



Talking Stick Model, Students Activities and Learning Result in Economic Business Student

Daniel Gusti Pradana

DOI: 10.17977/um013v2i22018p45

Economic Education Program, Faculty of Economics, Universitas Negeri Malang

History Article

Received 18 April 2018

Approved 28 May 2018

Published 7 June 2018

Keywords

Talking stick, Activity, and Learning Outcomes

Abstract

Learning has applied cooperative learning with the aim that students can pay attention when teachers explain the material. But in reality in the classroom, when the teacher explained the students' learning is still not optimal in following the lesson. Many students speak for themselves, drowsy and unfocused in watching lessons. Researchers in this case choose the learning model Talking stick to overcome learning problems. This model was chosen as an action in this study, because the Talking stick model stimulates the student learning process. It can be concluded this research aims to improve students' activity and learning model by using Talking stick learning model. The type of research used is Classroom Action Research (PTK) with qualitative descriptive approach. Application of learning model Talking stick improves the activity and student learning outcomes, it is shown in the percentage of student activeness in cycle I and cycle II has increased, the cycle I the percentage of students activeness get 55.20% and in cycle II the percentage of students activeness gained 62.42% . The improvement of students' activity after applying the talking stick learning model is 7.22%. Student learning outcomes also experienced an increase of 4.41 which can be seen from the average overall learning outcomes, on the first cycle average learning outcome is 78.60 to 83.01 in cycle II.

How to Cite

Pradana, D.G. (2018). Talking Stick Model, Students Activities and Learning Result in Economic Business Student . *Classroom Action Research Journal*, 2(2), 45-54.

INTRODUCTION

Learning is a process done by individuals to obtain a change of behavior, both observable and non-observable directly. Changes in acquired behavior occur as a result of exercise or experience in its interaction with the environment. These behavioral changes are manifested as new responses in the form of skills, attitudes, habits, knowledge, skills and other abilities. Learning outcomes are changes in the abilities, attitudes, knowledge and skills acquired by the individual after he / she gets the treatment given by someone so that it can be applied in their daily life. Learning outcomes can be categorized in several domains, including the Cognitive Sphere: the cognitive domain more measures behaviors that emphasize aspects of knowledge, understanding and skills in thinking.

Furthermore there is Affective Sphere: affective domain is more to measure the behaviors that emphasize aspects of feelings and emotions such as interests, attitudes, appreciation, and how to adjust. Components in learning activities include students and teachers. Teachers as facilitators and students as objects and subjects in learning. As a facilitator, a teacher creates an effective learning process so that students can easily understand the material well and achieve satisfactory learning outcomes. As a teacher facilitator also has an important role in creating satisfactory student learning outcomes, to achieve this teachers need to use the appropriate learning model in accordance with class conditions so as to achieve the desired learning objectives. The role of a teacher is described also in Law No. 14 of 2005 "on teachers and lecturers, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students".

Teachers are required to be able to master and determine the model of learning, in order to facilitate the learning process. The development of the era progressed, as well as in the field of education. In the field of education a teacher is required to create creative learning, students are directed to be able to learn independently. In this case a suitable learning is used cooperative learning model, on cooperative learning more emphasizes students experience directly learning activities. However, the reality in Indonesia is still a lot of teachers who use the conventional learning model. As reported in the online media (Indargarini in Tribunjateng.com, September 26, 2017) as follows.

One form of learning that is still valid and widely used by teachers is the conventional method. Conventional learning is widely used by teachers who act as "transfer of knowledge", while students are more passive as recipients of science ".In this case, teachers are more likely to use telling mode rather than demonstration and perform direct performance (providing an opportunity for direct performance).

Based on the results of preliminary observations and interviews with teachers of economic subjects class X, learning has applied cooperative learning with the aim that students can pay attention when teachers explain the material. But in reality in the classroom, when the teacher explained the students' learning is still not optimal in following the lesson. Many students speak for themselves, drowsy and unfocused in watching lessons. Problems that occur in the classroom, when teachers apply cooperative learning model for the division of group of students remain noisy and some students do not want to participate in discussion in the group. This is the reason why teachers are still applying lessons with lecture

models. The teacher prefers to convey material only and assign tasks at the end of the lesson.

