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EFFORTS TO IMPROVE SOCIAL STUDIES ACTIVITIES AND LEARNING OUTCOMES BY USING LEARNING MODELS COOPERATIVE TALKING STICK TYPE IN STUDENTS CLASS V AT SD NEGERI 2 GEDONG AIR SCHOOL YEAR 2022/2023

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Abstract

This study aims to determine and describe the talking stick-type cooperative model that can improve social studies activities and learning outcomes of grade V.A SD Negeri 2 Gedong Air students. This study used the Classroom Action Research (PTK) method. The data collection techniques are non-tests (interviews, observations, documentation) and tests (evaluation tests). The result of this study was that social studies learning activities in cycle I amounted to 58.57% with category (quite active), while in cycle II increased by 83.57% with category (very active). The learning outcomes of the first cycle students amounted to 71.25% (16 students completed), in the second cycle increased by 82.14% (23 students completed). Thus, the Talking Stick type cooperative learning model can improve social studies activities and learning outcomes of grade V.A SD Negeri 2 Gedong Air students.

Keywords: Activity, Learning Outcomes, Social Studies, Talking Stick

Keywords: Realistic Mathematics, Numeracy Learning, Early Childhood and Elementary Education, Congklak Game

UPAYA MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR IPS DENGAN MENGGUNAKAN MODEL PEMBELAJARAN KOOPERATIF TIPE *TALKING STICK* PADA SISWA KELAS V DI SD NEGERI 2 GEDONG AIR TAHUN PELAJARAN 2022/2023

Abstrak

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan model kooperatif tipe talking stick dapat meningkatkan aktivitas dan hasil belajar IPS siswa kelas V.A SD Negeri 2 Gedong Air. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Teknik pengumpulan data yang digunakan adalah non tes (wawancara, observasi, dokumentasi) dan tes (tes evaluasi). Hasil dari penelitian ini yaitu aktivitas belajar IPS siklus I sebesar 58,57% dengan kategori (cukup aktif), sedangkan pada siklus II meningkat sebesar 83,57% dengan kategori (sangat aktif). Hasil belajar siswa siklus I sebesar 71,25% (16 siswa tuntas), pada siklus II meningkat sebesar 82,14% (23 siswa tuntas). Dengan demikian model pembelajaran kooperatif tipe Talking Stick dapat meningkatkan aktivitas dan hasil belajar IPS siswa kelas V.A SD Negeri 2 Gedong Air.

Kata Kunci: Aktivitas, Hasil Belajar, IPS, Talking Stick

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INTRODUCTION

Since the enactment of Law Number 14 of 2000 concerning Teachers and Lecturers, teachers have gained an additional professional status, not just being educators. Teachers must also master the subject matter, concepts, structures, and thought patterns that can support the teaching and learning process in the classroom. Mastery of the standard competencies and basic competencies, as well as the development of teaching materials, is essential. When the teaching process becomes repetitive, students get bored and sleepy in class. As a result, they may seek other distractions or even choose to sleep during class hours (Veronika et al., 2023).

Based on preliminary research I conducted, the teaching process at SDN 2 Gedong Air does not fully utilize learning resources and tends to rely on the textbook. The teaching model lacks variety, with monotonous strategies and methods like direct teaching and lecturing limiting the delivery of the material to what is in the textbook. This bored students during the teaching process, leading to a lack of interest in learning.

(Sari & Sayekti, 2023) Based on these observations, I will conduct research using the cooperative learning model of the Talking Stick type to improve students' activities and learning outcomes in low-performing Social Studies (IPS) classes. Learning is a process of change that occurs through practice and experience, resulting in changes in behavior, just like the changes in infants (Surti & Jailani, 2017). According to (Suarni, 2018), learning is a mental and cognitive process that optimally utilizes an individual's potential to achieve overall behavioral change based on their own experiences in interaction with the environment.

Learning outcomes are the abilities possessed by students to transform unknown subjects into known ones, including quantitative data and specific subject competencies obtained through tests (Julhadi, 2021). According to (Masitoh, 2019), learning activities refer to all actions consciously performed by students to achieve maximum learning results. The emphasis here is on the students, as their activities in the learning process create an active learning situation. Learning activities involve self-improvement efforts to achieve positive behavior, thinking, and attention changes during the learning process. (Perwita, 2021) Learning activities come in various types, including visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities.

Social Studies Education simplifies integrated social sciences organized and presented scientifically. It is an educational program and not a separate science sub-discipline, so it cannot be found in the nomenclature of the philosophy of science, social science disciplines, or educational science (Sumantri, 2001).

