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Does Talking Stick Learning Model Improve Learning Outcome in Economics?

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Abstract

Problems on the research of this learning are the application of the talking stick of the learning outcomes of students of Class XI IPS 1 in SMA Negeri 2 Pamekasan. The population in this research is the grade XI IPS 1 in SMA Negeri 2 Pamekasan with totaling 22 students. Consisting of 15 male students and 7 female students. Data retrieval method using interviews, tests, observations, field notes, and documentation. The research approach used in this study is a qualitative approach, whereas this type of research is action research class. The results of the research cycles I and cycles II suggests that indicators of success have been achieved, which includes an increase in student learning activities. In addition, the learning outcomes students also experienced an increase from cycle I to cycle II from 72.3% to 90.1%, with the achievement of the second cycle.

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INTRODUCTION

Essence teaching and learning activities is a process of interaction or mutual relationships between teachers and students in the learning process unit. Teachers as one component in teaching and learning process is a very important role holder. Teachers are not just transmitters of material, but more than that the teacher can be said as a central learning. Therefore, teachers should be able to make the teaching more effective as well as interesting so that the lesson material will make students feel happy and feel the need to learn the lesson material. However, in reality, the quality of education is currently relatively low because many teachers are less varied in applying the model of learning. According to Sastrawan & Sowinangun (2013) "Students today tend to expect their teachers to teach more relaxed and exciting. The problem is that teachers often fail to understand the forms of learning models that can be used in the teaching process. This lack of understanding makes many teachers practically use only conventional models, so many students feel bored, bored or lazy to follow the lesson. "Students' learning outcomes also decreased by itself because it makes students bored in learning to make the students diminished and will have a negative impact on student learning outcomes.

According to Nuh (2015); Wulandari & Narmaditya (2017) remarked that to improve understanding and student learning outcomes in subjects Economics researchers need to make learning innovations on how researchers teach. That is from teaching with Conventional method into learning Talking Stick. Talking Stick includes one model of cooperative learning. Learning Talking Stick is very suitable to train students to talk actively because Talking Stick encourages students to dare to express opinions. Based on observations made by the researchers obtained a picture that the majority of students have less enthusiasm and liveliness compared with other classes, students in this class tend to be silent where there are many students who are less active. This can be seen from the lack of students who answered or asked when teachers need apperception and motivation at the beginning of the learning so that teachers should appoint some students to answer. Such an impression that makes researchers interested in researching the problem and find an alternative path so that students can be active like any other class. After the teacher gives the material and the students are asked to ask about the material that has not been understood, nor is there any students who ask. However, when the teacher gives some problems to give an understanding of students it is known that their learning result is still below KKM (Criteria Completed Minimum) that has been set that is 72 so that many students expressed unfinished.

According to Owada & Bambang (2015) "Learning model is defined as a systematic procedure in organizing learning experiences to achieve learning objectives. Can also be interpreted an approach used in learning activities. So, the actual learning model has the same meaning with the approach, learning strategy, from simple to a rather complex and complicated model because it requires a lot of tools in its application. "Learning stick talking model is one of the learning models that can be applied in the learning process in SMA. Learning by talking stick model gives students the opportunity to work alone and optimize student participation. With a learning model that allows students to come forward to answer questions that have been provided by the teacher. According to Mursilah

(2017) "Every method of learning there must be ways and steps in applying the method. Where every step in the method of learning is different. "According to Irma, et al (2016) Learning talk stick provides an opportunity for each student to be recognized and show their participation to others. Learning begins with teacher explanation of the subject matter to be studied. Students are given the opportunity to read, study the material. The teacher gives enough time for this activity. Next, ask the students to close the book. Master takes the prepared stick. A stick is given to one of the learners. Learners who receive the baton are required to answer the teacher's questions. Thus the researcher focused on the learning model using the talking stick model in his research because with the model the students will be more active in showing their activities as well as raising motivation in the students themselves to learn. From the background of the problem, the researcher felt compelled to see the effect of learning Talking Stick model with TTS on the students' learning result by taking the title " Does Talking Stick Learning Model Improve Learning Outcome in Economics?".

METHOD

The research approach used in this research is a qualitative approach, while the type of research is classroom action research. This study takes the form of a cycle that not only takes place once but several times until the objectives are achieved in the learning process. Each cycle consists of four main activities namely planning (planning), implementation (acting), observation (observing), and reflection (reflection), and so on until the desired results are achieved. Methods of data collection using interviews, test questions, observation, field notes, and documentation. The following is a graph of the classroom action research cycle adapted from Mulyasa (2012).

