

Improving Learning Outcomes of Class VIII-E Students in Civics Subjects through the Talking Stick Type Cooperative Learning Model at SMP Negeri 13 Mataram

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Abstract

The aims of this study were (1) to determine the learning outcomes of class VIII-E students in Civics subjects at SMP Negeri 13 Mataram, (2) to determine the application of the talking stick type cooperative learning model to Civics subjects at SMP Negeri 13 Mataram, (3) to find out the improvement of student learning outcomes in class VIII-E through the talking stick type cooperative learning model in Civics subjects at SMP Negeri 13 Mataram. This research uses classroom action research method. Classroom action research is research by using an action to identify learning problems in the classroom in an effort to improve the learning process. From the results of classroom action research shows that the increase in student learning outcomes. This can be seen from the pre-cycle learning with the percentage of learning completeness is 53.3% and the average value is 67.2%. In the first cycle there was an increase in learning completeness by 90.5% and an average value of 85%.

Keywords

talking stick type cooperative learning model; learning outcomes; civics subjects



I. Introduction

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is the process of developing the rational thinking, skills, and all the potential possessed by every human being; education is deemed to be of high quality when the educational process is carried out effectively and efficiently (Shoimin, 2021), allowing students to gain experiences that are meaningful and beneficial for themselves, as well as for society, nation, and state (Fauzan & Salam, 2021). The objective of education is to help students realize their full potential as intellectual, informed, and creative members of society by developing all of the potential that they have.

The teacher's learning process strives to increase students' capacities in acquiring the content, knowledge, and skills, as well as shape changes in students' attitudes. However, during the learning process, instructors as educators frequently disregard students as students who need knowledge. The teacher is merely a companion who guides, guides, and directs students in the learning process, but in fact, it is frequently the teacher who plays a full part in the learning process, while students only take what the teacher delivers (Mulyasa, 2004). The interaction or reciprocal relationship between teachers and students is fundamental to the educational process. Students are at the core of the teaching and learning process in the learning process.

Based on the results of the researchers' initial observations, Civics education at SMP Negeri 13 Mataram remained monotonous and unattractive, causing pupils to lose interest and become less motivated to participate in the learning process. This is due to the fact that the lecture approach is still used by teachers during the learning process, making pupils less engaged and less motivated to participate in learning (Aqib & Amrullah, 2018). The lecture style makes it challenging for teachers to promote student involvement in learning the topic and prevents students from directly participating in the learning process (Hasrudin & Asrul, 2020). According to the results of the teacher's evaluation, this has a negative impact on student learning outcomes. This is evident from the learning outcomes for the first semester, where the completion rate of student learning is still 53.3% and the average value of Civics learning is 67.2%. If this is not cleared up, there will be no improvement in student learning outcomes, there will be a lack of learning motivation among students (Sawaludin et al., 2019), and students will not play an active role in the learning process (Sudjana, 2010), so that the learning process will be centered solely on the teacher and students will only listen to what the teacher conveys in class (Isjoni, 2014). Teachers must choose and use suitable approaches, tactics, and models in order to enhance student learning results.

Due to these issues, the researchers addressed with the Civics subject in class VIII-E instructors the implementation of one of the aspects that might impact the effectiveness of a Civics learning process, namely by the selection and use of appropriate learning models. Numerous learning models have been produced by professionals, however this does not imply that all learning models are applicable to every topic or subject when implemented by teachers. Consequently, the teacher must employ a learning model that is ideal for the topic, the information to be taught, and the characteristics of the pupils in the class.

The teacher is one of the influencing variables in the learning process, and as such, plays a vital part in the students' ability to achieve their learning goals and become successful. The ability of a teacher to effectively manage the learning process in the classroom will determine whether or not an educational endeavor is successful. To become a teacher, one must not only have extensive knowledge in the subject area that will be conveyed to pupils, but one must also have extensive understanding about, and the ability to teach, information and skills to students. During the course of the teaching and learning process, it is necessary to form connections that are both instructional and progressing. A competent teacher has to be able to create an environment for learning that is creative, imaginative, energetic, effective, and exciting, and that incorporates a variety of ideas and approaches to enhance the level of learning.

