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The Application of Fusion Learning Model Talking Stick and Course Review Horey To Increase Activeness and Learning Outcomes

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Abstract

During learning process in school, there are many factors which relate one another. They determine how well learning process can be achieved. That factors are teachers, students, curriculum, lesson, test, and environment. The purpose of this study is to solve a problem at students grade X 2 MA Miftahul Falah Pasuruan, these problems are activeness and learning outcomes with the implementation of learning model Talking Stick and Course Review Horey. This study had been done in two cycles where every cycle has 3 times meetings. Data obtained by observation, and test after the action. The result of this study shows that the implementation of learning model Talking Stick and Course Review Horey on economics subject can increase students activeness and learning outcomes in class grade X-2 MA Miftahul Falah Pasuruan. Students activeness at the cycle I obtained 58% while at cycle II students activeness increases to be 83%. Learning outcomes at the cycle I obtained 62% while at the cycle II learning outcomes increases to be 100%.

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INTRODUCTION

Quality education can create a quality human resource and productive. Quality education can be known need some new innovation in terms of teaching and learning process, so that in the learning process students are more active and enthusiastic to follow the learning process. The learning process will be successful if the result is able to bring about changes in knowledge and value attitudes in learners. The learning objectives can be realized if the teacher can create an efficient and enjoyable teaching and learning atmosphere. Based on the problems found the author at the time of observation in MA Miftahul Falah especially the class X-2 is learning on economic subjects in the process of teaching and learning that has been done tends to be less innovation in the use of learning model. Learning model that used is not suitable with the material that will be explained in that time, as a result, students are less interested with the learning model so that students are less enthusiastic in the learning process.

The model can be used to fix problems that have been described above, the researchers chose to use Talking Stick and Course Review Horey models. According to Sriwati et al (2014) Course Review Horey learning model is one of cooperative learning model that is fun and can improve student skills to compete positively in the learning process. Furthermore, this learning model can develop the critical thinking ability, to test student understanding, to increase student activity, and also to help students in remembering the concept that learned easily. Compared to other learning models, this model is able to improve student activity in the class because students are required to be active, to think critically, and learn to express their opinion in front of the class.

According to Miftahul Huda (2013:27), Talking Stick learning model is one of learning model that test the readiness of students in the learning, to train students to understand the material quickly, to spur so that students are more active in learning, and be brave to express their opinion. Meanwhile, according to Agustin (2014:33) model cooperative learning type Talking Stick method is a method that encourages students to dare in expressing opinions.

Based on the problems and solutions in class X-2 MA Miftahul Falah Pasuruan formulated the problem of how the application of the Talking Stick and Course Review Horey learning models in economic subject X-2 class and whether the application of learning models talking stick and course review horey can increase liveliness and learning outcomes of students of class X-2 MA Miftahul Falah Pasuruan. So, this research can be useful for teachers as an alternative learning model that can improve teachers skill and competence in teaching, for school as material consideration for the headmaster in taking policy for alternative learning model that can increase process and learning outcomes also students activeness, and for another researcher as material consideration, source of information and reference for to research the same thing.

METHOD

The approach used in this study is a qualitative approach, with the type of classroom action research. This study looks at whether the application of the learning model of talking stick and course review horey can improve the activity and learning outcomes. This research is done by us cycle where each cycle consists of the stages of planning, implementation, observation, and reflection.

This research was conducted in the class X-2 economic subjects MA Miftahul Falah Pasuruan Jl. Buk Kemanten Desa Capang Kec. Purwodadi Kab.Pasuruan semester of education lesson 2016/2017 which amounted to 24 students consisting of 12 female students

The presence of the researcher in this class action is carried out in full. The researcher is conducted without representative representation and is not allowed to leave the research site while the research is still ongoing. Researcher presence as an observer, planning, and execution of the action, data collection and report of research result. Data collection in this research is using observation sheet instrument for learning implementation, pretest post activity, interview, and documentation. Data collection in this research is using instrument observation sheet for the implementation of learning and activeness, pretest activities, interviews, and documentation

Data collection techniques use observation. Observation is done to obtain data on student activity during learning process during applying learning model Talking Stick and Course Review Horey in class. In this research, observation conducted systematically. Observation is done based on guidance on observation sheet which has been arranged by the observer. The observation was done by observer and teacher of economic subjects in class X-2 MA Miftahul Falah Pasuruan. Data collection technique is post-test. Data collection technique in the form of post-test is done to measure student's learning achievement through learning process applying Talking Stick learning model and Course Review Horey and post-test are done after application of learning model.

Interview on this research which is the beginning and end stage of a research, at this stage of the research, conducted and interview on the teacher of the economy class, x-2 IPS 2 MA Miftakhul Falah Pasuruan to know the learning model used by the teacher that research should use to teach or conduct research. data collection techniques in the form of documentation referred to in this study are all related documents of files with research.

