

The Cooperative Learning Model Talking Stick Type in Improving Student Activities and Results on Theme Various Occupations

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Key words: Cooperative learning, talking stick, student activity and learning outcomes, improvement, reflection

Abstract: This study aims to determine the application of cooperative learning model with the type of talking stick in an effort to improve the activity and learning outcomes on the theme of various fourth grade work SDN Manukan Kulon III/540 Surabaya. The application of cooperative learning model of talking stick makes the students interested, creates a pleasant atmosphere, keeps students active, encourages students 'courage in expressing their opinions and fosters student's sense of confidence so as to influence student activity improvement and learning outcomes. This research is a Classroom Action Research (CAR) by using Kemmis Taggart model of cycle cycles (spiral) which includes 4 stages, namely: planning, action, observation and reflection. The research data was obtained from the observation and the test. The research was conducted in 3 cycles. The result of the research showed that in cycle 2 reached 67.3%, this result has not fulfilled the expected success indicator that is in accordance with the criteria of drinking drink which reach 75% and the classical reach 80%. In the learning process is known to still be many obstacles. In cycle 2 by making improvements to the design of learning or in implementing the learning process, the results obtained reached 77.3%, also has not met the expected success indicators. Furthermore, the researchers continue the learning in cycle 3. The results in cycle 3 reached 86.0% and has met the expected success indicator that is in accordance with the criteria minimum ability reached 75% and classical reach 80%. Based on the result of the research, it can be concluded that Application of Cooperative Learning Model Talking Stick Type can Increase Student Activity and Learning Outcome on Theme of Various Work of Class IV SDN Manukan Kulon III/540 Surabaya.

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Page No.: 117-123
Volume: 17, Issue 2, 2020
ISSN: 1683-8831
Pakistan Journal of Social Sciences
Copy Right: Medwell Publications

INTRODUCTION

Ideally, the learning process is not only directed at the effort to gain as much knowledge as possible but how students train their own thinking skills in solving every problem gained from the learning process. One of them trains them to have greater sense of responsibility in exploring the potential of their existing knowledge.

For that teachers have a great role in improving their learning outcomes by designing a learning process that is so interesting in order to attract student learning. According to Suparman^[1], the teacher acts as a child facilitator in the process of seeking values or knowledge, especially related to life and the surrounding environment. For that as a teacher must be able to create learning conditions that can build the creativity of students not only master the science but also can apply the knowledge gained in the wider community. Therefore, teachers should be able to adapt learning methods or models to the holistic mindset of children at the elementary school age. But in reality there are still many teachers who do not use interesting models or methods in the learning process. Teachers tend to only provide one-way explanations with lecturing methods and assignment methods, so that, the method has not been able to develop cognitive (reasoning), affective (attitude) and psychomotor (skills) skills. Teachers act as sources of information while students as recipients of information. This resulted in the students less actively involved and less eager to follow the lesson.

Based on the observations made by the author at SDN Manukan Kulon III/540 Surabaya, in the teaching-learning process, teachers are still using conventional learning where teacher-centered learning means teacher as the main source in the learning process by lecture method as the main method. Students are only required to listen and record what the teacher has to say. When teachers ask questions, students are silent and only certain children will respond. Although, it has seen the students are less enthusiastic in learning, the teacher still continue the material regardless of students already understand or not. The next problem as many as 40% of students from total students 40 children in one class did not reach KKM that has been determined that is 75 and classical 80. Sehingga from the results, the data can be concluded that many students who lack understanding and mean learning because not yet used an interesting model of learning to form a material understanding and improvement of student learning outcomes of learning activities, so that, there is no stimulus to attract students' attention in learning.

The source of this problem is the lack of teacher knowledge of innovative learning both about the use of models, strategies, techniques and learning methods, so as to create less active, creative, effective and fun learning

(PAKEM). One alternative that can be used in improving student learning outcomes is the application of cooperative learning model talking stick type which is a cooperative learning model with a turning tool students who get a stick will be asked questions and must be answered.