Teachers with responsibilities in learning, such as introducing innovations in the use of learning models that allow students to learn effectively and expand their talents, will ensure that learning runs smoothly (Syafitri et al., 2021). To be able to perceive and develop students' potential, the learning process must be carried out actively. Learning is indeed student-centered rather than teacher-centered, with the instructor serving only as a facilitator and mentor.

Thus, students have broad opportunities to develop their abilities such as expressing opinions, thinking critically, conveying ideas and so on. Students must be active in order to get maximum learning outcomes. When students are not active or only receive from the teacher there is a tendency to forget what the teacher has given. Thus, any knowledge possessed by students will last longer because the truth is obtained by the students themselves. However, currently the condition of the position and function of teachers in learning activities tends to dominate and student activity is very low. These circumstances lead to pupils learning solely to remember things, knowledge received only from teachers,

the learning environment being highly uninteresting, and students' thinking capacity not developing properly, resulting in poor learning outcomes.

It is possible to promote student engagement and participation in the classroom via the selection and use of appropriate learning models, especially in the implementation of teaching and learning activities for Citizenship Education Subjects (*PPKn* hereinafter referred to as Civic). The Talking Stick approach of cooperative learning is used here by the researcher. Students utilize a learning model to map out their progress as they go through class. It is also known as the method used to prepare the information and give directions to the instructor in the classroom. There are three components to Arends' learning model: learning objectives, learning environment, and classroom management (Suprijono, 2009).

The cooperative learning model is a group learning model in which students are separated into diverse small groups. Students can collaborate to aid one another in their comprehension of a subject matter. Using a variety of learning methodologies and pedagogical theories, cooperative learning may foster student cooperation to optimize learning from both the students and their peers (Ismail, 2015). The Talking Stick cooperative learning strategy is one that might inspire pupils to share their thoughts with confidence. The talking stick approach of instruction begins with a teacher's introduction of the primary subject matter to be covered. After the teacher has presented the primary content, students have the opportunity to read and examine it. Students will have ample time to read the assigned material. The teacher then instructs the pupils to close the paper and present the prepared stick to one of their classmates. Students who receive a stick will be asked a question, following which the stick will be passed to the next student in line. The next phase is for the instructor to offer students with opportunity to reflect on the studied information. The teacher will evaluate all student responses and then confer with each student (Suprijono, 2009).

The main research problem that will be investigated in this study is how to apply a cooperative learning model of the Talking Stick style for class VIII-E at SMP Negeri 13 Mataram that can increase student learning results. The objectives of the study were as follows: (1) to determine the learning outcomes of students in classes VIII-E in Civics subjects at SMP Negeri 13 Mataram; (2) to ascertain the implementation of the Talking Stick type cooperative learning model to Civics subjects at SMP Negeri 13 Mataram; and (3) to evaluate whether or not the Talking Stick type of cooperative learning model improved student outcomes in VIII-E class on Civics subjects at SMP Negeri 13 Mataram.

II. Research Method

Research is a method that employs scientific methods to collect data for a variety of applications and reasons (Sugiyono, 2013). This study adopted the methodology of classroom action research as its approach to research. Kunandar (2008) defines "classroom action research" as "research that use an action to overcome learning obstacles in the classroom in an effort to improve the learning process" (Supadi, 2018). According to Wina Sanjaya (2011), classroom action research is defined as the process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out a variety of planned actions in real situations and analyzing any effects that the treatment may have had. This strategy is carried out in an effort to improve the quality of education for students.

This classroom action research was carried out at SMP Negeri 13 Mataram, in Selaparang sub-district, Mataram city. The subjects in this study were teachers and students of class VIII-E with a total of 30 students. There are four research procedures in this action, namely planning, action/implementation, observation and reflection. Planning is carried out to prepare a plan of action to be carried out such as compiling lesson plans, making test questions, making observation sheets and preparing tools and materials needed in implementing the action. After the planning stage is complete, it proceeds to the action/implementation stage where the teacher applies the Talking Stick type of cooperative learning model. Next is observation, namely observing the learning process using the Talking Stick type of cooperative learning model.

In this study, the methods of data collection that were utilized included observation to observe the implementation of learning, tests to obtain data on the outcomes of student learning, and documentation in the form of lesson plans and documentation of the implementation of learning in the classroom. In this study, the method of data analysis that was utilized was descriptive quantitative data analysis. A descriptive quantitative data analysis is a statistic that is used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to generalizations or generalizations. This type of data analysis is used to describe or explain the data that has been collected (Sugiyono, 2013).