Character education involves developing students' ability to behave morally, marked by improving various abilities that will make individuals obedient to divine concepts and trustworthy leaders. The key abilities to develop in learners include being oneself, living harmoniously with others and the environment, and using the world to achieve prosperity and collective well-being (Hidayat et al., 2022).

According to (Sukiyat, 2020), character education is all relational dynamics, as defined by Koesoema, meaning that every individual's relationships contain elements of character education, both in their relationship with themselves and others.

(Saihu, 2020) Cooperative learning is a model used to help students learn and work together in small groups to address student engagement issues and assist students who struggle to work with others. According to (Susanto, 2014), cooperative learning is a model that is widely used today to make teaching and learning student-centered, especially to address issues teachers face in activating students who may not be able to work with others, aggressive students, and students who are indifferent to others. The characteristics of cooperative learning include (1) team-based learning, (2) cooperative management, (3) willingness to work together, and (4) teamwork skills. According to

(Rustiyarso & Wijaya, 2020), the steps of cooperative learning begin with the teacher stating the objectives and motivating the students, presenting information, organizing students into cooperative groups, guiding group work and learning, conducting evaluations, and providing rewards for the best-performing groups.

(Bijanti, 2023) The Talking Stick cooperative learning model uses a stick and music in the learning process to encourage students to speak and express their opinions. According to (Huda, 2017), the Talking Stick method is a learning process that uses a stick to determine which student will answer questions. According to (Ayuni et al., 2017), the Talking Stick cooperative learning model demands that students speak up and express their opinions. According to (Rustiyarso & Wijaya, 2020), the steps for implementing the Talking Stick learning model are as follows: 1) The teacher presents the learning material briefly. 2) Students are organized into small, heterogeneous groups based on academic abilities, gender, ethnicity, and race. 3) Students and their groups delve into and read the learning material. 4) The teacher prepares a set of questions, music, specific equipment for playing music, and a stick in the form of a marker. 5) After students have delved into the material, the teacher can start by giving the stick to the first student while playing music. Then, the stick is passed to other students in a relay fashion and stops when the teacher stops the music. 6) The last student holding the stick receives a question from the teacher and must answer it. 7) After the student answers the question, the teacher may ask other students to respond to their classmate's answer. Students who cannot answer a question may be given an educational punishment, such as singing the national anthem. 8) The teacher continues playing music and having students pass the stick in relay fashion again. The activities in the above points can be repeated as needed. 9) The teacher and the students summarize the learning material and administer a test.

(Purba, 2021) Advantages of the Talking Stick learning model include (1) testing students' readiness for learning, (2) encouraging students to grasp the material quickly, (3) motivating students to learn actively before the lesson begins, and (4) empowering students to express their opinions. Disadvantages of the Talking Stick learning model include (1) making students nervous, (2) requiring preparedness to answer questions, (3) causing tension in students, and (4) creating fear of the questions posed by the teacher (Nurrahmatullah et al., 2021).

Based on the above explanations, the researcher is interested in conducting an experimental study titled "Efforts to Improve Social Studies Activities and Learning Outcomes Using the Cooperative Learning Model of Talking Stick Type in Grade V Students at SD Negeri 2 Gedong Air."

METHODS

This research was conducted in class V.A of SDN 2 Gedong Air, located on Sisingamaraja Street, Gg. Cendrawasih, Kec. Tanjung Karang Barat, Kota Bandar Lampung. The research was carried out during the second semester of the 2022/2023 academic year. The research subjects comprised 28 students in class V.A, comprising 13 male and 15 female students. The research was conducted by the research design of the Arikunto PTK model, which consists of several stages, as follows :