Previous research on the Application of Cooperative Learning Model Talking Stick Type was done by Oktavia Abrianti Putri, on the Use of Learning Talking Stick Model in Improving Learning Outcomes of Civics for Grade VII-D Students at SMP Negeri 19 Malang. Based on the results of data analysis and discussion in this study it can be concluded that the use of learning models by using talking stick in groups on the subject of Civics for students of class VII-D in SMP Negeri 19 Malang can increase learning outcomes on the subjects of Civics. A similar study was conducted by Yusina Marianingsih. Problems that occur is the low activity of students in learning. Implementation of Cooperative Learning Model Talking Stick Type with Graphic Media to Increase Student Activity and Learning Outcomes of Grade IV A SDN I Bumi Kencana obtained the conclusion of Cooperative Learning Model Talking Stick can make the class become fun and conducive, so as to improve student learning result of fourth grade.

Based on the description above, the problem formulation in this research is: Is the cooperative learning model talking stick type can increase the activity of fourth grade students?; will the talking stick type cooperative learning model improve the learning outcomes of fourth graders in the learning of various occupations, work subthemes around me, lesson 1?. The purpose of this research is to know the application of cooperative learning model with type talking sticks as an effort to increase activity and learning outcomes on the theme of various class work of fourth grade students of elementary school. In general, the results of this study is expected to increase the knowledge and teaching skills that are more varied in the implementation of learning that is interesting for students, so as to improve student learning outcomes.

Conceptual framework

Cooperative learning model: Cooperative learning model is a model of learning that is widely used to realize student-centered learning activities (student oriented), especially to overcome problems found by teachers in activating students^[2]. Artzt and Newman^[3] states that in cooperative learning students learn together as a team in completing group tasks to achieve common goals. So, each group has the same responsibility for the success of the group. Learning by using cooperative learning model, students not only learn and accept what is presented by the teacher in learning but can learn from other students and have the opportunity to learner other students^[4].

Table 1: Syntax of cooperative learning model talking stick type

No.	Action phases
1	Teacher presents the learning objectives
2	Teacher makes group that consist of 4 students
3	Teacher prepares several sticks that are 20 cm long
4	Teacher delivers the main subject to be learned, then gives each group a chance to read and study the subject matter
5	Students discuss the subject matter
6	After all the groups have finished reading and studying the contents of the subject matter, the teacher invites each group member to close the book of subject matter he has read
7	The teacher takes the stick and gives it to one. Members of the group, after the teacher asks the member who holds the stick and is required to answer and so on, until almost all students get a turn to answer the question
8	When the stick rolls from group to other groups should be accompanied by music or singing a song
9	Students from other groups may help answer questions if members of a group can not answer the question
10	Teacher and students draw the conclusion
11	Teachers perform evaluation or assessment either group or individually and close the lesson
12	Master closes learning with greetings

Suprijono^[5]

Cooperative learning is indispensable in classes with varying degrees of ability. In addition, cooperative learning has an enormous advantage to develop relationships among students from diverse backgrounds. This is as in the opinion of Akhtar *et al.*^[6], cooperative learning is a successful teaching technique in small groups, each with students of various levels of ability, use a multiple of learning activities to improve their understanding of a subject. Each member of a team is the answerable not only for the knowledge of what the team is learning, so, developing the environment of success.

Based on the understanding of cooperative learning can be concluded that cooperative learning model is a way of learning that requires good cooperation with group friends, learning in heterogeneous groups help each other, work together to solve problems and unify opinions to obtain optimal success both groups and individuals and Student-centered learning to achieve learning objectives. In the development of cooperative learning, there are at least three important goals. The first objective of cooperative learning is to increase student activity in important academic tasks. The second goal is a wider tolerance and acceptance of people of different races, cultures, social classes or abilities. The third goal is to teach students collaboration and collaboration skills^[7].

Ccooperative learning model talking stick type:

Talking stick is one of the learning models performed with the help of a cane who holds the stick must answer questions from the teacher after the students learn the subject matter. According to Suprijono^[5] speaking stick learning model is a learning that encourages students to dare to express opinions. In addition to practicing speaking, this learning will create a fun atmosphere and keep students active (Table 1).

Learning by talking stick strategy encourages students to dare to express their opinions. This strategy begins with the help of stick (rolling stick), students

reflect or repeat the material that has been learned by answering questions from the teacher. Who holds the stick, he is the one who must answer the question.