Indicators of success in this study are (1) the learning outcomes of class VIII-E students in Civics subjects are said to increase if 80% of the 30 individual students score equal to or above 80 at SMP Negeri 13 Mataram, (2) the application of the learning model The Talking Stick type of cooperative learning in the Civics Class VIII-E subject at SMP Negeri 13 Mataram is said to run well if the teacher has been able to implement 80% or 16 of the 20 descriptors.

III. Results and Discussion

This classroom action research intends to support the learning process by implementing a Talking Stick-type cooperative learning methodology in Pancasila and Citizenship Education classes at SMP Negeri 13 Mataram's class 8-E. This classroom action research was conducted in the first cycle since the performance indicators for this study had been met at the end of the first cycle, hence this research was neither continued nor terminated. In addition, researchers received preliminary data in the form of initial conditions of student learning outcomes, which demonstrated that student learning outcomes remained poor. The initial data was acquired from the results of the eighth-grade students of SMP Negeri 13 Mataram's first-semester exam. Initial data indicates that the percentage of students who have completed their study is 53.3%, with an average of 67.2%. Only 16 students out of 30 got grades equal to or higher than students' learning completion (75), while 14 students were still brought by students' learning completion (75).

Table 1. Pre-cycle Observation Data

No	Student's name	Students Learning Completion	Score	Information	
				Complete	Not Complete
1	Arum Camila Taufik	75	90	√	
2	Anneke Cahyana Salsabila	75	78	√	
3	Aulia Mutiara Nurma Al	75	75	√	

	Amin				
4	Baiq Fadila Ramadhani	75	45		√
5	Baiq Zahrina Syamimi	75	60		√
6	Fahreza Maulana	75	75	√	
7	Firzani Sosia	75	65		√
8	Haikal Hafizh	75	60		√
9	Haikal Pataroni	75	45		√
10	Hanisyah Diah Nur Faiz	75	75	√	
11	Kaila Nazwa Putri Rizani	75	60		√
12	Laily Rohmania	75	60		√
13	Latifa Solehatul Hamdi Ula	75	77	√	
14	M Syahrul Yusran Jamil	75	75	√	
15	M Farel Yudha P	75	50		√
16	Mochamad Farrel Adhi Putra	75	40		√
17	Mahesa Putra	75	85	√	
18	Mohamad Richard Hanzallah	75	88	√	
19	Radith Septian Rizky R	75	20		√
20	Rendy Maulana	75	45		√
21	Ridwan Tri Imtihansah	75	80	√	
22	Riski Maulana	75	80	√	
23	Rizki Fadilah Ahsan	75	75	√	
24	Rizky Pebrian	75	70		√
25	Siti Adelia Yatini	75	75	√	
26	Salsabila	75	60		√
27	Syakila Mawarda	75	80	√	
28	Muhammad Rifa Al Gifari	75	77	√	
29	Revan Reswana R	75	73		√
30	Yulia Septiani	75	78	√	
	Total Score	2016			
	Classical completeness	53.3%			
	Average value	67.2			

Learning outcomes are the results achieved by students as a result of their participation in learning, indicating the extent to which they comprehend the material. In this study, the learning outcomes at issue are the cognitive learning outcomes that students demonstrate on examinations. Class VIII-E students at SMP Negeri 13 Mataram exhibited an increase in learning outcomes based on initial pre-cycle data acquired from test results in the first semester, following the adoption of a Talking Stick-type cooperative learning model. In the pre-cycle situation, student learning completion is 53.3%, whereas the average value is 67.2%. In the first cycle, there was an increase in learning completeness to 90,5 % and the average value to 85 %. In addition, the competence rate for teacher actions is 90%. The first cycle's improvement in student learning results was due to the teacher's use of a Talking Sticks-style cooperative learning model. The research indicates that instructors are already attempting to enhance the learning process, since teachers have a role in encouraging a pleasant learning environment that can stimulate students' engagement with the learning process.

