

THE INCREASE IN STUDENTS ACTIVENESS AND PERFORMANCE OF LEARNING GEOGRAPHY THROUGH TALKING STICK LEARNING METHOD IN CLASS X IIS 3 SMA N 1 PINGGIR

* Jumiatri¹ and Khairani²

¹Master Program of Geography Education, Universitas Negeri Padang, Indonesia

²Geography Department, Universitas Negeri Padang, Indonesia

Email: jumiatri07@gmail.com

*Corresponding Author, Received: January 20, 2020, Revised: March 15, 2020, Accepted: May 11, 2020

ABSTRACT: This research begins with a problem in the learning process that is not the expected learning process, as students are less active or have low student involvement in learning so that in the implementation of learning, the classroom atmosphere looks interesting. This research aims to obtain information, data and a picture of an increase in involvement in learning and know the learning outcomes of students of class X IIS 3 of SMA Negeri 1 Pinggir through the Talking Stick learning method. This research aims to obtain information, data, and an overview of increasing in learning involvement and knowing the learning outcomes of students of class X IIS 3 SMA Negeri 1 Pinggir through the Talking Stick learning method. This research is a class action research consisting of two cycles, in which each cycle consists of three meetings. Each meeting has four stages, namely planning, implementation, observation and reflection. The results show that through the talking stick learning method, it increases the activeness and learning outcomes of students of class X IIS 3 from the first cycle which is 67.7% and in the second cycle it increases to 85.2%.

Keywords: Activeness, Learning Outcome, Geography, Method, Talking Stick

1. INTRODUCTION

Education is the most important in the country's development. Education is an effort to prepare students through the activities of guidance, consideration, and training for future roles [1-6]. Education is a place to build and produce high quality Human Resources (HR) so that it is needed to have critical, rational, skilled and creative abilities [7-10].

With the efforts to achieve optimal learning outcomes, all students' acquisition of a lesson can be said as a temporary end point in the learning process that has taken place. Learning outcomes appear on changes in behavior, reactions and attitudes of students physically and mentally [11-16]. Learning methods are inseparable from plans to achieve the desired learning objectives that the learning method is a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. Moreover, in the achievement of certain materials, a model is needed in accordance with the material to be delivered and ways on how to learn it [17-21].

Based on observations made by the author in class X IIS 3 SMA Negeri 1 Pinggir as well as interviews with teachers in the field of geography studies, teachers complained that throughout the

lessons, the expected learning process was not achieved because students were less active or lack in participation during the learning process. As a result, the implementation of learning class atmosphere appears monotonous.

After having a discussion with fellow teachers, the problem arises because of several factors which includes: (1) the lack of interest and motivation of students towards geography, (2) the lack of courage of students to ask questions and express their opinions, (3) the dominant role of teachers in teaching. These factors causes the learning process is less incriminating.

Regarding the problems mentioned above, a solution was found, and it is to implement the Talking Stick learning method, this method can actively involve students in learning. It can also encourage students to be active and critical because it requires students to read more, ask questions and pay attention to the teacher when explaining the materials, so students are able to answer the questions given by the teachers. Talking Stick is a learning method in the form of a game. The rules of the game is simple, the stick is relayed and passed on each students, whoever has the stick when the timer is stopped, the student must answer questions from the teacher. This makes students more interested to read, ask and pay attention to the

teacher when explaining the subject matter [22-25], especially the students who can answer the questions will be given points or grades, that is why the Talking Stick learning method is interesting because it makes the students more enthusiastic in learning.

2. METHOD

This type of research is a classroom action research (CAR) with the Talking Stick learning method which consists of two cycles, each cycle will have 3 meetings, each of which has four stages, namely planning, implementation, and observation. To analysis the data, accuracy and perseverance is needed [5,6] with the formula: $A = f \times 100\%$. This research was conducted at: *n*-SMA 1 Pinggir and the of the research is class X IIS 3 students with 34 students consisting of 13 boys and 21 girls.

3. RESULTS AND DISCUSSION

To find out the development of whether the results have been achieved by someone in learning, it must be evaluated. Learning outcomes are the results obtained by students in following the lessons. Learning outcomes are usually expressed in terms of numbers, letters and words [6]. Learning outcomes depend on many factors, children cannot rely on learning outcomes just based on intelligence alone, there are broadly two factors: inhibiting factors and enhancing factors [4].