Thematic learning: Thematic learning is basically one form of integrated learning. Rusman^[8] states that thematic learning is a learning system that allows individuals and groups to actively explore and discover concepts and principles in a holistic, meaningful and authentic way. Learning can be meaningful because students learn through direct experience and connect with other concepts. Trianto^[3] gives the understanding that integrated learning is an approach to develop student's knowledge in the formation of knowledge based on interaction with the environment and life experiences. Trianto^[3] states that, integrated learning as a concept that uses a learning approach that involves concepts connected both inter and inter subjects.

Based on the above notions it can be concluded that the thematic learning model is a study that links some subjects in a theme that is packaged into a whole learning process, so that, in conveying learning materials students can absorb various materials from many concepts of subjects are cohesive and can be provide meaningful learning experiences to elementary school students.

According to Trianto^[3], thematic learning has characteristics such as: student-centered, direct experience, less obvious splitting of subjects, presenting concepts from various subjects, being flexible and using Principle of learning while playing and fun. Thematic lesson emphasizes the modern pedagogic dimension of learning with characteristics using a scientific approach that includes observing, questioning, reasoning, trying and networking^[9].

Students activity: Learning is inseparable from the student's learning activities that is the interaction between students, teachers, learning resources and the

environment, activities to process experience and or practice by listening, writing, discussing, reflecting on stimuli and solving problems. Kunandar^[10] defines that learning activity is the involvement of students in the form of attitudes, thoughts and attention in the learning activities to support the success of teaching and learning process and benefit from the activity. Learning activity is all the actions contained in the learning activities in the form of activities seeing, speaking, listening, drawing, writing, experimenting and mental and emotional activities that can support the learning process. In Kennedy^[11] stated that “Students learn more effectively by actively analyzing, discussing and applying content in meaningful ways rather than by passively absorbing information”.

It can be concluded that the learning activity is a series of physical and non-physical activities in a lesson that emphasized on students as the actors in the learning process to actively gain a combination of cognitive, affective and psychomotor information to achieve maximum results in a learning process.

Learning outcomes: According to Suprijono^[5] learning is a complex process that happens to everyone and lasts

a lifetime. One sign of people learning a change in behavior in him, both changes that are knowledge and skills as well as concerning values and attitudes.

According to Ibrahim^[12], learning outcomes can be interpreted as the success rate of students in learning the subject matter in school which is expressed in scores obtained from test results on certain subject matter. Simply what is meant by the learning outcomes is the ability obtained by the child after through the learning activities. To know the achievement of learning outcomes with the desired goal can be known through evaluation. Learning outcomes can be said to be complete if it meets the minimum completeness criteria set by each subject teacher.

MATERIALS AND METHODS

Research design: The type of research used is quantitative descriptive research with research design, i.e., Classroom Action Research (PTK) Kemmis and Mc Taggart model with spiral model consisting of four components, namely: planning, implementation, observation and reflection. The four components of the strand are viewed as one cycle (Fig. 1).

