



Student Learning Activity in PKn Subjects Through Talking Stick Game Method in Class V SD Negeri 106160 Tanjung Rejo

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ABSTRACT

This research was motivated by the low activity of students in expressing opinions and answering teacher questions in class V SD Negeri 106160 Tanjung Rejo, because the method used by the teacher was not attractive. The formulation of the problem found in this study is how active student learning is in Civics before using the talking stick game method, how is student learning active in Civics subjects after using the talking stick game method, and how is student learning activeness increased in Civics subjects by using talking stick game method. The type of research used is classroom action research (PTK) according to Arikunto (Rahakbauw & Watini, 2022). The subjects of this study were 24 students of class V, totaling 24 students. Data collection techniques use research instruments in the form of observation sheets. The results showed that there was an increase in student activity in Civics subjects in class V SD Negeri 106160 Tanjung Rejo. The results of student learning activeness before the talking stick method was applied with 21% completeness. This result did not meet the KKM, namely 70. In the first cycle, completeness increased to 54%, meaning that there was an increase in cycle I, while the results in cycle II experienced another increase, which increased to 83% completeness. Thus the talking stick method can be used as a learning method that can increase student learning activity.

Keywords: Active Learning, Talking Stick Method

Introduction

In an active student learning activity education is very important because student learning activity is a determinant of the success of the learning carried out. Learning is also not enough just to hear and see but must do activities which include reading, asking, answering, arguing, doing assignments, drawing, communicating, discussing, presenting, using equipment and concluding. Students actively use their brains, both to find ideas, solve problems and apply what is learned. Activeness in learning is not only students who are actively learning but on the other hand the teacher must also plan and organize learning conditions in the classroom using learning methods that can condition students to learn actively. Therefore, effective learning is needed to gain knowledge. In this case the teacher plays a very important role and is responsible for the implementation of teaching and learning activities in accordance with the learning objectives that have been stated in a lesson plan. Because by using RPP, teachers should be able to teach and educate so that they can develop the cognitive, affective, psychomotor, independent creative domains, as well as the realm of faith and piety of their students. In line with the opinion of Niluh & Heri 2015, which states that a teacher must be able to make and design lesson plans that will be used in the learning process systematically, so as to be able to create an interactive and fun learning atmosphere (Angraini et al. 2021). The causes of students being less active in learning are several factors involving students, teachers, facilities and infrastructure or learning methods used. Failure to succeed in achieving learning objectives results in a lack of student interest, which in turn results in a lack of initiative and interaction in the learning process. Teachers still tend to provide PKn subject matter in lecture format, and game activities are still very rarely carried out because teachers are confused and don't have an idea yet, so the learning atmosphere is less conducive and less enjoyable. Even though citizenship education (PKn) is one of the main subjects in school. PKn has undergone several changes. This is adjusted to the development and changes in the curriculum implemented in Indonesia (Dahnial,

2017). In this context, efforts to increase student learning activeness in Civics subjects require competent and creative teachers to modify learning strategies to make them more attractive so that the material in Civics subjects can be delivered properly. The use of interesting and fun learning methods to create an atmosphere where students are more actively involved in learning that is carried out while playing, this uses the talking stick game method. Suprijono (2017) expressed the opinion that the talking stick learning method is a learning method that provides opportunities for students to be able to work together in studying learning material with other students, thus students will be more active in learning activities (Students et al. 2022). In learning, games need to be applied to students, because through the application of games skills can be trained repeatedly and indirect social interaction between students and students and between students and teachers. The world of students is very close to play activities. Through playing, students are invited to explore, discover, and learn about their environment. Students can also express their potentials, talents, intelligence, creativity, and encouragement to get along in a playing atmosphere (Muthmainnah, Astuti, and Fatimaningrum 2016). Talking stick is a learning method that is carried out with the help of a stick, whoever holds the stick must answer questions from the teacher after students have studied the subject matter (Siregar 2017). Talking stick is a learning process with the help of a stick that functions as a tool to determine which students will answer questions (Huda Dengkol Public Elementary School 2017). This study uses steps in the talking stick learning method according to Kurniasih and Sani (Purwanti et al., 2018) and indicators of active learning used according to Paul D Deirich in (Monica & Hadiwinarto, 2020).