Learning activities are activities that are physical and spiritual. In the process of learning, both of these activities must always be related, a student will think as long as they “do”, without “doing”, the students will not think, therefore in order for students to actively think, students must be given the opportunity to “do” [7]. Learning activities are activities ranging from physical activities to psychological activities, based on education, activities are classified into 8 groups, namely:

1. Visual activities: Reading, paying attention, looking at pictures, experiments, demonstrations, exhibitions, observing the work of others and so on.
2. Verbal activities: Bringing up a fact or principle, linking an event, asking questions, giving suggestions, issuing an opinion, interviews, and discussions.
3. Drawing activities: drawing, making graphics, maps, diagrams and patterns.
4. Metric activities: Conducting experiments, selecting equipment, holding exhibitions, holding games, dancing and gardening.
5. Psychological activities: Contemplating, remembering, solving problems, analyzing

factors, looking at relations and making decisions.

6. Emotional activities: Interests, differentiate things, being brave [8]

Learning is an effort made deliberately by educators that makes students carry out learning activities [9,12,13] ., learning as an activity to organize or manage the environment as well as possible and connect it with students so that the process of learning happens. [4,10,11,14,15]

Cycle 1

Action Plans

At this planning stage, the researcher prepares the following things:

- 1) Meeting with fellow teachers, discussing the actions to be taken in the research
- 2) Preparing the subject matters to be taught in cycle I
- 3) Developing Learning Implementation Plan
- 4) Preparing the media that will be used at the time of research
- 5) Preparing the research instrument (student activity observation sheet)
- 6) Preparing questions

Action Implementations

The implementation of teaching and learning activities for the first cycle was carried out on Wednesday, January 15, 2020 in class X IIS 3 with a total of 34 students with learning materials about understanding maps and the benefits of maps. In this case the researcher acts as a teacher. The learning indicator at the first meeting of the first cycle is to explain the understanding of the lithosphere. The learning objective at this meeting is that students are expected to be able to explain their understanding of lithosphere and the characteristics of earth coating. The teaching and learning process was referred to the lesson plans that have been prepared beforehand. Observations were carried out simultaneously with the implementation of teaching and learning. The implementation phase consists of initial activities, core activities and closing activities

Observation

Observation in the first cycle consists of two meetings, at each meeting the data obtained regarding the activities and learning outcomes was obtained through the observation sheet below:

Table 1. Students Activeness in Cycle 1 During Each Meeting

Meeting	Listening		Reading		Raising Hand		Answering Questions		Giving Opinions		Asking Questions	
	Active Students	%	Active Students	%	Active Students	%	Active Students	%	Active Students	%	Active Students	%
1	19	55,8	20	58,8	13	38,2	12	35,2	7	20,5	8	23,5
2	24	70,5	22	64,7	14	41,1	14	41,1	4	11,7	4	11,7
3	28	82,3	26	76,4	18	52,9	17	50,0	7	20,5	10	29,4
Total	71	208,6	68	199,9	45	132,2	43	126,3	18	52,7	22	64,6

Source: Primary Data (2020)

Based on the table above, the conclusion that can be drawn is: (1) the average student who actively listens to cycle 1 is 69.5%, (2) the average student who actively reads is 66.6%, (3) the average active students raised their hands were as much as 44.0%, (4), on average students who actively gave answers were as much as 42.0%, (5) on average students who actively gave their opinions were as much as 17.5%, (6)) the average student who actively asked questions was 21.5%. From the learning outcomes, it can be seen that of the 34 students who took the learning outcomes test or daily tests, only 23 students completed about 67.6%.

Based on observations during 3 meetings in cycle 1, there was an increase in the activeness of the students, which includes the activeness of listening to the teacher's explaining, the activeness of reading when given a chance to read, the activeness of raising their hands when the teacher asked questions. Meanwhile, there are also students that experience ups and downs regarding their level of activeness in class, this means that there are still students who are not brave enough to be active in class, Due to the lack of activeness of some students, a lot of students learning outcomes have not been fulfilled.

At the fourth meeting in the first cycle, a test was conducted based on students' learning outcomes, in order to determine whether students understand the matters being taught. This test was attended by 34 students with geography material. From the test it was found that out of 34 students who took the test only 23 students or 67.6% fulfilled the objectives of learning. This means that the learning objectives have not been achieved. Therefore the researcher will change and add more tasks at the meeting.

Reflection

In the first cycle, teaching with the talking stick learning method had not shown a good result, the teachers were still dominant in giving directions.

