Implementation of Learning Model Talking Stick With Crossword Puzzle Model to Increase IPS Integrated Learning Outcomes

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Abstract

Based on observations and interviews with a social teacher at SMPN 11 Malang, obtained information that the learning process of a social subject is still using lecture method and to be one-way in the classroom. This causes less active students in learning so that activity in students to learn is still lacking. This will have an impact on student's mastery learning which is the minimum standard of mastery learning which has been established by SMP Negeri 11 Malang is 75%. To overcome these problems required learning model that can improve student learning activity. The model applied in this study is a learning model Talking Stick with Crossword. This research aims to determine the completeness of VII students in G class SMP Negeri 11 Malang through the Application of Learning Model Talking Stick with Crossword models. This research is a classroom action research, which consists of two cycles. The research data obtained from test results at the end of each cycle. The results show that in the first cycle, the completeness of students learning is 89% and increased in the second cycle become 100%.

How to Cite

Wiajayanti, R. D., & Istiqomah, N. (2017). Implementation of Learning Model Talking Stick With Crossword Puzzle Model to Increase IPS Integrated Learning Outcomes. *Classroom Action Research Journal*, 1(2), 58-64.

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INTRODUCTION

Improving the quality of learning is the logical impact of the rapid development of science and technology. The development of science and technology requires the adjustment and improvement of learning process continuously. Besides, it is also necessary to renew the choice of learning concepts that are educational and necessary to improve the quality of graduates. However, the essence of teaching and learning activities is a process of interaction or mutual relationships between teachers and students in the learning unit. Teachers as one component in teaching and learning process is a very important role holder. Teachers are not just transmitters of the material, but more than that the teacher can be said as a central learning.

Seeing that Social Science Lesson, it is often considered a rote and tedious lesson. This learning is considered to be nothing more than a series of year numbers and the sequence of events to be remembered and then revealed again when answering test questions. This fact cannot be denied because it still happens today. IPS learning that has been happening in schools is felt bored. Therefore, the strategy used to teach must be inviting to think so that students are encouraged to learn. Student unresponsiveness is due to their lack of understanding of the material described earlier. Understanding the lack of and the lack of liveliness to express opinions both in terms of questions and answers during the learning process affects their thinking power.

Therefore, the researcher chose to use Talking Stick learning model with Crossword Puzzle which is one part of the cooperative learning method to improve students' learning ability through the learning activities undertaken by the students. Compared to other learning models, this model is able to increase students' activeness in the classroom because students are required to be active and independent both during the learning process and in the application of this model.

Talking Stick learning model with Crossword Puzzle is one of effective, efficient, and innovative learning model because learners are required to think critically and actively in a learning. This learning model is very suitable to be implemented for students who have low comprehension and lack of mind. In addition, the model is also able to be applied to students who are actually smart just they are not able to express his opinion. From the background of the problem, the researcher felt compelled to see the effect of learning Talking Stick model with Crossword Puzzle to the students' learning mastery by taking the title " Implementation of learning model talking stick with Crossword Puzzle model to increase IPS integrated learning outcomes grade VII SMP Negeri 11 Malang".

METHOD

The approach in this research uses descriptive qualitative research. A qualitative approach is used because the process of data retrieval is done directly or naturally where the result of the research is described in the form of words and language in giving an interpretation to the result. In this case collected data to obtain a picture of the state, events, and events in the classroom nature such as activity, classroom conditions and student learning outcomes during the learning process take place.

This type of research is a type of classroom action research which is a model of learning Talking Stick with Crossword Puzzle. This classroom action research aims to improve the learning process in the classroom to provide good and maximal learning outcomes for students. This class action research is done directly by the teacher in collaboration with the researcher or done by the teacher himself who acts as a researcher in the class or school where he teaches.

This research method is used to get a real picture of the process of learning in the class that took place and provide a variety of classroom learning to optimize teaching and learning activities in the classroom. Learning variation here is a model of learning Talking Stick with Crossword Puzzle, to improve student learning outcomes on IPS subjects. In this study, the researcher must be involved directly during the research process takes place, so it is necessary the presence of researchers. Researchers act as subjects that play a role in providing research action, researchers act as model teachers who make the design of learning as well as delivering teaching materials during the activity. besides the researchers also collect and analyze data.

Place used in this research is SMP Negeri 11 Malang JL. Piranha Atas No. 185 Malang Phone. 0341-494086. Postal Code 65142. Web: www.smpn11-mlg.sch.co.id email: smpn11malang@yahoo.com. Researchers took the subjects of class VII G study with a total of 38 students consisting of 22 female students and 16 male students. The researcher took class VII G on the grounds that the students of class VII G were the type of learners who were active in the learning but the students could not explore himself deeper.