The instructional learning instrument is obtained from the observation sheet by the observer and analyzed by using the following formula:

$$N = \frac{\text{Score obtained}}{\text{Max score}} \times 100\%$$

An indicator of the implementation of this learning is determined the total maximum score 19, after the value or scores of learning activities are known then will be classified using the criteria of the implementation of learning according to Sudjana (2010: 18).

Table 1. Successful Implementation Learning model

| Percentage (%) Student activity | Informasi |
|--|------------------|
| 92 – 100 | Very good |
| 75 – 91 | Good |
| 50 – 74 | Enough |
| 25 – 49 | Less |
| 00 – 24 | Very less |

The Instrument of student learning outcomes in the cognitive domains is derived from post-implementation activities conducted after the learning process using the learning models Talking stick and course review horey. Data on the learning outcome after the activity on the cycle will be compared. Post activity problem there is 15 item on the cyclical 1 and post activity problem there are 20 in cycle 2. Analysis of student learning outcomes can be done whit the formula below:

$$N = \frac{\text{Total value of all student}}{\text{The number of students}} \times 100\%$$

after the average value of student learning outcome known by the calculation using the formula above will be further classified using the success criteria of student learning outcomes by Arikunto (2002: 245).

level criteria used in classroom action research is presented in the following table:

Table 2. Criteria Student Learning Outcomes

| Percentage (%) Student activity | Informasi |
|--|------------------|
| 92 – 100 | Very good |
| 75 – 91 | Good |
| 50 – 74 | Enough |
| 25 – 49 | Less |

While the learning activeness indicator is determined total maximum allowable score is 21. After the value of scores to happen sum of learning been know to the next will be classified using criteria into an active learning. Analysis of an active learning can be done with the formula under this:

$$N = \frac{\text{Score obtained}}{\text{Max score}} \times 100\%$$

After the value or score into an active learning been know to the next will be classified using criteria into an active learning according to the Arikunto (2002:245)

Table 3. Criteria For an Active Learning

| Percentage (%) Student activity | Information |
|--|--------------------|
| 92 – 100 | Very active |
| 75 – 91 | Active |
| 50 – 74 | Enough active |
| 25 – 49 | Less active |
| 00 – 24 | Not active |

Source: Arikunto (2002:245)

RESULT AND DISCUSSION

The research action class with the implementation of learning model Talking Stick and Course Review Horey begins with planning. Planning the beginning of done observations in class X-2 MA Miftahul Falah Pasuruan, for observation found a problem in the class X-2 MA Miftahul Falah Pasuruan. The result of observations the first time 1.) of communication activities learn teaching took place in one direction, 2.) of the interaction of students and attention to the teacher in class still less, 3.) students who actively asked of argue only a few course, 4.) based on the value of UTS on the odd semester academic year 2016/2017 learning students less maximum results.

After found problems next planned actions that will be done in the study cycle I and cycle II, using instruments sheets observations to happen an instruction by a model of learning Talking Stick and Course Review Horey and to active sum obtained the result of to happen sum of learning in cycle I and cycle II is a follows.

Table 4. Comparison Learning Model Talking Stick and Course Review Horey

| | The Percentage of Success | |
|---|---------------------------|----------|
| | Cycle I | Cycle II |
| The average of the percentage of success | 70% | 92% |
| category | enough | active |

Source: Data Processed

Based on the results of a comparative analysis of the actions of cycle I and cycle II are shown at 4 is seen that the percentage of success of the action learning model *Talking Stick* and *Course Review Horey* increased with the initial state in cycle I occupy a figure of 70% up to 92%, where in cycle I there are still some deficiency related approach on every student, strengthening of the material, and in cycle II is also still no shortage of so-known results on cycle I by 70% and cycle II amounted to 92 % with the difference is an increase of 22% with sufficient category and active. The acquisition of the data of 3 observers is assigned to observe the study feasibility with the observation sheet feasibility that has been created by researchers. Where the data is obtained from each meeting.

Table 5. Comparison of the Percentage of the Liveliness of the Cycle I and Cycle II

| The percentage of active learners | | The percentage of active learners | | Description |
|-----------------------------------|-----|--|-----|-------------|
| Cycle I | | Cycle II | | |
| The average number of Cycle I | 58% | The percentage of active learners Cycle II | 83% | Increased |

Source: Data Processed

Based on Table 5 it can be seen that the increase occurred in cycle I with cycle II. Where in cycle I the amount of the percentage of active learners by 58 %, whereas in cycle II increased to 83% with the difference increasing in cycle I and cycle II by 25%. As for the learning outcomes of students of class X-2, MA Miftahul Falah Pasuruan obtained from the test post-activities performed after a

given action with the application of learning models *Talking Stick* and *Course Review Horey* given to students in cycle I and cycle II. The obtained results of student learning as follows.

