
17.	Nizam	50	Not Complete
18.	Rana	50	Not Complete
19.	Ratna	60	Not Complete
20.	Ais	70	Complete
21.	Kartika	65	Not Complete
22.	Sofi	55	Not Complete
Average			**66,81**
The highest score			**85**
Lowest Value			**50**
Number of Completed Students			**12**
Number of Incomplete Students			**10**
Completeness Presentation			**54, 54%**
Incompleteness Percentage			**45, 45%**

Cahya Putri Octavia[1], Agung Setyawan[2] Mohamad Usman[3] Moh. Rahbini[4]

Table 5. Observation Results of Student Activity Cycle I

No	Indicator	Score			
		1	2	3	4
1.	Students sit on their respective benches before learning begins			✓	
2.	Students are active as long as the teacher throws a few questions related to apperception activities			✓	
3.	Students listen to the teacher's explanation of the material presented			✓	
4.	Students dare to ask questions when they feel that there is material that is not understood		✓		
5.	Students are excited about playing the talking stick game				✓
6.	Students answer the questions asked by the teacher correctly when the stick stops in their group			✓	
7.	Students record material points that are considered important			✓	
8.	Students do not make noise during the lesson		✓		
9.	Students can form groups based on the teacher's direction				✓
10	Students discuss actively with their group mates			✓	
11.	Students actively argue in discussions in their groups			✓	
12.	Students can receive criticism and suggestions from their group mates				✓
13.	Students can work together to do the assignments given by the teacher and solve group problems				✓
14.	Students dare to come forward to present the results of their group work			✓	
15.	Each group member is active in conveying the results of the group presentation			✓	
16.	The group that is presenting uses good and polite Indonesian when making the presentation		✓		
17.	Group members who are presenting can answer questions from their classmates (who are not in the group)			✓	
18.	Group members receive criticism and suggestions regarding the appearance of the presentation			✓	
19	Students who are not members of the group listen to the presentation of the group on duty			✓	
20	Students who are not the group on duty, respond to the results of the presentation			✓	
21.	Students can draw conclusions from the results of the discussion			✓	
22.	Students work on evaluation questions from the teacher calmly			✓	
23.	Students work on evaluation questions independently				✓
24.	Students do not disturb friends who are working on evaluation questions		✓		
25.	Students work on and submit evaluations on time		✓		
	Total score	75			
	Category (Completeness)	Good			

From the table above, it can be seen that the average value of cognitive learning outcomes for grade 5 students on the thematic content of PPKn on Rights, Obligations and Responsibilities in the Community Environment is 66.81 with the highest score obtained by Alan, Azam, Faza, and Uum with a score of 85, while the lowest score obtained by some students was 50. The number of students who

did not complete the study was 10 while there were 12 students who completed the study. The level of student learning completeness with a score of 54.54% is classified as moderate and needs to be improved. In this first cycle the researcher acted as a teacher who practiced the lesson plans that had been made before. Then the homeroom teacher acts as an observer to pay attention to the behavior and activities of students during the lesson. From the results of the observations above, it can be seen that student activity during learning in general is in accordance with what is expected with a score of 75 good categories with a complete success rate, but the acquisition of a score can indeed be said to be not optimal. A quarter of the students were still busy with their own activities during the lesson, but conditions were more conducive when the teacher started the Talking Stick activity with the song ampar-amparbananas. Based on test results and observation data, it showed that there were students who had not finished studying, therefore the research was continued in cycle II.

Cycle II was held on November 20, 2022. Cycle II was carried out to follow up on deficiencies found during cycle I actions. In cycle II, learning began with preliminary activities in the form of greetings, praying, presence, giving learning motivation, apperception to delivering learning objectives . The next activity is the core activity which begins with forming groups, discussing material by the teacher, question and answer session, recording material that students feel is important, students are asked to try to remember the material, students close their notes, then carry out Talking Stick activities with the song Garuda Pancasila and Cut Duck Goose while rolling the stick, students who are hit by the stick will answer questions from the teacher (this activity lasts until almost all students have a turn to be asked questions), the next activity is the teacher giving group assignments, discussion sessions, group presentations of students taking turns, giving reinforcement, sessions question and answer, giving final evaluation questions, then giving prizes to the best group. The last activity is the closing activity in the form of reflection, drawing conclusions together, praying together, and ending with greetings. The following are the results of student learning evaluations in the implementation of cycle II:

Tabel 6. Cycle I Student Learning Outcomes

No	Students Name	Score	Completeness
1.	Alan	90	Complete
2.	Rina	75	Complete
3.	Azam	85	Complete
4.	Cheylo	80	Complete