Data and data sources in this study were obtained from the students of class VII G and IPS subject teachers and obtained from the completeness of student learning through test questions conducted in each cycle from cycle 1 to cycle II which will be known whether there is a result of students' cycle I to cycle II. The interview was conducted to collect oral data from data sources or direct research subjects in which the results of this interview were obtained from subject teachers to teach IPS. This interview is a question about the method used by the teacher.

The problem of this test consists of several items about the subject of Social Studies in the form of multiple choice in accordance with teaching materials used in research that is the material about economic activities with the aim to measure the completeness of student learning outcomes in the classroom. Problem test is given in the final test in each cycle both cycle I and cycle II, for the next student learning outcomes in the form of test scores will be analyzed to determine mastery learning students in the classroom.

The Observation Sheet is used by the researcher to assess the teacher while teaching adapted to the RPP that has been made to adjust the class to fit what is planned. This observation sheet contains the readiness of the teacher during the good teaching from the introduction of learning, the core to close learning, for example for preliminary learning activities that will be filled by the observer that contains about how the teacher is good or not, the teacher's readiness in accordance or not with the RPP has been made by the next researcher until the close of the lesson.

Field notes are used to record things that are important during the learning process that is not obtained in teacher observation sheets or students' observation

sheets during the cycle I and cycle II processes. Such as students who are not in class, active students, and students who make noise class. This documentation is used to document the activities that took place during the research with the form of photographic drawings either from the beginning of the learning, the core to close learning and when the learners implement the learning model that has been made by researchers.

The steps undertaken by researchers at this stage are: (1) the researcher interviewed the teacher; (2) researchers meet with integrated social science subject teachers especially economics and determine SK and KD to be used in research; (3) the researcher explained to the subject teacher that will use Talking Stick model with Crossword Puzzle model during the research; (4) researchers designed by RPP, Hand-out, and test questions about IPS subjects; (5) coordinate work program implementation with peers and subject teachers.

RESULT AND DISCUSSION

In this research, it is done by research in grade VII G, students activeness and students activities are not maximum and the teacher in teaching always uses a conventional method like discuss and just read the topic, then the student must present the result of discussions. Now, the researcher used the talking stick model and TTS model. In the implementation, we will kind of 3 cycles and each cycle.

According to observation result in the implementation of cycle 1, the average of question test result is 80-90% (34 students). The result is not enough to minimum standard classical class. The reflexion is used to find the passed of the teacher in action cycle 1. So that will become a reference in cycle II. Based on the analysis of data obtained from the implementation of action in cycle I, it is known that the application of learning model Talking Stick with Crossword Puzzle in improving students' learning mastery is still felt a lot of reduction that occurred in the implementation of action cycle I.

The results of observations during the implementation of the cycle I conducted by observers from peers and teachers subjects IPS class VII G. The results include researcher actions during the learning process takes place. Student learning outcomes that assess the cognitive aspects of note-keeping with Talking Stick with Crossword Puzzle.

Based on the data analysis of student learning outcomes in the realm of cognitive can be seen that in the cycle I mastery of students class VII G good enough although not yet meet the specified standard of completeness that can be seen in table 4.1 below. In the first cycle of this test results of the questions given, there are 4 students who have not fulfilled the learning completeness or as much as 11%. While students who have completed as many as 34 students or 89% with the lowest score of 60 and the highest value 100. For more details about the test results from cycle I this can be seen in the following table. Please note that SKM from SMP Negeri 11 Malang, for students is said to experience complete mastery if the value ≥ 75.

Based on the findings of the research and the results of reflection on cycle I, the preparation of the second cycle action plan is done to correct the deficiencies in cycle I. The action on cycle II was held on March 17, 2016, March 22, 2016, and March 24, 2016. Materials taught "Distribution and consume ". The

material is taught for 6 x 40 minutes (3 meetings). Before taking a class action, the researcher plans to apply the Talking Stick model with Crossword Puzzle.

Implementation of action in cycle II held 3 times meeting held on Thursday 17 March 2016, Tuesday 22 March 2016 and Thursday 27 March 2016. Allocation of time used in cycle II is 6x40 minutes. Where at the meeting I allocated 2x40 minutes while at meeting 2 allocated 2x40 minutes and at meeting 3 allocated 2x40 minutes. The meeting in cycle II was done by applying Talking Stick learning model with Crossword Puzzle.

Based on the results of field notes there are still students who make noise but not as much as in cycle I because the students have started accustomed to using Talking Stick learning model with Crossword Puzzle and also students more compact in conducting discussions to answer questions. The interesting thing in this cycle II is that each group competes to answer questions quickly and precisely, each group does not want to lose with the other members of the group. In addition, when the question rod is open each group looks very enthusiastic and compact in discussions to discuss the answer to the question. Students who previously did not contribute to the group, in this second cycle looked enthusiastic and the most excited and passionate about answering group questions.

Based on the results of students 'learning mastery, the percentage of students' completeness cycle II on test questions reached 100% with 38 students. While the number of students who have not completed as many as 0 students. So, it can be concluded that the completeness of learning class VII G on cycle II has been achieved with satisfactory results.