Table 6. Comparison of the Percentage of Learning Outcomes in Cycle I and Cycle II

| Cycle | Learning Outcomes | Learning Outcomes Average | Mastery of Learning Outcomes | Description |
|-------|-------------------|---------------------------|------------------------------|-------------|
| I | Post test | 71% | 62% | Increased |
| II | Post-test | 85% | 100% | |

Source: Data Processed

Based on the percentage table of student learning outcomes class X-2 MA Miftahul Falah Pasuruan at cycle I and cycle II shows the increase. The increase of student learning outcomes can be seen at students post-activity. In the first cycle to the learning outcomes of post-activities in the cycle, I am 71.2% while the results of the post activity in the second cycle are 85%. So it can be concluded that an increase in student learning outcomes from cycle I to cycle II.

Interview on this research is the beginning and end stage of a research, at this stage the researchers conducted an interview to the economic teacher class X-2 IPS 2 MA Miftahul Falah Pasuruan to know the learning model used is learning model Talking Stick and Course Review Horey economic subjects class X-2 MA Miftahul Falah Pasuruan that has not been done well. This happens because researchers are less able to master the condition of the class, less attention to all students, and less optimize the time well. When the teacher explained the related material at the time, to students who are less attention is still less.

According to the opinion when the model implementation process takes place many students are confused in applying the model because the first time the new students get a blend of learning models and some students also does not understand the stages in each step of the learning model. The failure that occurs in the cycle I would make the learning style of application of Talking Stick model and Course Review Horey a teacher should develop a conducive classroom atmosphere that encourages students to participate actively in learning. This is in accordance with the theory that has been presented on the second baby of theory submitted by Widodo (2009: 140)

In the second cycle of application of learning models Talking Stick and Course Review Horey. It happens because the actions taken in cycle II mirrored the shortcomings that occur in cycle I. The existence of progress in the application of learning models Talking Stick and Course Review Horey certainly will increase the liveliness and the results of student learning in the classroom so that learning activities that occur in the classroom is better. This learning model can support research that has been done by Dewi Atika Karyani (2015)

Improvement of learning outcomes in the first cycle of cognitive learning outcomes derived from the posttest (after the action) there are still students whose value is not completed. This happens because in learning activities some students actually already pay close attention but there are students who do not follow the learning process well.

In the second cycle of cognitive domain learning results obtained from post-test results all students get a complete value in accordance with the KKM

established by the school that is 70 and increased compared to cycle I. This happens because researchers can deliver the material easily so that students also feel more to receive the material submitted by the researchers. Besides, the enthusiasm of students in following the process of learning to improve is one of the facts of their learning results increased compared to cycle I, students already know about the model Talking Stick. Where each student must be ready to answer the question when the stick stops him. For that students prepare by studying hard. Students become brave to talk because there is high confidence. This is in accordance with the theory put forward by Miftahul Huda about the advantages of Talking Stick model.

The increase of activity in the cycle I of student activity is still sufficiently categorized. This is because new students first use the application of the talking learning model Talking Stick and Course Review Horey. Students also do not know what kind of Talking Stick and Course Review Horey because they are the first time to hear it so that students are confused when the researchers apply the model of learning Talking Sticks and Course Review Horey. Other factors that cause the activity of students are still in the category of less that is given in terms of refuting the answer and solve the problem. The presence of a shortage of time during the process of pouring and solve problems related to the answer of question caused by the failure of research in and understanding to the students about what is being done in this study and the intent and purpose of this research.

On the cycle, II has been categorized active this happens because the research conducted various improvement made by research that is by giving understanding again related stages of the application of learning model Talking Stick and Course Review Horey. The research also explains for students who buff ask at the time of question and answer process solve the answer about having to hold hand silently so as not to interfere with other classes and so that teachers also concentrate where the students first raised his hand.

On a cycle of II the application of the model Course Review Horey this has been proven to increase the activeness for the models is full of variation so that the students become excited and happy so the students in the following teaching and learning process enthusiastically in every step of the process and can encourage students to plunge in it. This is in accordance with the theory put forward by Miftahul Huda about the advantage of the model Course Review Horey.

CONCLUSION

Based on the results and discussion in the study, it can be concluded that the application of learning model Talking Stick and Course Review Horey on the lesson of economy class X-2 Ma Miftahul Falah Pasuruan can work well/can take place with good. Proven in cycle I got predicate enough while at cycle II result have improvement and got good predicate application of the model Talking Stick and Course review Horey can improve students learning activeness in the economic class x- 2 MA Miftakhul Falah, Pasuruan proved, on the cycle 1 got predicate enough (C) in the cycle 1 is the result is still less a maximum because many students who had first implemented a model of learning is so they are still in doubt in coming out the model. on the cycle of 2 experienced a significant improvement proved got predicate active (C).

A model of learning talking stick and course review horey can improve result student in the subjects economy class x-2 MA Miftakhul Falah, Pasuruan proved on cycle 2 is still low because the student can not follow learning well and do not understand well implementation of the model learning given by researchers is model of learning talking stick and course review horey while in the cycle 2 result of learning class x-2 having an increase in, because the student has been to carry out step by step related to the implementation of the model learning given by the researcher in the study learners significant namely of cycle 1 percentage the success of 71% and on the cycle of 2 percentage the success of 85%, then the difference of 14%

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