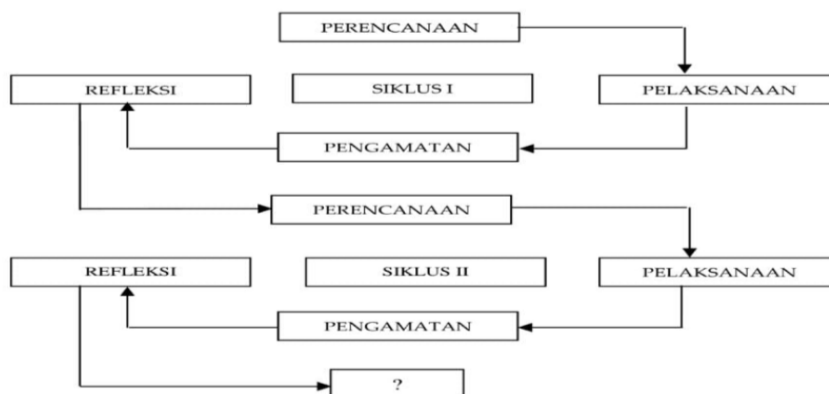


Figure 1. PTK Model Research Design

The data collection techniques used in this study include observation using the Talking Stick Cooperative Learning Model to assess student activities, tests to evaluate students' knowledge, and documentation (Wulandari, 2021). The instruments used in this research include test questions given to students to measure their learning outcomes, observation sheets to observe how activities during the learning process are conducted, and documentation (Adiko & Djafar, 2022). The success indicators to be achieved in this research are as follows (1) Improvement in student learning outcomes in Social Studies (IPS) from one cycle to the next: This improvement is marked by achieving the Minimum Competency Standard (KKM) in IPS, with a score of 70 reaching 80%. (2) Success indicators for student learning activities: This is considered successful if the average score of student activities increases in each cycle and achieves a percentage of 80%.

FINDINGS AND DISCUSSION

SDN 2 Gedong Air is located on Sisingamaraja Street, Gg. Cendrawasih, in the Gedong Air neighborhood of the Tanjung Karang Barat sub-district of Bandar Lampung City. The school was founded in 1969 and began operating in 1970, with a land area of 3,155 square meters and an additional 150 square meters for supporting facilities. It is registered with the National School Number (NSS): 101126004003 and the National Education School Number (NPSN): 10807450. The land ownership is under the government.

The first phase of the pre-cycle in this research involved seeking permission from the school authorities, especially the headmaster of SDN 2 Gedong Air and the class V.A teacher, to conduct the research at the school. This pre-cycle was carried out in November 2022.

(Wijayanti et al., 2019) Based on the observations made during the pre-cycle activities, it was documented by the teacher that the student's learning outcomes were relatively low. There were 28 students, and out of the 31 who completed the cycle, only 12 passed, while 16 students did not. The percentage of students who met the learning criteria was $12/28 \times 100\% = 42.85\%$. The first action was conducted in the first meeting on Tuesday, April 4, 2023, from 07:30 to 08:45 WIB. The researcher implemented the Talking Stick Cooperative Learning Model in this action research. The second action was carried out in the second meeting on Saturday, April 8, 2023, from 07:30 to 08:45 WIB. During this stage, the researcher conducted various activities, including the initial activity, core activity, and closing activity.

Based on the data analysis of student activities in cycle I, out of a total of 28 students, 5 students were very active, accounting for 17.6%, 8 students were active, with a percentage of 28.5%, 7 students were moderately active, with a percentage of

25%, 8 students were less active with a percentage of 28.5%, and no students were very inactive.

Regarding the learning outcomes in cycle I, out of 28 students, 16 met the criteria for passing with a percentage of 57.15%. The formula to calculate the percentage of student learning outcomes is $16/28 \times 100\% = 57.15\%$. After conducting two meetings in cycle 1, with the first meeting providing the material along with the Talking Stick cooperative learning model and the second meeting reviewing the learning and the cooperative learning model of Talking Stick, there were still some shortcomings. The student activities only reached 58.57%, classified as "moderately active." Some students were still less active in the learning process using the cooperative learning model of Talking Stick, and there were still students with scores below 71.25, which falls into the "sufficient" category, indicating a need for improvement.

Based on the results of student activities in cycle II, out of 28 students, 11 students were classified as "very active" with a percentage of 39.30%, 12 students were "active" with a percentage of 42.85%, 5 students were "moderately active" with a percentage of 17.85%, and no students were "less active" or "very less active." Regarding calculating student learning outcomes in cycle II, out of 28 students, 23 met the passing criteria with a percentage of 82.14%.

The analysis of student activities during cooperative learning using the Talking Stick model in cycles I and II is presented comprehensively in the following table

Table 1. Development of Student Activities and Score

	Cycle I	Cycle II
Total Score	164	234
Student Activities	58.57%	83.57%
Maximum Score Total	280	
Remarks	Improved	

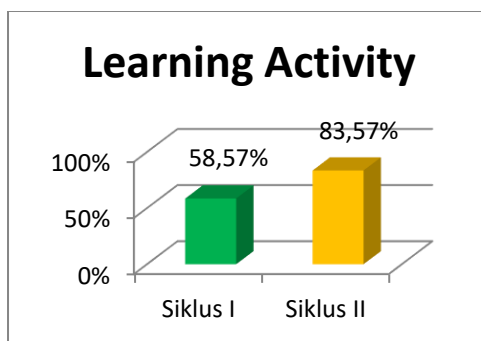


Figure 2. Learning Activity

Based on figure 2 above, it can be concluded that student activities improved during the learning process using the Talking Stick cooperative learning model. This improvement is evident from the percentages, with Cycle I achieving 58.57% and then increasing to 83.57% in Cycle II.