Cycle 2

Action Plan

Actions to be taken in the second cycle are as follows:

- 1) Prepare the subject matter to be taught in cycle II
- 2) Prepare Learning Implementation Plan
- 3) Prepare the media that will be used at the time of research
- 4) Prepare the research instrument (Student activity observation sheet
- 5) Prepare questions
- 6) Provide materials that students will learn at the next meeting
- 7) Give prizes at the end of lessons to the most active students

Actions Implementation

The activities carried out in the second cycle are the same in the first cycle, but there are some changes, namely:

- a. Provide material that students will learn at the next meeting
- b. Give prizes at the end of lessons to the most active students. The first meeting on cycle 2 was on Wednesday 15 January 2020, the second meeting on cycle 2 was on Wednesday, February 12, 2020, and the third meeting on cycle 2 was on Wednesday, February 19, 2020.

Observation

Observation in the second cycle consists of three meetings, the materials are taught in the second cycle. From observations during lessons in the second cycle a data is obtained regarding student activities and learning outcomes, student activity data are obtained through observation sheets made by observers at each meeting.

Table 2. Student Activeness in Cycle 2 at Each Meeting

Meeting	Listening		Reading		Raising Hand		Answering Questions		Giving Opinions		Asking Questions	
	Active Students	%	Active Students	%	Active Students	%	Active Students	%	Active Students	%	Active Students	%
1	26	76,4	25	73,5	22	64,7	18	52,9	14	41,1	13	38,2
2	30	88,2	29	85,2	24	70,5	21	61,7	18	52,9	15	44,1
3	31	91,1	30	88,2	27	79,4	24	70,8	20	58,8	19	55,8
Total	87	255,7	84	246,9	73	214,6	63	185,4	52	152,8	47	138,1
Average	29,0	85,2	28,0	82,3	24,3	71,5	21,0	61,8	17,3	50,9	15,6	46,0

Source: Primary Data (2020)

Based on the table above it can be concluded that: (1) the average student who actively listens in the second cycle is 85.2%, (2) the average student who is actively reading is 82.3%, (3) the average student who actively raises their hands is as much as 71.5%, (4) the average student who actively answers questions is 61.8%, (5) the average student who actively gives an opinion is 50.9% , (6) the average student who actively asks questions is 46.0%.

Data collection on student learning outcomes was carried out using tests conducted at the end of cycle II, tests were taken by 34 students. After the final student learning test from the second subject matter, a data was obtained regarding student learning outcomes to determine the fulfillment of student learning outcomes. Of the 34 students who take the test, there are students who get the Passing Margins which consists of 29 students, and those who score below the Passing Margins are 5 students in total. Which means that 85.2% of all completed studies are fulfilled, because the value has reached the Standard Passing Margins set at SMA Negeri I

From the observations of the researchers and observers at the first meeting to the last meeting in the second cycle, the implementation of the study in general has been going as expected. This is because students are familiar with the learning method that has been applied, from the tests obtained in this second cycle, student activeness have increasingly shown improvement. As the activities and the activeness in learning of students have increased as expected, therefore researchers feels the research is sufficient in this second cycle.

Reflection

From the observations of the researchers and observers at the first meeting to the last meeting in the second cycle, the implementation of the study in general has been going as expected.

4. CONCLUSIONS

Based on the results of research and discussions, it can be concluded that learning with the Talking Stick method can improve student learning activeness and results: 1) student activeness always increase in each cycle, 2) the value of student learning outcomes in each cycle also increases, wherein cycle 1 student is said to be 67.7% which fulfilled the learning objectives and in the second cycle student learning outcomes increase to 85.2%.

5. REFERENCES

- [1] Subadi, Tjipto. *Lesson Study sebagai Inovasi Pendidikan*. Kartasura : Perum Soditan Permai. 2003
- [2] Azhary, Agung. *Efektivitas Metode Talking Stick pada Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Materi Keunggulan Iklim Di indonesia kelas VIII SMP muhammadiyah 2 Surakarta*. Diss. Universitas Muhammadiyah Surakarta. 2016.
- [3] Ermiyanto, D. D. *Meningkatkan Hasil Belajar Sejarah Siswa Kelas XE Sma Negeri 1 Kaliwungu Kabupaten Kendal Melalui Model Pembelajaran Talking Stick Tahun Pelajaran 2011/2012*. Indonesian Journal of History Education. 2013
- [4] Slameto. *Proses Belajar Mengajar* . Jakarta : Remaja. Rosdakarya. 2008
- [5] Huri, Lukman. *Rencana Program Pembelajaran Mata Pelajaran Geografi*. 2008
- [6] Arikunto. *Prosedur Penelitian*. Jakarta: Bina Aksara. 1992
- [7] Nasution,S. *Teknologi Pendidikan*. Jakarta : Bumi Aksara. 1987
- [8] Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta : Bumi Aksara. 1989
- [9] Sudjana, Nana. *Penilaian Hasil Proses Belajar Mengajar*. Bandung : PT. Remaja Rosdakarya. 2009
- [10] Sugihartono. *Psikologi Pendidikan*. UNY Press. Yogyakarta. 2007