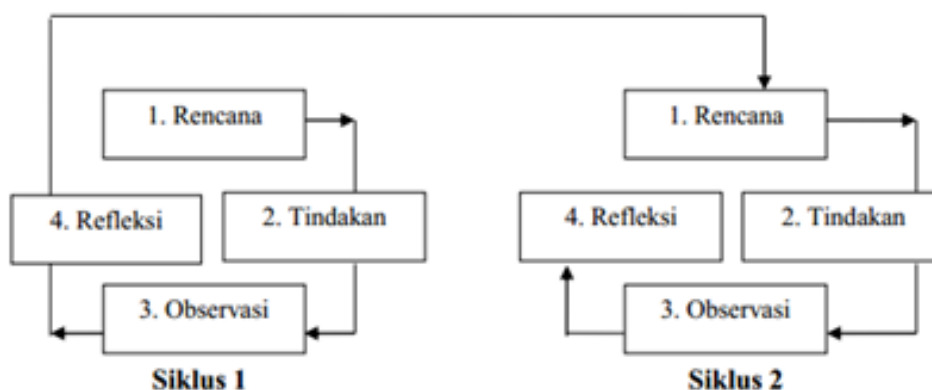


Figure 1: Classroom Action Research Cycle Flow

Observation of Cycle I Based on the observations in this cycle I, can be seen the results of cognitive aspects, affective aspects, and the implementation of the author's action in cycle I, as described as follows.

The Activity of Researcher's Activity Cycle I

The implementation of the authors' actions in applying the Talking Stick learning model with TTS learning media is described in the following table.

Table 1: Implementation of Meeting Measures I

Observer	Score earned	Total score maximum	Percentage of success
1	13	20	65 %
2	13	20	65 %
3	13	20	65 %
Jumlah	39	60	65 %

Sources: Authors (2018)

Table 2 Implementation of Meeting Measures II

Observer	Score earned	Total score maximum	Percentage of success
1	14	20	70 %
2	14	20	70 %
3	14	20	70 %
Jumlah	42	60	70 %

Sources: Authors (2018)

Table 3: Implementation of Meeting Measures III

Observer	Score earned	Total score maximum	Percentage of success
1	14	20	70 %
2	14	20	70 %
3	14	20	70 %
Jumlah	42	60	70 %

Sources: Authors (2018)

From table it can be concluded that the result of action implementation using Talking Stick learning model and TTS media is known to the implementation of the meeting result in table 4.1 of 65% done quite well, the second meeting results in table 4.2 of 70% done well, and for the third meeting the results in Table 4.3 of 70% are well executed in terms of initial, core, and closing activities.

Student Learning Results Cycle I

In this first cycle, the first percentage of pre-test of graduation is 45.5%, the average grade is 62.6 with the total number of 10 students and 12 unfinished students, while the percentage of post-graduation test is 72,3% on average 77,7 with a total of 18 students and 4 unfinished students. Values are seen from the final test in cycle I, the initial test conducted at the beginning of the cycle only to know the improvement after the implementation of learning models Talking Stick with TTS media.

Cycle Observation II

Based on the observation in this cycle II, it can be seen as the result of the cognitive, effective, and writer's action aspects in cycle II, as described below.

Table 4: Implementation of First Cycle Meeting Measures II

Observer	Score earned	Total score maximum	Percentage of success
1	15	20	75 %
2	15	20	75 %
3	15	20	75 %
Jumlah	45	60	75 %

Sources: Authors (2018)

Table 5: Implementation of Second Cycle Action Measures II

Observer	Score earned	Total score maximum	Percentage of success
1	17	20	85 %
2	17	20	85 %
3	17	20	85 %
Jumlah	51	60	85 %

Sources: Authors (2018)

Table 6: Implementation of Third Meeting Measures Cycle II

Observer	Score earned	Total score maximum	Percentage of success
1	17	20	85 %
2	17	20	85 %
3	17	20	85 %
Jumlah	51	60	85 %

Sources: Authors (2018)

From the table it can be concluded that the result of action implementation using Talking Stick learning model and TTS media is known to the implementation of the result meeting in table 4.4 for 75% done quite well, the second meeting results in table 4.5 is 85% done very well, and for meeting all three of the results in Table 4.6 of 85% performed very well in terms of initial, core, and closing activities.

Student Learning Results Cycle II

In this second cycle, the percentage I pre-test of graduation 68,2% average grade 74,9 with the total number of 15 students and 7 students not yet complete, while the percentage of post-test passing 90,1% average score 87,9 with a total of 20 students and 2 unfinished students. Values are seen from the final test in cycle II, the initial test conducted at the beginning of the cycle only to know the improvement after the implementation of learning models Talking Stick with TTS media.

Results of Cycle I and Cycle II

The authors' actions in applying Talking Stick and TTS during the cycle I and cycle II are presented in Table 7.

Table 4.7 Implementation of Learning Model Talking Stick and Media Crossword Puzzle

Cycle	Meeting	Achieved Score	Ideal Minimal Score	Performance Percentage	Information
I	1				
	2	123	180	68,33%	
	3				
					Increasing
II	1				
	2	147	180	81,67%	
	3				

Sources: Authors (2018)

Based on table 7 implementation of learning model Talking Stick and TTS media has increased from cycle I 68.33% to 81.67% in cycle II.