Table 2. Student Learning Outcomes Data after Treatment

Learning outcomes	Cycle I
Number of students who completed	19
Student's average score	85%
Percentage of completeness	90.5%

The implementation of the teaching and learning activities of instructors using the Talking Stick cooperative learning model has been excellent. The Talking Stick cooperative learning paradigm is one of the most straightforward to implement. When the teacher begins to provide the directions for adopting the Talking Stick kind of cooperative learning model, the student rapidly grasps the necessary procedures. Initially, the teacher gave a student a stick to be passed to other students in turn, followed by music. Some students were concerned because they feared giving an incorrect or erroneous answer, but the teacher encouraged them not to be afraid because there would be no penalty. After each student has had the opportunity to respond to a question, the instructor reviews the responses provided by the pupils. The instructor then instructs pupils to return to their assigned benches and work independently on the exam problems. Talking Stick-style cooperative learning exercises enhance the learning environment in the classroom by fostering an active, entertaining, and competitive environment.

The Talking Stick cooperative learning methodology is well suited for usage with high school students because it creates a pleasant learning environment that encourages students to be joyful and prepared for all scenarios and settings. Students are regularly tested in the Talking Stick cooperative learning paradigm by being given questions that might investigate students' understanding of the content that has been discussed and studied. This supports statement from Suyatno & Nurgiyantoro (2009) that "Talking Stick" is a learning approach in which the person who wields the stick must answer questions from the teacher after the students have learned the material. Furthermore, according to Suprijono (2009), the Talking Stick cooperative learning methodology enables students to communicate their perspectives. A cooperative learning model of the Talking Stick type is one in which the learning process is implemented in the classroom with the goal of creating learning conditions through stick games passed from one student to the next.

The execution of the Talking Stick type of cooperative learning model was successful, despite the fact that there were deficiencies that needed to be addressed. Specifically, based on the results of the first cycle of observations, the teacher did not provide opportunities for other students to help their groupmates answer questions if they were unable to, nor did she provide conclusions or ask students to draw conclusions about what they had learned.

The success of student achievement in the learning process by using the Talking Stick type of cooperative learning model in cycle 1 is due to the fact that students have group awareness, i.e., they are able to work together so that they help each other in their group if they do not understand the given material, even if they are eager to answer the teacher's questions even if their answers are incorrect. The teacher reminds students that they should collaborate with their group members and emphasizes that they should not be frightened to answer questions for fear of being criticized; the most crucial aspect of this learning is how students are able to respond and have the confidence to respond.

An increase and an improvement in the learning outcomes of students can be seen as a result of the process of taking action. Therefore, it is reasonable to assert that implementing a cooperative learning model of the Talking Stick type during the school year 2022 at SMP Negeri 13 Mataram's class VIII-E will result in improved academic

performance for the students involved. The learning that was accomplished via the use of the Talking Stick kind of cooperative learning model was successful in accomplishing the learning goals. The learning objectives that are intended to be achieved through instructional actions in this study have been fulfilled. This is defined by the achievement of performance indicators for the action variable, specifically the application of the Talking stick type cooperative learning model to the performance indicator of the expectation variable, precisely the learning outcomes of class VIII-E students of SMP Negeri 13 Mataram. It is possible to draw the conclusion that the implementation of a Talking Stick-type cooperative learning model in class VIII-E at SMP Negeri 13 Mataram can lead to improved learning outcomes for the students.

IV. Conclusion

Based on the findings of a survey performed in class VIII-E at SMP Negeri 13 Mataram, the following may be concluded: (1) The use of the Talking Stick type of cooperative learning model can improve learning outcomes of class VIII-E students of SMP Negeri 13 Mataram in Pancasila and Citizenship Education subjects (Civics) for the 2022 academic year. (2) The use of the Talking Stick type of cooperative learning model increases the ability of teachers to manage learning in class VIII-E of SMP Negeri 13 Mataram on Pancasila and Citizenship Education subjects.

Suggestion

The results of this classroom action research suggest that teachers should be able to choose the appropriate learning method or model that can make it simpler for students to comprehend the lesson. One example of such a model is the Talking Stick type cooperative learning model because this model can increase students' enthusiasm in learning, resulting in students who are eager and excited about their school activities. Students are expected to be able to collaborate effectively in groups and to demonstrate increased self-assurance while responding to questions presented by the teacher. It is also expected of schools that they would pay increased attention to the process of teaching and learning, as well as endeavor to enhance the capacity of both students and instructors, in order to ensure that the output created is something that is capable of being competent in the world of education.

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