- [11] Siregar, Suryani. Pengaruh Model Pembelajaran Talking Stick Terhadap Hasil Belajar dan Aktivitas Visual Siswa Pada Konsep Sistem. *Jurnal Biotik* ISSN-2337-9812. Vol. 6 No. 2 Ed. September 2015. Hal 100-1. 2015
- [12] Rahmanelli, R., & Prarikeslan, W. Spatial Thinking Analysis of Geographic Students Based on Lesson Study for Learning Community (Lslc) in Geographic Learning. *Sumatra Journal of Disaster, Geography and Geography Education*, 3(2-1), 124- 129. 2019
- [13] Nofrion, N. Peningkatan Aktivitas Belajar Siswa Melalui Penerapan Metode “Jumping Task” Pada Pembelajaran Geografi. *Jurnal Geografi*, 9(1), 11-20. 2017
- [14] Nofrion. Pembelajaran Kooperatif dan Kolaboratif dalam Geografi. 2018.ISO 690. 2018
- [15] Maurin, H., & Muhamadi, S. I. Metode Ceramah Plus Diskusi dan Tugas untuk Meningkatkan Aktivitas Belajar Siswa. *Al-Aulad: Journal of Islamic Primary Education*, 1(2). 2018
- [16] Hermon, D and Y. Dalim, Penggunaan Media Audio Visual untuk Meningkatkan Kreatifitas Belajar. *Jurnal Pembelajaran*. Vol 28. Issue 3: 266-276. 2005
- [17] Hermon, D. Arahan Kebijakan Keberlanjutan Pendidikan 10 Tahun Pasca Bencana Tsunami di Kabupaten Aceh Jaya Provinsi Aceh. *Seminar Nasional Geografi*. 2015
- [18] Faisal, A. M. S. Meningkatkan Hasil Belajar PKN Materi Sistem Pemerintahan Pusat Melalui Kombinasi Model Group Investigation Dan Take And Give Pada Siswa Kelas IV SDN Berangas 1 Barito Kuala. *Paradigma*, 8(2). 2018
- [19] Pour, A. N., Herayanti, L., & Sukroyanti, B. A. Pengaruh Model Pembelajaran Talking Stick terhadap Keaktifan Belajar Siswa. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 2(1), 36-40. 2018
- [20] Megawati, Ni Made Pande; Suarni, Ni Ketut; Sulastri, Made. Penerapan model pembelajaran talking stick berbantuan media gambar berseri untuk meningkatkan kemampuan berbahasa lisan. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 2013.
- [21] Pranyandari, N. M., Negara, I. G. A. O., Ke, S. P. M., Suardika, I. W. R., & Si, M. Pengaruh Model Pembelajaran Talking Stick Berbasis Concept Mapping terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar Gugus IV Kuta Utara Tahun Ajaran 2013/2014. 2014
- [22] Jamiah, R., & Surya, E. Pengaruh Model Pembelajaran Talking Stick Dengan Metode Math Magic Terhadap Hasil Belajar Matematika Pada Pokok Bahasan Kubus Dan Balok Di Kelas V SD NEGERI 200211 Padang Sidempuan. *AXIOM: Jurnal Pendidikan dan Matematika*, 5(2).2016 MUSTIKASARI,
- [23] Antari, N. M. D., Agustini, K., & Divayana, D. G. H. Studi Komparatif Model Pembelajaran Talking Stick Dan Snowball Throwing Terhadap Hasil Belajar Teknologi Informasi Dan Komunikasi (TIK) Siswa Kelas XI SMA Negeri 1 Seririt Tahun Ajaran 2015/2016. *Jurnal Pendidikan Teknologi dan Kejuruan*, 13(2), 126-136. 2016
- [24] Ermiyanto, D. D. Meningkatkan Hasil Belajar Sejarah Siswa Kelas XE Sma Negeri 1 Kaliwungu Kabupaten Kendal Melalui Model Pembelajaran Talking Stick Tahun Pelajaran 2011/2012. *Indonesian Journal of History Education*, 2(1). 2013