Student Learning Outcomes

Increased learning outcomes of the cognitive sphere of the cycle I and cycle II are presented in Table 8 as follows.

Table 8: Learning Outcomes Students Cognitive Sphere Cycle I and Cycle II Class XI IPS 1

Cycle	Learning Outcomes	KetuntasanBelajar			Information
		Σ Unfinished Students	Σ Finished Students	Percentage Of Mastery	
I	<i>Pre Test</i>	12	10	45,5%	62,6
	<i>Post Test</i>	4	18	72,3%	77,7
					Increasing
II	<i>Pre Test</i>	7	15	68,2%	74,9
	<i>Post Test</i>	2	20	90,1%	87,9
					Increasing

Sources: Authors (2018)

From the data of the research results of the cycle I and cycle II shows that the success indicators have been achieved, which among them increased student learning activities. In addition, student learning outcomes also increased from cycle I to cycle II from 72.3% to 90.1%, with the achievement of the success indicator, then this class action research can be ended with 2 cycles.

RESULT AND DISCUSSION

Implementation of Talking Stick Learning Model with TTS (Teka Teki Silang) media in grade XI IPS 1 SMA Negeri 2 Pamekasan on Economics subject.

This research was conducted in class XI IPS 1 which amounted to 22 students with 15 men and 7 women with the application of the talking stick teaching model on the subject of International Trade material economics consisting of two cycles. In asking questions to the whole class, the researcher uses a 5-stage structure as part of a talking stick learning, which is the preparation of a stick, the delivery of the material, the provision of a stick, answering the question, and the inference of the material. Stage 1 preparation of the stick, in this stage the researcher prepares a long stick \pm 20 cm. Phase 2 delivery of the material, in this stage the researcher submits the material, then gives the students the opportunity to read and study the subject matter on this day, the researchers invite students to close the book or any other support. Stage 3 of sticks, in this stage the researcher takes the stick and passes it to one of the students. Stage 4 answers the question, in this stage the researcher asks the question and the student holding the stick must answer the questions given by the researcher. And so on until most students get a part to answer each question from the researcher. Stage 5 conclusion, in this stage the researcher with the students concludes the lesson that has been done. Researchers guide students to conclude this material. The final activity is giving individual formative test questions at the end of each cycle. The test is done to find out the results of learning and mastery of student learning after applied this talking stick learning model.

Student Learning Outcomes in Economics Subjects After Application of Learning Talking Stick Model and TTS (Crossword Puzzle)

Before being given an action, In the first cycle, the average score of pre-test of class XI IPS 1 students in SMA Negeri 2 Pamekasan with the success rate of pre-test result of students reached > 72 as many as 10 students (45,6%) and < 72 as 12 students (54.4%) with grade average grade is 62.6. While for post-test is got the average value of post-test of student of class XI IPS 1 in SMA Negeri 2 Pamekasan with level of success of student test post that reach value > 72 as 18 student (81,2%) and < 72 is counted 4 students (18, 8%) with a grade point average of 77.7. While in cycle II, the average score of pre-test of class XI IPS 1 in SMA Negeri 2 Pamekasan with the success rate of pre-test result of students reaching value > 72 as many as 15 students (68,9%) and < 72 as 7 students (31, 1%) with a grade point average of 74.9. While for post-test is got the average value of post-test of student of class XI IPS 1 in SMA Negeri 2 Pamekasan with level of success of student test post reaching value > 72 counted 20 students (90,1%) and < 72 is as many as 2 student (9, 9%) with a grade point average of 87.9. Thus on the average - learning outcomes of students from cycle I to cycle II, that is equal to so on the completeness of learning Economics increased from an increase of from cycle I and cycle II. Based on the classical completeness (percentage mastery of class) in cycle II of 90.1%. Means on this cycle II already meet the specified criteria of the class that has been determined that is ± 72 . Thus, this study can be terminated, because what is expected has been met. Based on the

result of the post-test value of the second cycle of students seen the improvement of students understanding, this is proven by the increase in student learning outcomes. Thus, learning using applying of learning talk stick model proved able to assist students in improving student learning outcomes, especially in class XI IPS 1 in SMA Negeri 2 Pamekasan.

CONCLUSION

Implementation of learning model Talking Stick and TTS media in grade XI IPS 1 can improve learning outcomes in the cognitive domain. Student learning outcomes in the cognitive realm of the cycle I with a mean of 77.7 with a percentage of 72.3% completeness and increased in cycle II the average value of 87.9 with a percentage of 90.1% mastery. The average score of students who have achieved good grades can show improved learning outcomes as well as before implementing the Talking Stick learning model and TTS media.

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