The problems conveyed by the economic subject teachers are found directly at the time the researchers conducted the MPA program in SMK PGRI 6 Malang. Researchers observe the learning process in the classroom and encounter crowded and less conducive class conditions. Many students talk to themselves with their friends, play HP and do not focus on lessons. And based on the grade average score also can not reach the Minimum School Completion Standards is 75. Therefore the need for improvements in the learning process, in order to create a conducive learning conditions and achieve satisfactory results Narmaditya et al. (2017). Researchers in this case choose the learning model Talking stick to overcome learning problems.

The talking stick model is a group learning model that uses a stick as a tool. In the learning the students will be in groups and will learn the subject matter, and after that the stick will be played to the accompaniment of music. By the time the music stops, the group holding the stick must answer the teacher's questions about the material that has been learned. This model was chosen as an action in this study, because the Talking stick model stimulates the student learning process. At the time the baton is played will stop randomly and students must answer questions from the teacher, therefore students must learn well in order to answer questions from the teacher. So it can be concluded Talking stick learning model can stimulate students to learn well. This statement is reinforced by research that has been done by Rahsyaputra (2015) which shows that cooperative learning model Talking Stick type can improve learning outcomes. This research is also conducted by Aningrum (2014) and Aisyah (2015) which can be concluded that the application of Talking Stick model can improve student learning outcomes. Researchers choose the location of research in SMK PGRI 6 Malang with some considerations. First, the researcher conducted Field Practice Study in SMK PGRI 6 Malang so that already know condition at research location. Second, the selection of OTP class X is also based on observations made, of 3 classes of X consisting of class X OTP, X Accounting and X BDP according to OTP class X researchers suitable for the application of the model selected by the researchers. Students are more conducive to and can be directed than the other 2 classes.

Based on the existing problems, the researcher is interested to take the title of Implementation of Cooperative Learning Model Talking stick to Increase Student Activity and Learning Outcome on Business Economy Subject of Student of Grade X OTP SMK PGRI 6 Malang.

METHOD

This research uses qualitative approach with research type is Class Action Research (PTK). This PTK approach is used to observe the object to obtain the data that is liveliness and student learning outcomes to be used in research. The object here is the students of class X OTP SMK PGRI 6 Malang.

This classroom action research is a deliberate study on a classroom problem to improve the quality of learning. By implementing the stages of TOD, teachers are able to improve the learning process through a study that took place in the classroom. The purpose of this classroom action research is to know the

improvement of activity and learning outcomes of students after the implementation of learning model Talking stick assumed this model is a model that can facilitate teachers and students in doing the learning process in the classroom.

This research activity was conducted with two cycles. Starting from the research planning and implementation, after doing further research conducted observations of the results of the implementation and the last stage of reflection. In the first cycle less information, then continued on the second cycle. In the second cycle researchers have obtained data that are considered sufficient to be analyzed and continued to compile research reports.

Data and data sources in this research activity include students' activity and learning outcomes after applied learning model Talking stick obtained from OTP class X students in business economics subjects. Explanation can be seen in the table, as follows:

Table 1: Data Tables and Data Sources:

No	Data	Data Source	Data Collection Technique	Instrument
1	Student activity	Student	Observation	Student activeness observation sheet
2	Learning Outcomes	Student	Test	<i>Posttest</i>

Sources: Author (2018)

Analysis of student activeness data obtained using student activation observation sheet containing student name and points obtained by students. The indicator points obtained by the students are assessed from A: Students discuss, B: Inquire relating to the subject matter and C: Provide feedback or opinion. Student activeness data in this research was analyzed statistically descriptive using percentage with the following formula.

$$Activity = \frac{Score}{Maximum Score} \times 100\%$$

Data analysis of student learning outcomes on economic business subjects can be analyzed by determining the mean or average value at each meeting. Researchers add up all the results of student learning scores divided by the number of students, the results of these researchers distinguish the results of student learning in the cycle I and cycle II.

RESULT AND DISCUSSION

Cycle I

Research in cycle I is done as much as 3 times meeting or face to face. The study was conducted every Tuesday on January 30, 2018, February 6, 2018 and

February 13, 2018. Each research cycle consists of 4 stages of planning, implementation, observation and reflection.