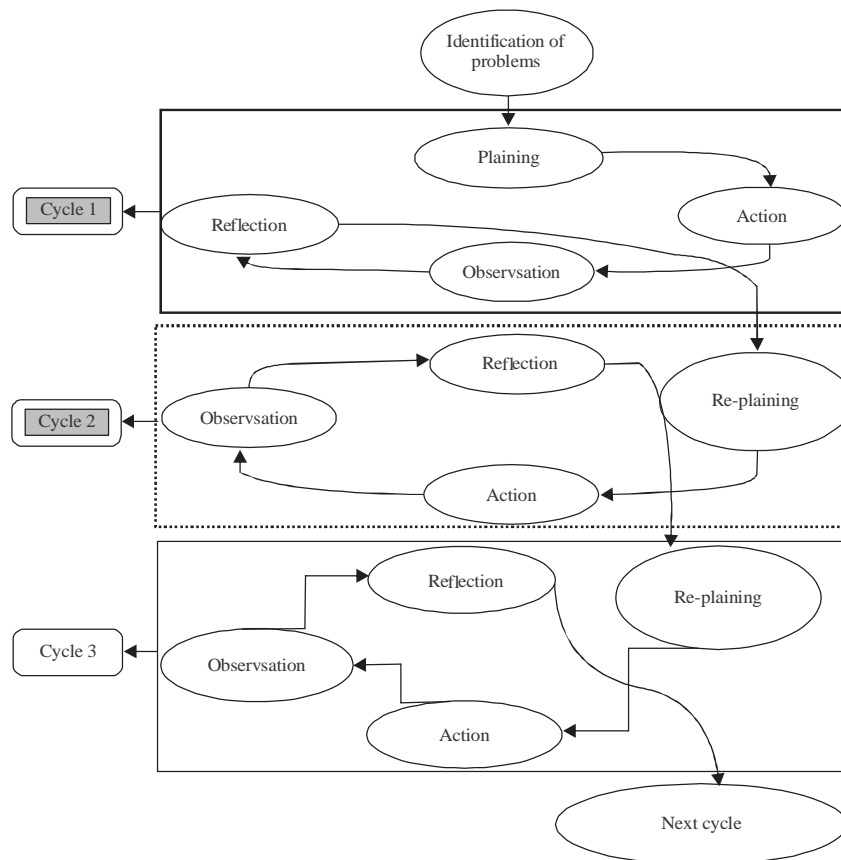


Fig. 1: Kemmis and Mc Taggart research spiral model

The subjects of this study are the fourth grade students of SDN Manukan Kulon III/540 Surabaya who use the material Theme Various Occupations, subtheme Jobs around me consisting of 40 students with the composition of male students 18 people and female students 22 people.

Data collection techniques: Technique of collecting data through observation or observation and test. Observations are used to obtain data that is the activity of teachers and students during the learning process. In this case, researchers cooperate with classroom teachers, so that, researchers can obtain data or information more accurate. The test is used to obtain data on student learning outcomes at the end of the first and subsequent cycles of learning. The test result of the study used in the form of evaluation sheet. This test aims to find out how far the level of student's understanding of the material.

The research instruments used for the collection of research data include: the device validation sheet, used for reference to assess the feasibility of written device components. Device validation is done by people who are experts in the field of learning and thematic tools. Device validation includes aspects of content, formatting and language. The validation sheet includes the validation of the learning implementation plan, the validation of the student activity sheet and the validation of the learning result test; observation sheet used to collect data of student activity during learning process through cooperative learning model type talking stick. Observation of student activity done by two observer that is class teacher and colleague. Observers provide an assessment based on an observation sheet of student activity in the lesson; the test of learning outcomes is used to assess the student's end-ability after the cooperative type learning model of talking stick is applied.

Data analysis technique: Device validity analysis includes RPP and learning outcomes determined by averaging the scores of each component. Learning devices are considered qualified if criteria are feasible or highly feasible to use if their interpretation is ≥ 60 ^[13]. Observation data analysis using the formula:

$$St = \frac{Bt}{Jp} \times 100\%$$

Test data analysis learning outcomes are calculated using the formula:

$$P = \frac{\sum \text{students who complete}(f)}{\sum \text{students}(N)} \times 100\%$$

With success indicators as follows: Student's learning outcomes are considered complete if individually obtains

an average grade of ≥ 75 students. While the classical is achieved if all students in the class thoroughly learn as much as $\geq 80\%$ students.

Student activity is considered complete if individually get the average student value ≥ 75 . While the classical is achieved if all students in the class thoroughly learn as much as $\geq 80\%$ students.

RESULTS

The results of research and class action performed on the fourth grade students at SDN Manukan Kulon III/540, including:

Eligibility of learning tool of TEMA various occupations, subthemes of work around me on cooperative learning model talking stick type: The indicator of the validity of the feasibility of the learning tool of the theme of various jobs, the subthemes of work around me in the cooperative learning model talking stick type to improve the learning outcomes of grade IV Primary School is measured from 6 criteria of the device consisting of the feasibility of RPP, syllabi feasibility, feasibility of research instruments, question instruments and feasibility of student worksheets.

