

**THE APPLICATION OF THE TALKING STICK TYPE COOPERATIVE LEARNING MODEL TO IMPROVE HISTORY LEARNING OUTCOMES OF CLASS X IPS MAN 1 AGAM STUDENT**

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**ABSTRACT**

The research problem is the low learning outcomes of history class X students at MAN 1 Agam in the 2021/2022 academic year. Most students have not been able to get a score that reaches the KKM set by the Madrasa, which is 75. One way that can be done to overcome this is to apply the Talking stick type of cooperative learning model in history subjects. In this case, the author focuses the research on the problem boundaries, namely: the application of the Talking stick type of cooperative learning model in the class X history subject at MAN 1 Agam. The aims of this research are (1) to find out the activities and activities of students by applying the Talking stick type of cooperative learning model in class X MAN 1 Agam. (2) To find out the improvement in the history learning outcomes of the tenth graders of MAN 1 Agam after the implementation of the Talking stick type of cooperative learning model. The research method used is Kurt Lewin's Class Action Research (CAR) model which was carried out in two cycles with four stages, namely planning, action, observation and reflection stages. The subjects of this study were students of class X IPS which amounted to 25 people. The object of this research is the students' history learning outcomes and the Talking stick type of cooperative learning model. The instruments used are observation, tests and documentation. The data in this study were analyzed using quantitative analysis. The results obtained are in the first cycle of students who get a complete score of 14 people with a completeness percentage of about 56%, while in the second cycle the number of students who complete increases by 20 people with a completeness percentage of about 80%. The increase that occurred from cycle I to cycle II was about 24%. Based on the results of this study, it can be concluded that the application of the Talking stick type of cooperative learning model can improve the history learning outcomes of class X IPS students at MAN1 Agam.

**Keywords:** Talking Stick, Learning Outcomes

**A. Introduction**

Learning can be defined as the process of arranging and conditioning the environment around students to motivate them to engage in learning activities (Aprida P., 2017: 377). In simpler terms, learning can be seen as a process of providing guidance to students in the form of knowledge. According to the Republic of Indonesia Law Number 20 of 2003 on the National Education System (UU RI No. 20 Tahun 2003 tentang Sisdiknas), especially Article 1, learning refers to the interaction process among educators, students, and learning resources in a learning environment. (Republic of Indonesia Law No. 20 of 2003). Learning outcomes are evidence of the success achieved by students, where every

activity can lead to a distinct change, including activity, process skills, motivation, and learning achievement. Besides considering the students' learning interests, the success in the teaching and learning process is also evaluated from the educators' perspective. Teaching requires creativity from educators, and the more creative a teacher is in delivering lessons, the more learning issues can be resolved (Imamuddin, M, et al., 2003: 123).

History teaching is a subject that imparts knowledge and values related to the process of change, development, both in Indonesia and globally, from the past to the present. History is unique as it happens only once and is unrepeatable, while interpretations of the past are aligned with the contemporary spirit (Anita, S, Refinaldi, 2020: 78). In schools, the reality of history teaching has often been met with limited interest from students. Students tend to be passive and lack enthusiasm for learning history, considering it a dull subject that requires rote memorization. Based on initial observations conducted at MAN 1 Agam in the History class for X IPS students, several problems were identified in the history teaching process. These include students' passive participation in class, as they mostly just listen to the teacher's explanations. Students also struggle to grasp the material provided by the teacher, leading to poor learning outcomes.

The use of conventional teaching models has limited the interaction between educators and students, making students less active and hesitant to express their opinions or ask questions when they don't understand the material. Data from the final exams in history indicate that out of 25 students in the X IPS class, only about 5 students, or approximately 19.2%, achieved the passing grade, while 20 students, or about 80.8%, did not reach the passing grade.

In the current era of development, there is a need for educational improvements, and innovative teaching models are essential to enhance students' cognitive abilities (S. Fajri, et al., 2020: 598). To address the issues in history teaching, the researcher proposes the application of the cooperative learning model known as Talking Stick. The Talking Stick learning model is one of many cooperative learning models that encourage students to become more active in their learning activities. This aligns with the opinion expressed by Agus Suprijono, stating that Talking Stick learning encourages students to confidently express their opinions (Agus, S., 2009: 109). The Talking Stick learning model has several advantages, including testing students' readiness for learning, training students to understand the subject matter quickly, motivating them to study before the lesson begins, and boosting their confidence in expressing their opinions (Aris, S., 2019: 197).

### **Cooperative Learning Model**

The learning model is a design or description of the overall learning activities prepared by subject teachers related to the technique of delivering the subject matter. Soekamto explained that a learning model is a conceptual framework that outlines a systematic

procedure for organizing learning experiences to achieve specific learning objectives. It serves as a guide for curriculum designers and educators in planning teaching and learning activities (Trianto, 2009: 22).