In observation data of student activeness in applying cooperative learning model talking stick with activeness indicator A: Student discuss, B: Inquire relating to subject matter, C: Giving responses or opinions can be summarized in table as follows:

Table 2: Activity Student Class X OTP SMK PGRI 6 Malang Cycle I

Meeting Cycle 1	Percentage of Student Activity
Meeting 1	51,19 %
Meeting 2	56,66 %
Meeting 3	57,77 %
Average of Student Activity	55,20 %

Sources: Author (2018)

Based table 2 can see that the students activeness showed 55.20% in the category of students is quite active. At meetings 1,2 and 3 students can already be categorized quite actively based on indicators determined by the researchers. Can be seen also at each meeting increased from the first meeting 51.19%, the second meeting 56.66% and the third meeting 57.77%. So it can be concluded that the application of the talking stick learning model began to increase students' activity at each meeting. However, at each meeting for indicator B: ask questions related to the lesson, the students are still not optimal or are still hesitant to ask questions.

While for student learning outcomes in cycle I by applying the model of talking stick learning taken from the posttest of each meeting can be seen in the table as follows:

Table 3: Results Student learning Class X OTP SMK PGRI 6 Malang Cycle I

Meeting Cycle 1	Percentage of Average Learning Outcomes
Meeting 1	74,82
Meeting 2	78,33
Meeting 3	83
Average of Student Learning Outcomes Cycle I	78,71

Sources: Author (2018)

In the first cycle shows the average value of 78.71, based on the criteria of completeness of learning outcomes fall into either category.

Reflection is done with teacher of pamong by showing data of result of activeness and result of student learning, beside that researcher also convey the findings during the learning. On the subject of the lecture of students of pamong teachers provide input that students need to be more invited to participate in learning, especially for the indicator ask questions related to the material. As for the subject of learning results pamong teacher commented that is good enough. The findings conveyed by the researchers related to the application of learning models of student stick stick are quite enthusiastic in following the game.

Cycle II

Research in cycle II is done as much as 3 times meeting or face to face. The study was conducted the same on the first cycle ie every Tuesday on February 20, 2018, February 27, 2018 and March 3, 2018. Each research cycle consists of four stages of planning, implementation, observation and reflection.

In observation data of student activeness in applying cooperative learning model talking stick with activeness indicator A: Student discuss, B: Inquire relating to subject matter, C: Giving responses or opinions can be summarized in table as follows:

Table 4: Activity Student Class X OTP SMK PGRI 6 Malang Cycle II

Meeting Cycle 2	Percentage of Student Activity
Meeting 1	59,52 %
Meeting 2	58,88 %
Meeting 3	68,88 %
Average of Student Activity	62,42 %

Sources: Author (2018)

Based table 4 can see that the activity of students showed 62.42% of the incoming category of students is quite active. At the meeting of 1.2 and 3 cycles II students also can be categorized quite actively based on indicators determined by researchers. Can be seen also at each meeting increased from the first meeting 59.52%, the second meeting 58.88% and the third meeting 68.88%. So it can be concluded that the application of talking stick teaching model can improve students' activity at every meeting on cycle II. In cycle II for indicator B: inquiring relating to the subject matter has increased from cycle I.

As for the results of student learning on the second cycle by applying the model of talking stick learning taken from the posttest of each meeting can be seen in the table as follows:

Table 5: Activity Student Class X OTP SMK PGRI 6 Malang Cycle II

Meeting Cycle 2	Percentage of Student Activity
Meeting 1	59,52 %
Meeting 2	58,88 %
Meeting 3	68,88 %
Average of Student Activity	62,42 %

Sources: Author (2018)

Based table 5 can see that the activity of students showed 62.42% of the incoming category of students is quite active. At the meeting of 1.2 and 3 cycles II students also can be categorized quite actively based on indicators determined by researchers. Can be seen also at each meeting increased from the first meeting 59.52%, the second meeting 58.88% and the third meeting 68.88%. So it can be concluded that the application of talking stick teaching model can improve

students' activity at every meeting on cycle II. In cycle II for indicator B: inquiring relating to the subject matter has increased from cycle I.