The average score of RPP validation percentage by validator is 90.6% with very eligible category and the suggestion provided by the validator expert for RPP feasibility is adequate. Given by the validator experts for the time allocation needs to be revised. The average score percentage of validation the research instrument by the validator reached 100.0% with very decent category, the advice given by the validator experts stated the research instrument is good. The average score of validator book validation percentage by validator reaches 90.0% with very decent category and the suggestion given by validator expert states that the student's book is adequate. The average score of validator percentage of validation instrument validation reached 96.2% with very reasonable category, suggestions provided by the validator experts stated the question instrument is adequate. The average score of validation percentage validation of student worksheets by the validator reached 87.5% with very decent category and suggestions provided by the validator experts declare the student worksheet is sufficient.

Student activity in classroom learning implementation using talking stick type co-operative model: Based on the observation of student activity from cycle 1 up to cycle 3 shows an improvement. Data cycle 1 observation of student activity has a percentage of 73.8% are in the High category, the second cycle of student activity achievement has a percentage of 78.8% are in the High category. And the third cycle of student activity achievement has a value of 98.8% in the very high category (Fig. 2).

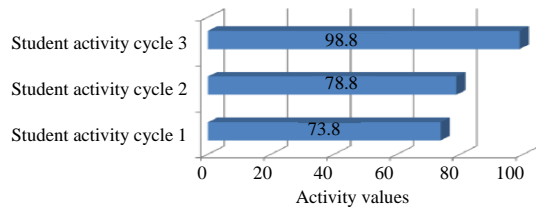


Fig. 2: Diagram of students activity achievement in cycle 1-3

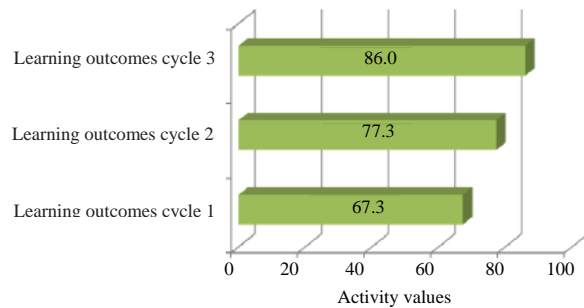


Fig. 3: Diagram of students learning outcomes achievement in cycle 1-3

Students learning outcomes improvement: Data cycle 1 observation of student learning outcomes has a value of 67.3% in the high category, the second cycle achievement of student learning outcomes has a percentage of 77.3% are in the high category. And the third cycle achievement of student learning outcomes has a value of 86.0% in the very high category (Fig. 3).

DISCUSSION

Implementation of learning: Based on observations of student activity from the first cycle to the second cycle showed an increase, although, the increase is not very significant. Data cycle 1 observation of student activity has a percentage of 73.8% are in the high category, the second cycle of student activity achievement has a percentage of 78.8% are in the high category. And the third cycle of student activity achievement has a value of 98.8% percentage is in the very high category.

Improvement of student learning outcomes: Cooperative learning model can improve student scores on academic learning and change in norms relating to learning outcomes. Cooperative learning can benefit both the students under group or groups that collaborate on completing academic tasks.

The first cycle of data observations of student learning outcomes have a percentage value of 67.3% in

the high category, the second cycle student achievement should have a percentage value of 77.3% in the High category. And the third cycle achievement of student learning outcomes has a value of 86.0% percentage is in the very high category.

CONCLUSION

Based on the results and discussion of research, it can be concluded in this study, are as follows: Implementation of learning in the fourth grade of SDN Manukan Kulon III/540 Surabaya while using cooperative learning model Talking Sticktema type of various work, showed there is an increase in learning implementation very well (98.8% student activity percentage in cycle 3).

Learning outcomes achieved by fourth grade students of SDN Manukan Kulon III/540 Surabaya after using cooperative learning model talking stick typetheme of various occupations, subthemes of work around, learning 1, the tendency of student learning outcomes has increased very high. Seen from cycle 1 reach score 67.3 (High), cycle 2 reach 77.3 (High) and cycle 3 reach 86.0 (Very high).

Application of Cooperative Learning Model Talking Stick Type can Increase Student Activity and Learning Outcomes in Theme of Various Occupations Class IV SDN Manukan Kulon III/540 Surabaya. For that researchers can recommend that the model of cooperative learning type of stick, stick applied to the theme and other subjects, so as to improve student learning outcomes, activities and creativity in learning activities, able to eliminate the sense of saturation at the time of learning because not only listen to lectures from teachers, Students learn boldly to express opinions.

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