The word "cooperative" means working together, assisting each other as a team. Therefore, it can be concluded that learning using this model is a collaborative teaching and learning activity, where members help each other so that all members can understand everything specified in the learning objectives (Jamal, 2016: 37).

In essence, cooperative learning is similar to group work. Cooperative learning is a form of learning in which students learn and work in small groups consisting of four to six members (Rusman, 2012: 202). The learning system in this cooperative model involves students learning to work together with other group members. In this model, students have two responsibilities to fulfill: first, they are responsible for learning for themselves, and second, they are responsible for helping their groupmates.

### **The Talking Stick Learning Model**

The Talking Stick model initially originated as a method used by Native American communities to facilitate discussions and allow everyone to speak or express their opinions in community gatherings. (Aris, S., 2019: 197). The Talking Stick has been used for centuries by Native American tribes as a tool for fair and unbiased communication. It was often employed by council members to determine who had the right to speak. When the leader of a meeting began discussing an issue, they would hold the stick. The stick would be passed to someone else if they wanted to speak or respond. This way, the talking stick would move from one person to another whenever they wished to express their views. Once everyone had their turn to speak, the stick would be returned to the chairperson or meeting leader.

The Talking Stick learning model is implemented using a stick, and the person holding the stick must answer questions posed by the teacher. The Talking Stick learning model is suitable for students at all levels of education. Besides improving speaking skills, this model can create an enjoyable atmosphere and engage students actively. It also tests students' readiness, enhances their reading and comprehension skills, and encourages them to stay prepared in any situation.

The steps of the Talking Stick learning model are as follows: the teacher explains the material to be learned, divides the students into groups, allows students to read and discuss the material provided, instructs students to close their learning materials, gives a stick to one student, and then rolls it to another student while accompanied by predetermined music. The student holding the stick when the music stops must answer the question posed by the teacher. This activity continues until most students have had the opportunity to answer questions.

The advantages of the Talking Stick learning model include: better understanding of the material due to initial teacher explanations, improved mastery of the learning

material as students have the opportunity to review it through reading, better memory retention because students will be retested on the material they have learned, alleviation of boredom among students as they engage in an interactive activity with the stick and music, and the ability to effectively conclude the lesson based on the material covered (Istarani, 2014: 90).

The disadvantages of the Talking Stick model are that unprepared students may struggle to answer questions, causing those who paid less attention to the lesson to feel somewhat overwhelmed when asked questions by the teacher. This model may also make students tense because questions are asked randomly and suddenly, especially if students did not pay close attention to the lesson content explained by the teacher (Aris, S. 2019: 197).

The benefits of the Talking Stick learning model include creating a more enjoyable learning environment, increasing student engagement throughout the activity, fostering cooperation, assessing student readiness, motivating students to gain a deeper understanding of the subject matter, teaching students to read and comprehend material more quickly, and encouraging students to become more diligent learners.

### **Learning Outcomes**

Learning outcomes are the abilities acquired by students after the learning process. (Ahmad, S. 2013: 5). The main benchmark for learning outcomes is the occurrence of improvement, which involves cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. Change is used as a benchmark because learning is indeed an activity capable of producing change. Gagne stated that learning outcomes are observable skills in an individual, which are then referred to as capabilities. (Wahab, J., 2013: 58).

## **B. METHODS**

The type of research used was Classroom Action Research using the research model developed by Kurt Lewin, conducted in four stages: planning, action, observation, and reflection. This research was carried out in two cycles, with each cycle consisting of two meetings. The implementation of meetings in each cycle began with the planning, action, observation, and reflection stages. This research was conducted at MAN 1 Agam in the second semester of the 2021/2022 academic year, specifically in May-June. The subjects of this study were 25 students in grade X IPS, consisting of 13 male students and 12 female students.

The techniques and instruments used included observation using observation sheets for student activities, tests using multiple-choice test questions, and documentation. The data analysis technique used was quantitative analysis. The data to be analyzed included learning outcomes and observations of student activities. The formula used was:

a. Learning outcomes data

To find the average of students' learning outcomes, you can use the following formula:

$$Mx = \frac{\sum x}{N}$$

Descriptionv:

Mx : he average value sought

$\sum x$  :The total sum of students' scores

N : Many students

To find the classical mastery using a formula

$$P = \frac{\sum n1}{\sum n} \times 100\%$$

Descriptionv:

p : Classical improvement in learning outcomes

$\sum n1$  : The number of students who have successfully completed

$\sum n$  : The total number of students

b. Observation data of student activities

Student activity scores are obtained using the formula:

$$P = \frac{f}{N} \times 100\%$$

Keterangan:

P : The overall percentage

F : The score obtained

N : The total maximum score

100 % : Constant number

**Table 3.1**  
**Student Activity Value Categories**

No	Nilai	Kategori
1	$\geq 80$	Excellent
2	60-79	Good
3	40-59	Fair
4	20-39	Poor

### **C. Results and Discussion**

The discussion of the research is based on the research findings obtained in the field as follows:

#### **a. Cycle I**

Student activities encompass all activities carried out in the classroom during the learning process that result in behavior affecting learning outcomes. Learning outcomes are the abilities acquired by students after participating in learning activities. Learning outcomes improve when students engage effectively in the sequence of learning activities, starting from paying attention to the teacher's explanations, answering the teacher's questions, and so on.

The learning activities that took place in Cycle I have not been fully implemented to their maximum potential. Both the percentage of student activity observation results and the learning outcomes obtained are still relatively low. Based on observations conducted in Cycle I, the low observation results of student activities can be attributed to some students who were unable to answer questions, complete, and submit assignments on time. This is based on the student activity observation sheet, where overall aspects assessed still fall under the "good" category. Student activities were rated as follows: paying attention to the teacher's explanations was rated as "good" with an average of 74%, answering teacher's questions was rated as "poor" with an average of 48%, cooperating with groups was rated as "good" with an average of 78%, completing assignments given by the teacher was rated as "very good" with an average of 86%, and submitting assignments on time was rated as "poor" with an average of 46%.

According to the learning outcome sheet, the history learning outcomes obtained by students after participating in cooperative learning activities using the Talking Stick model in Cycle I are still relatively low. Out of a total of 25 students, only around 14 students managed to achieve scores reaching the minimum passing grade or classical mastery of approximately 56%. Meanwhile, approximately 11 students, or about 24%, did not pass. The low learning outcomes obtained in Cycle I are due to several factors, one of which is that students have not fully mastered the steps of the Talking Stick learning approach.

#### **b. Cycle II**

In Cycle II, the learning activities have become more effective compared to Cycle I. In this cycle, the percentage of student activity observation results has reached the "very good" category. The improvement in the percentage of student activities is attributed to the enhancements made by the educator during the learning process. Among the improvements made were providing motivation and reinforcement to students who were unable to answer questions or complete and submit assignments on time. Student activities in terms of paying attention to the teacher's explanations are rated as "very good" with an average of 90%, answering the teacher's questions as "very good" with an average of 80%, cooperating with groups as "very good" with an average of 90%, completing assignments given by the teacher as "very good" with an average of 92%, and submitting assignments on time as "good" with an average of 74%.

As for learning outcomes, there has also been an improvement in Cycle II compared to Cycle I. In Cycle II, the number of students who have achieved passing grades has increased to 20 students, or approximately 80% of the class. Meanwhile, there are 5 students, or about 20%, who have not met the passing criteria.

#### **D. CONCLUSION**

##### **a. Conclusion**

- 1) The observation results of students' learning activities in history using the cooperative learning model of Talking Stick in class X IPS at MAN 1 Agam showed improvement from Cycle I to Cycle II. Specifically, in the aspect of paying attention to the teacher's explanations, it increased from 74% to 90%. In terms of answering the teacher's questions, it improved from 48% to 80%. Collaboration within groups went from 78% to 90%, completing assigned tasks increased from 74% to 88%, and the accuracy of submitting assignments improved from 46% to 74%.
- 2) The learning outcomes of students in history lessons using the cooperative learning model of Talking Stick in class X IPS at MAN 1 Agam showed improvement from Cycle I to Cycle II. In Cycle I, out of 25 students, only 14 students achieved a passing grade, while 11 did not pass. In contrast, in Cycle II, there was an improvement, with 20 out of 25 students passing and 5 students not passing. The average classical mastery of learning outcomes in Cycle I was 56%, and in Cycle II, it increased to 80%.

##### **b. Implications**

- 1) Implications for students are improving their history learning outcomes
- 2) Implications for researchers are expanding the researcher's knowledge in the field of education

##### **c. Recommendations**

- 1) For the Madrasah, this research can be used as a reference for one of the learning models that can be applied in history education.
- 2) For Educators, the Talking Stick cooperative learning model can be considered as an alternative for educators to teach and develop students' participation, willingness to express opinions, and collaboration in history education. In this study, the tested material was limited to the Islamic kingdoms in Java, so educators are encouraged to try this learning model with other subjects.
- 3) For Researchers, it can enrich their experience in the field of education. The research findings from this study can serve as a foundation for future research to enhance students' learning outcomes.

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