As for the results of student learning on the second cycle by applying the model of talking stick learning taken from the posttest of each meeting can be seen in the table as follows:

Table 6: Results of student learning Class X OTP SMK PGRI 6 Malang Cycle II

Meeting Cycle 2	Percentage of Average Learning Outcomes
Meeting 1	82,85 %
Meeting 2	84,13 %
Meeting 3	85 %
Average of Student Learning Outcomes Cycle I	83,99 %

Sources: Author (2018)

In the second cycle shows the average value of 83.99, based on the criteria of completeness of learning outcomes fall into either category. Reflection on cycle II is done with teacher pamong by showing recap of student activeness data, student learning result and findings related to applying of talk stick teaching model. For the subject of the lecturers' activity of the teacher gave a good comment, it has improved from cycle I. Although not yet reached 100%, but the pamong teacher revealed the application of the talking stick model can stimulate student activeness. On the subject of learning results also increased. The findings on the application of the talking stick model of the teacher commented well enough, the students have been willing to discuss and participate in responding to questions from researchers and questions from friends. Comparison of activeness data and student learning outcomes after the applied teaching-learning model stick can be seen in the table as follows.

Table 7: Comparison of student activity cycle I and cycle II

Meeting Cycle 1	Presentage of Student Activity	Meeting Cycle II	Presentage of Student Outcome
Meeting 1	51,19 %	Meeting 1	59,52 %
Meeting 2	56,66 %	Meeting 2	58,88 %
Meeting 3	57,77 %	Meeting 3	68,88 %
Average of Learning Outcomes Presentage	55,20%		62,42%

Sources: Author (2018)

Table 8: Comparison of the mean results of posttest cycle I and cycle II

Cycle	Average Posttest Result	Information
I	78,71	Increase
II	83,99	

Sources: Author (2018)

The percentage of student activeness in cycle I and cycle II has increased, cycle I the percentage of students activeness get 55,20% and in cycle II the percentage of student activity get 62,42%. The improvement of students' activity after applying the talking stick learning model is 7.22%. Student learning outcomes also experienced an increase of 5.28 which can be seen from the average overall learning outcomes, in the first cycle the average learning outcome is 78.71 to 83.99 in cycle II.

Based on data exposure and research findings after applied cooperative learning model talking stick on the students of class X OTP SMK PGRI 6 Malang on the subject of business economics, student activeness has increased. This study is also reinforced by research conducted by Lestari (2017) which shows that the application of this talking stick model can improve student activeness. Activity indicators assessed by the researcher are 3 ie the students discuss, the students ask questions related to the subject matter and the students respond to the questions. At every meeting in cycle I and cycle II the researcher always give picture of the learning model that will be used that is talking stick, in talking stick game the student is asked to be able to answer the question when the stick stops at the student. Students who can not answer the questions do not get points, so students need to learn earnestly.

The first indicator in this study is to discuss, in the early stages of the core activities of the researcher provides an opportunity for students to read the material and discuss with a friend. The purpose of the researcher provides the opportunity to read and discuss with the students se bench so that students can understand the material quickly, by discussing the students are able to give input or exchange ideas between students with each other related to the understanding of the material they master. This goal is in line with Huda (2013), students are trained to read and understand the subject matter quickly.

The second indicator is that students ask questions related to the subject matter. In the process of learning from the beginning of the activity to the end, researchers always provide students the opportunity to ask about the material that has not been understood. At the beginning of the learning activity the researcher gives an overview of the material to be studied, after that invite the students to ask. At first students are still hesitant to ask questions, but researchers always help students provide clues to motivate students to want to ask. At the time of explaining, after completion of the sub chapters the researcher also gives the students a chance to ask what has just been described. The purpose of the researcher gives students the opportunity to ask, so that students better understand the material and better prepared in talking stick game.

The third indicator is that students respond to questions or opinions. From the second indicator that students ask questions relating to the subject matter, the researcher also provides opportunities for other students to help answer or give opinions on questions from other students. In addition to the talking stick game, students holding a stick must answer questions from the researcher. Indirectly students are invited to practice express opinions, this is in accordance with the advantages of talking stick teaching model proposed by Shoimin (2014) on the fourth point that learners dare to express opinions.

Based on the explanation of the three activeness indicators used by researchers in applying the talking stick model in class X OTP SMK PGRI 6 Malang on business economics subjects, it can be concluded that the talking stick model can improve student activeness.

Application of cooperative learning model findings after applied cooperative learning model talking stick on the students of class X OTP SMK PGRI 6 Malang on the subject of business economics, learning outcomes have increased. This research is reinforced by research conducted by Puspitawangi (2016) which shows that the application of this talking stick model can improve student learning outcomes. The learning outcomes in this study only measure cognitive only. Learning outcomes are derived from posttest values performed at each end of the meeting using written matter instruments with essay type. At every meeting in cycle I and cycle II the researcher always give the picture of the learning model that will be used that is talking stick, in talking stick game the student is asked to be able to answer the question when the stick stops at the student.