Cahya Putri Octavia[1], Agung Setyawan[2] Mohamad Usman[3] Moh. Rahbini[4]

No	Name	Score	Status
5.	Ayun	80	Complete
6.	Mara	75	Complete
7.	Faza	90	Complete
8.	Fairuz	75	Complete
9.	Gita	70	Complete
10.	Rama	65	Not Complete
11.	Irni	75	Complete
12.	Uum	90	Complete
13.	Mahma	65	Complete
14.	Ikhwan	80	Complete
15.	Salman	80	Complete
16.	Zila	75	Complete
17.	Nizam	80	Complete
18.	Rana	65	Not Complete
19.	Ratna	60	Not Complete
20.	Ais	70	Complete
21.	Kartika	70	Complete
22.	Sofi	70	Complete
Average		**75, 68**	
The highest score		**90**	
Lowest Value		**65**	
Number of Completed Students		**19**	
Number of Incomplete Students		**3**	
Completeness Presentation		**86, 36 %**	
Incompleteness Percentage		**13. 63%**	

Tabel 1.5 (Hasil Observasi Aktivitas Peserta Didik Siklus II)

No	Indikator	Skor			
		1	2	3	4
1.	Students sit on their respective benches before learning begins			✓	
2.	Students are active as long as the teacher throws a few questions related to apperception activities			✓	
3.	Students listen to the teacher's explanation of the material presented			✓	
4.	Students dare to ask questions when they feel that there is material that is not understood			✓	
5.	Students are excited about playing the talking stick game				✓
6.	Students answer the questions asked by the teacher correctly when the stick stops in their group			✓	
7.	Students record material points that are considered important			✓	
8.	Students do not make noise during the lesson		✓		
9.	Students can form groups based on the teacher's direction				✓
10	Students discuss actively with their group mates			✓	
11.	Students actively argue in discussions in their groups			✓	
12.	Students can receive criticism and suggestions from their group mates				✓
13.	Students can work together to do the assignments given by the teacher and solve group problems				✓
14.	Students dare to come forward to present the results of their group work			✓	
15.	Each group member is active in conveying the results of the group presentation			✓	
16.	The group that is presenting uses good and polite Indonesian when making the presentation		✓		

Cahya Putri Octavia[1], Agung Setyawan[2] Mohamad Usman[3] Moh. Rahbini[4]

17.	Group members who are presenting can answer questions from their classmates (who are not in the group)	✓
18.	Group members receive criticism and suggestions regarding the appearance of the presentation	✓
19	Students who are not members of the group listen to the presentation of the group on duty	✓
20	Students who are not the group on duty, respond to the results of the presentation	✓
21.	Students can draw conclusions from the results of the discussion	✓
22.	Students work on evaluation questions from the teacher calmly	✓
23.	Students work on evaluation questions independently		✓
24.	Students do not disturb friends who are working on evaluation questions	✓
25.	Students work on and submit evaluations on time	✓
	Total score	82
	Category (Completeness)	Good

From the table above, it can be seen that the average value of cognitive learning outcomes for grade 5 students on the thematic content of PPKn on Rights, Obligations and Responsibilities in the Community Environment cycle II is 75.68 with the highest score obtained by Faza, Uum, and Alan with a score of 90, while the lowest score is 65. There are 3 students who did not complete their studies while those who completed their studies were 19 students. The percentage of student completeness obtained a score of 86.36% and entered into the very high category. From the results of the above observations it can be seen that student activity during learning in general is in accordance with what is expected with a score of 82 very good categories with a complete success rate.

From the acquisition of the data above, it can be seen that there is an increase in student learning outcomes scores based on cognitive evaluation tests that start from the pre-cycle / before the action is taken until after the action is taken in Cycle I and Cycle II. There was an increase in the class average from pre-cycle to cycle I of 11.53, while cycle I to cycle II was 8.87. The results of student learning completeness data also continued to increase from the pre-cycle which totaled 10 students then increased to 12 students who completed and finally in cycle II increased to 19 students. Acquisition of student activity data also increased from cycle I which scored 75 in the good category to 82 in the very good category in cycle II.

D. Conclusion

Based on the results of this classroom action research, it can be concluded that learning mathematics in class 2 at UPTD SDN Demangan 1, with the stages of the learning model using Finger Matika because when the teaching and learning process takes place students are given problems related to everyday life so that it makes it easier for students to develop thinking skills in solving a problem. The ability to solve problems in cycle I was in the less category (39%), a large increase in cycle II was in the high category (81%). the percentage of problem-solving ability from each aspect, namely in the first cycle of 100% with the high category and in the second cycle of high (100%), the ability to plan problem solving aspects in the pre-cycle is 30% with less category in the first cycle of 78.7 % with high category..

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