(Mariah et al., 2020) Learning activities in this research were conducted following the stages of the Talking Stick learning model. The stages of the Talking Stick learning model can enhance student learning activities. Learning activities involve self-development through physical, mental, and emotional activities to achieve success and benefit from activities facilitated by educators and the students themselves.

Based on the analysis conducted by the teacher and the researcher regarding the improvement in student learning outcomes during participation in Talking Stick

cooperative learning in Cycle I and Cycle II, it is comprehensively explained in the following table:

Table 2. Student Learning Outcomes

Indicator	Cycle I	Cycle II
Highest Score	95	100
Lowest Score	50	65
Completion Percentage	71.25%	83.75%

The increase in the percentage of student learning outcomes in Cycle I and Cycle II is then presented in the diagram as follows:

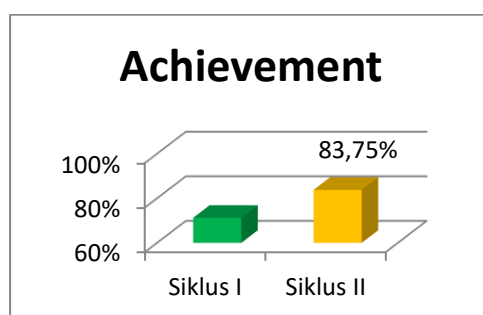


Figure 3. Achievement

Based on the diagram above, it can be concluded that student learning outcomes improved during the learning process using the Talking Stick cooperative learning model. This can be seen from the percentages, where in Cycle I, the percentage was 71.25%, and in Cycle II, it increased to 83.75%.

The learning activities in this research were carried out following the stages of the Talking Stick learning model, which can improve student learning outcomes. This aligns with the opinion of (Julhadi, 2021) that learning outcomes are the final values obtained by students after a learning process, reflecting changes in behavior.

This research proves that student activities and learning outcomes improved after implementing two cycles of the Talking Stick cooperative learning model in the subject of Social Studies (IPS). Student learning activities in Cycle 1 reached 58.57%, and in Cycle 2, there was an improvement, reaching 63.57%. Student learning outcomes in Cycle 1 were 71.25%, and in Cycle 2, there was an improvement, reaching 83.75%.

This research's results align with a study titled "The Use of the Talking Stick Learning Model to Improve Activities and Learning Outcomes in Science Material: Plant Structure and Function for Fourth-Grade Students at SD Negeri Tanjung Sari." Applying the Talking Stick model resulted in increased student activities and learning outcomes. In Cycle I, teacher activity increased from 81% to 97%. Student activity increased from 82.14% in Cycle 1 to 90.63% in Cycle 2. Student learning outcomes also improved from 62% to 88%, an increase of 26%. The average student score increased from 63.8% to 77.5%. In conclusion, applying the Talking Stick cooperative learning model can improve activities and learning outcomes.

The results of this research are also in line with a classroom action research title "The Application of the Talking Stick Method to Improve Social Studies Learning Outcomes for Fifth-Grade Students at SD Negeri 1 Ngambakrejo in the Tanggungharjo sub-district of Grobogan Regency." The improvement in learning outcomes can be observed from the pre-cycle, Cycle I, Cycle II, and Cycle III. Student learning outcomes in Social Studies

increased by 9.57% from pre-cycle to Cycle I, 7.14% from Cycle I to Cycle II, and 17.86% from Cycle II to Cycle III. Consequently, student learning outcomes improved by 34.57% from pre-cycle to Cycle III.

Additionally, the results of this research are consistent with a study titled "Efforts to Improve Student Learning Activities through the Talking Stick Learning Model with a Scientific Approach." Learning outcomes increased from 41% to 75% in Cycle I and increased to 88% after implementing Cycle II. These results demonstrate increased learning outcomes in thematic subjects and student learning activities using the Talking Stick learning model with a scientific approach.

The research findings indicate that using the Talking Stick cooperative learning model can make students more active in learning, encourage them to express their opinions, and ultimately lead to improved learning outcomes. This is in line with the theory that the Talking Stick model is a learning model that encourages students to express their opinions.

CONCLUSION

The study results concluded that the use of the talking stick type cooperative learning model influenced the activities and learning outcomes of social studies students in the VA class of SDN 2 Gedong Air Bandar Lampung.

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