The talking stick model indirectly requires students to be completely ready to answer the questions in the game, to prepare the students to study hard. The statement is in line with the advantages of talking stick model proposed by Shoimin (2014), the model talking sticks spur the students to study harder. The statement is also in line with Huda (2013), the drum talking model invites students to remain ready in any situation.

Activity indicators used by researchers in the talking stick model indirectly also one of the factors to improve student learning outcomes. In the discussion students, students are given the opportunity and students express the opinion that makes students more understand and remember the subject matter. It is very supportive of students when doing posttest questions.

Based explanation can be concluded that the application of the talking stick teaching model in class X OTP SMK PGRI 6 Malang on business economics subjects can improve student learning outcomes.

CONCLUSION

Implementation of the speaking stick teaching model in class X OTP SMK PGRI 6 Malang as an action to overcome the problems of students in the class, based on data exposure and findings on the research can be concluded that the talking stick model can increase the activity of students. In student activeness with an indicator of student discussion, the student asks related to the lesson and student give response or opinion, student enthusiastic to follow learning although not yet achieve the perfect result but there is an improvement at every meeting. Implementation of a talking stick provides an opportunity for students to practice exchanging opinions with friends in the discussion phase, in addition, students are given the opportunity to train confidence when asking questions and express opinions.

Implementation of speaking stick teaching model in class X OTP SMK PGRI 6 Malang as an action to overcome the problems of students in the class, based on data exposure and findings on the research can be concluded that the talking stick model can improve student learning outcomes. In the application of the talking stick model requires students to study more actively, besides the

students are also directed to discuss and ask about the material that has not been mastered, with students involved in learning students become ready and have a better knowledge, it can support students in doing the problem which is given.

REFERENCES

- Aisyah, S. (2014). Penerapan Kolaborasi Pembelajaran Kooperatif Model Corners dan Talking Stick Untuk Meningkatkan Aktivitas dan Belajar Siswa (Studi Pada Kelas X TPM 1 Pada Mata Pelajaran Kewirausahaan di SMK Ahmad Yani Jabung, Kabupaten Malang).
- Aningrum, A. A., & Suratman, B. (2014). Penerapan Model Pembelajaran Talking Stick Untuk Meningkatkan Hasil Belajar Siswa Pada Kompetensi Dasar Menjelaskan Komunikasi Kelas X Apk1 Di Smk Negeri 2 Nganjuk. *Jurnal Administrasi Perkantoran (JPAP)*, 2(2).
- Huda, Miftahul. (2013). Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Belajar.
- Indargarini. (2017). Pembelajaran Konvensional Vs Online. (online) (<https://jateng.tribunnews.com/2017/09/26>) diakses 25 oktober 2017
- Lestari, Hardinta. 2017. Penerapan Pemberian Reward Kartu Poin dan Perpaduan Model Pembelajaran Talking Stick & Word Square Untuk Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Pengantar Ekonomi & Bisnis Kelas X di SMK Muhammadiyah 5 Kepanjen. Skripsi. Universitas Negeri Malang.
- Narmaditya, B. S., Winarning, W., & Wulandari, D. (2017). Impact of Problem-Based Learning on Student Achievement in Economics Course. *Classroom Action Research Journal (CARJO)*, 1(1), 1-11.
- Puspitawangi, K. R., Wibawa, I. M. C., & Pudjawan, K. (2016). Pengaruh Model Pembelajaran Kooperatif Tipe Talking Stick Berbantuan Media Audio Terhadap Hasil Belajar IPS Siswa. *MIMBAR PGSD Undiksha*, 4(1)
- Rahsyaputra, D. (2015). Penerapan Model Pembelajaran Kooperatif Tipe Talking Stick Untuk Meningkatkan Hasil Belajar Mata Pelajaran Sosiologi Kelas XI Iis 2 SMA Negeri 1 Boyolali Tahun Pelajaran 2014/2015. *SOSIALITAS; Jurnal Ilmiah Pend. Sos Ant*, 7(2).
- Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Ar-Ruz Media.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2015 tentang Guru dan Dosen (online). (www.sjdih.depkeu.go.id/fullText/2005/14TAHUN2005UU.htm) diakses 20 september 2017