In cycle II has experienced a lot of improvement, because based on the shortcomings in the first cycle carried out corrective actions. The increase is the decline of students who make noise, student cooperation in the group the better, the response of the core activities of the learning model is also getting better. Based on the value of the test results of students' learning completeness cycle I to cycle II has improved with good results and mastery learning has been achieved. The number of students who complete as many as 34 students (89%) to 38 students (100%). In the second cycle, there is a development of learning mastery and has fulfilled the expected classical.

Based on data exposure per cycle. Can be explained how the results of the comparison between the cycle I and cycle II. Comparison between cycle I and cycle II is intended to find out how much increase is achieved when the action is done. during the first cycle of learning activities are as many as 4 students who have not completed or by 11% while students who have completed 34 or by 89%. But this is not sufficient to complete the classical learning completion. after the improvement of cycle II, completeness of learning on learning activities cycle II that is as much o students have not been completed while already completed as many as 38 students or 100%. And it has sufficient classical completeness that defined by the school that is 75. So it can be concluded that the learning cycle II has reached or sufficient standard determined by the school that is 75.

In the implementation of this cycle I, the researchers found that the classroom atmosphere classified the level of the liveliness of students is still lacking. This is evident when the teacher gives feedback only one or two students who answered. The other students when asked by the teacher to answer them just silence and look when asked to answer the others just looked down and pretended

to open the book. with situations like this. Teachers give motivation to students to dare to answer even though the answer given is not correct. The implementation of Talking Stick learning model with Crossword Puzzle is to encourage students to work together in groups as well as to hone students' skills in remembering and speed of time to answer questions that have been given by the teacher.

In learning about the economic activity in cycle II, students have seen there are differences and improvements in learning Talking Stick mode and Crossword Puzzle. When students are asked questions or asked to give students conclusions about the material already taught, many students are enthusiastic to give conclusions and be able to answer questions given by the teacher even though only a few dare to raise hands, but this has already shown that students in the class VII G are already active and courageous in the learning process.

When the Talking Stick with Crossword Puzzle was held at the 3rd meeting all the students looked enthusiastic and active to answer but at the 1st meeting the class condition was well controlled although some groups were still noisy with the other group because it was each group scrambles to answer questions from the stick quickly, but at meeting 2 the class conditions are more controlled because each group has understood the contents of the model rules and also each group already knows the ability of other groups so if there are groups who are still fussing about something, then the concentration of the group will be dispersed and also will be preliminary with other groups so that will cause harm to the group.

In this second cycle, students have improved both in terms of liveliness and from the results of learning mastery. Students are more active and enthusiastic, students are also more able to concentrate when the questions have been opened and also students are no longer bored with the learning process. This is very different from the cycle I where students still make noise and student concentration is also still lacking.

Based on the analysis of students' learning mastery in terms of cognitive aspects in the first cycle, it can be seen that the number of students who complete learning as many as 34 students or 89% and students who have not completed learning as many as 4 students or 21%. Learning completeness in cycle I can not meet the overall learning completeness criteria. Based on the results of the evaluation of the low learning outcomes of the cognitive aspects of the first cycle, because students have not been active and not familiar with the model of learning Taling Stick with Crossword Puzzle because this new learning model applied in SMP Negeri 11 Malang.

Based on the correction made and the improvement with the result of reflection on the cycle I. One with the motivation to learn, researchers also give rewards in the form of prizes to the winners of the group on the Talking Stick model with Crossword Puzzle. When viewed from the results of student learning cycle II occurs mastery of student learning. The number of students who achieve complete mastery of 38 students or 100% and students who have not completed as many as 0 students. Then this happens an increase, completeness in cycle II that reaches 100% complete learning completeness criteria.

Based on the findings above can be explained that the percentage of student learning outcomes and average student scores continue to increase from cycle I to cycle II. For this research can be said to be successful because the value

of learning outcomes continue to increase until it reaches the classical completeness criteria that are 100%. The application of learning model Talking Stick with Crossword Puzzle can complete student learning. Student learning mastery improved from cycle I to cycle II. Improvement of students' learning mastery in cycle II because researchers have made improvements to the deficiencies that occur in cycle I. In addition, in cycle II students start accustomed to using the learning model Talking Stick with a crossword puzzle.

CONCLUSION

Based on the research results, it can be concluded as follows: (1) there is an improvement in students' learning mastery after applying the learning model Talking Stick with Crossword Puzzle on the IPS class VII G subjects at SMP Negeri 11 Malang. This is marked by the improvement of the students' cognitive learning outcomes from the assessment of tests and test results from cycle I to cycle II; (2) the response given by the students is very good on the application of the learning model Talking Stick with Crossword Puzzle on the IPS class VII G subjects at SMP Negeri 11 Malang. This is marked by the increase of student activeness during the learning process and get a positive response from students about Talking Stick learning model with Crossword Puzzle.

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