Based on observations made by researchers in class V SD N 106160 Tanjung Rejo in February 2023, researchers saw that students were less active in learning and none of the students raised their hands to ask questions about the material presented. And from the results of interviews that were conducted directly with Mrs. ZR, there was some information or problems such as low student learning outcomes in Civics subjects, there were 2 students who were not good at reading and the methods used in learning were only lecture, discussion and question and answer methods just. This is also caused by the lack of use of various methods and good communication between teachers and students, causing learning to become monotonous and students feel bored. The author observes carefully that observations made using various methods from various learning sources can increase learning activities that are more interesting and can trigger student activity. One of the learning methods that can increase the activeness of student learning in order to achieve learning objectives to be effective is by applying the talking stick learning method which can encourage students to be more courageous in expressing their opinions. Based on the results of the observations and the background that has been described, the researcher will conduct research aimed at fifth grade elementary school students, especially in Civics subjects, with the title "Increasing Student Learning Activeness in PKN Subjects Using the Talking Stick Game Method in Class V SD Negeri 106160 Cape Rejo.

Research Methodology

The type of research used in this research is classroom action research. Classroom action research is a form of scientific and methodical study or activity carried out by teachers or researchers in the classroom using actions to improve learning processes and outcomes, scientific, namely something that is or is in science and methods, namely ways of thinking, objective, rational, systematically based on facts to find, prove, develop and evaluate a lesson (Azizah 2021). The place used for research was SD Negeri 106160 Tanjung Rejo, Percut Sei Tuan sub-district, Deli Serdang district. The time of this research was conducted in the even semester of the 2022/2023 school year starting from May to June 2023. The subjects of this study were 5 A grade students at SD Negeri 106160 Tanjung Rejo, which consisted of 24 students, 13 male students and 11 female students. The object of this research is the application of the talking stick game method to increase student learning activeness in Civics subjects in class V SD Negeri 106160 Tanjung Rejo, on the material of Pancasila values. The instrument used for data collection in this class action research is in the form of observation. Which consists of student activity observation sheets and teacher activity observation sheets in learning using the talking stick method. Data analysis techniques used in processing data are analysis of student activity and analysis of teacher activity. The following is the formula for assessing the results of observations in assessing individual student activity and classical completeness (Rosna, 2016):

a. Analysis of student activity

$$\text{Score} = \frac{\text{Get Score}}{\text{Maximum Score}} \times 100$$

$$\text{Completed Learning} = \frac{\text{number of students who complete}}{\text{all number of students})} \times 100$$

Table 1.Criteria for Percentage of Student Activity Scores

Criteria	Score
Very good	80 - 100
Good	70 - 79
Enough	60 - 69
Not enough (not yet seen)	Less than 59

b. Teacher Activity Analysis

Assessment of the teacher's observation sheet is carried out by entering a score according to a predetermined scale for each aspect that is observed. After that the numbers are added up to analyze the percentage with the formula :

$$\text{Score} = \frac{\text{Get Score}}{\text{Maximum Score}} \times 100$$

Table 2. Teacher Activity Score Percentage Criteria

Criteria	Skor
Very Good	80 – 100
Good	70 – 79
Enough	60 – 69
Not Enough	Less Than 59

Results and Discussion

This research was conducted at SD Negeri 106160 Tanjung Rejo. Before the research was carried out, the researcher made initial observations to study the existing problems. Based on the results of observations made by researchers found problems, namely that there were still many students who were not active in expressing opinions or answering questions given by the teacher, there were some students who were not good at reading and the methods used by the teacher in learning were less interesting or innovative. So the title taken is to increase student activity using the talking stick method. This method is expected to encourage students to be more active and courageous in expressing opinions or answering questions from the teacher when learning. After finding the existing problems, the researcher then conducted a literature study on similar research that had been carried out by previous researchers. Then the researcher collects reference journals that will be used as a reference in classroom action research. Based on observations of teacher activity in Civics learning using the talking stick method in cycle I, it was generally very good. With the initial activity to the closing activity the teacher gets 20 scores from 24 activities, thus the researcher calculates the score obtained by the teacher as follows:

Table 3. Observation Results of Cycle I Teacher Activities

Teacher Teaching activity cycle I		
Gain Score	Mark	Criteria
20	83	Very Good

The activeness of students in learning Civics by using the talking stick method is increased compared to using the lecture method, this can be seen from the activeness of students in expressing opinions and answering questions during learning. Although not all students can express opinions and answer questions, at least there are students who are active in expressing opinions and answering questions. This is because there are still students who lack confidence in expressing their opinions, causing them to choose to be silent or not answer questions. The researcher calculated the score obtained by the students as follows:

Table 4. Results of Observation of Student Activity in Cycle I

Criteria	Score	Number of student	Score acquisition
Very Good	80 – 100	0	0%
Good	70 – 79	13	54%
Enough	60 – 69	0	0%
Not Enough	Less Than 59	11	46%

Amount	24	100%
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Table 5. Observation Results of Cycle II Teacher Activities

Teacher teaching activity cycle II		
Gain Score	Value	Criteria
23	95	Very Good

During the second cycle of Civics lessons with the talking stick method it was better than the first cycle. From the results of observations made by researchers on students, student activity increased, namely students were more focused on the teacher's explanation, students were more courageous in expressing their opinions and were more active in answer questions during the lesson. The researcher calculated the score obtained by the students as follows:

Table 6. Results of Observation of Student Activeness Cycle II

Criteria	Score	The Number of student	Acquisition
Very Good	80 – 100	5	21%
Good	70 – 79	15	62,5%
Enough	60 – 69	1	4%
Not Enough	Less Than 59	3	12,5%
Amount		24	100%

Table 7. Results of Increased Teacher Activity Cycle I and Cycle II

Teacher activity	Cycle I	Cycle II	Enhancement
Value	83	96	13 point
Criteria	Very Good (A)	Very Good (A)	

Based on the table above, the increase in teacher activity in cycles I and II experienced an increase in cycle I, the teacher activity value was 83 with very good criteria (A) and cycle II, the teacher activity value was 96 with very good criteria (A). In cycle I and cycle II, the success criteria for teacher skills have been met. From the success criteria that have been completed, the research is declared sufficient to be carried out. The following is a diagram of teacher activity cycle I and cycle II:

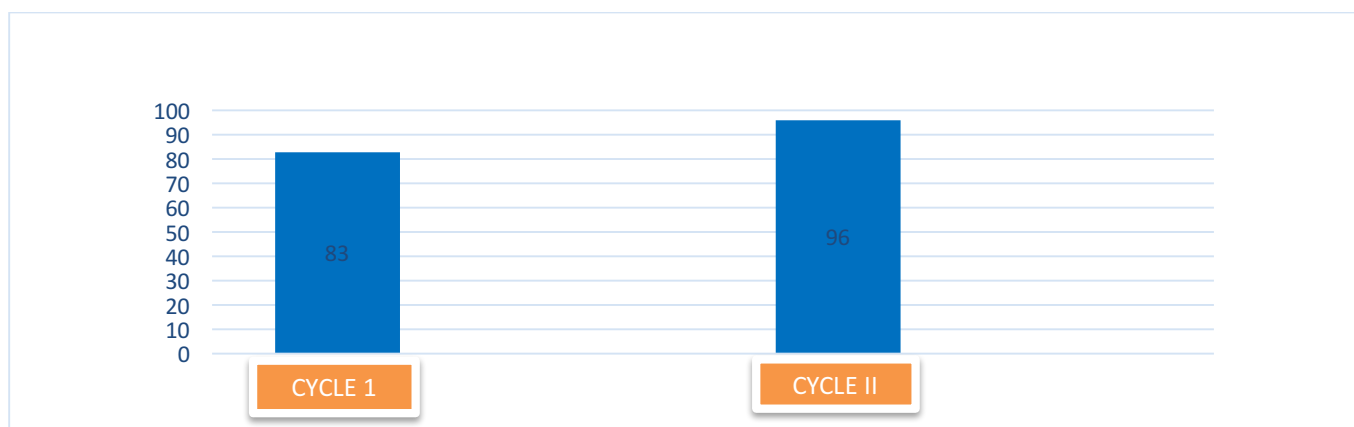


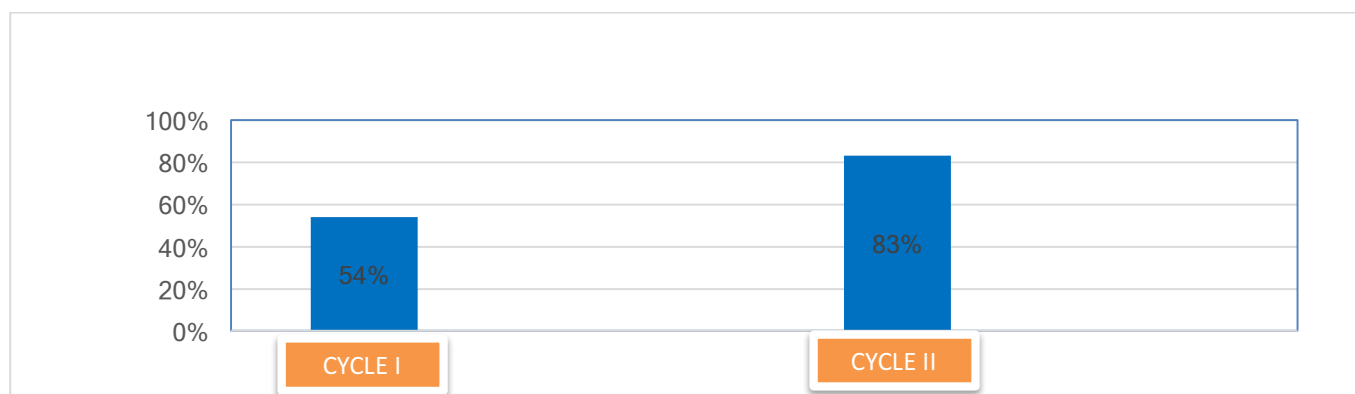
Figure 1. Increase in Teacher Activity Observation Data

Based on the table and diagram above, it shows that teacher activity in cycles I and II experienced an increase in cycle I, the value of teacher activity was 83 with very good criteria (A) and cycle II, the value of teacher activity was 96 with very good criteria (A). In cycle I and cycle II, the success criteria for teacher skills have been met. From the success criteria that have been completed, the research is declared sufficient to be carried out. The results of student activities in Civics learning were obtained from research observing the results of implementing Civics learning from cycle I to cycle II, the researcher analyzed the student activity observation sheets that had been provided previously. Where researchers observe student activities during the learning process takes place. The following is the acquisition of aspects of student activity in the actions of cycle I and cycle II presented in the following table:

Table 8. Results of Increasing Student Activity in Cycle I and Cycle II

Cycle I	Cycle II	Criteria	Enhancement
13 Student (54%)	20 Student (83%)	complete	7 student (29%)
11 Student (46%)	4 Student (17%)	Not complete	

Based on the results of observations of student activities in civics learning using the talking stick method in cycle I learning, it was shown that 13 students (54%) completed and 11 students (46%) did not complete. Classically the activities of students in cycle I did not meet the minimum completeness criteria of 70. In cycle II it showed that 20 students (83%) completed and 4 students (17%) did not complete. Classically the student activities in cycle II have met the minimum completeness criteria, namely 70. From the student activity research it can be stated that student activities in cycle II have met the minimum completeness criteria, so the researcher is declared sufficient to carry out. The following is a diagram of student activity cycle I and cycle II.

**Figure 2. increase in observation data of student activity**

Based on the tables and diagrams above, the results of observing students' activeness in Civics learning using the talking stick method in cycle I learning showed that 13 students (54%) completed and 11 students (46%) did not complete. Classically the activities of students in cycle I did not meet the minimum completeness criteria of 70. In cycle II it showed that 20 students (83%) completed and 4 students (17%) did not complete. Classically the student activities in cycle II have met the minimum completeness criteria, namely 70. From the student activity research it can be stated that student activities in cycle II have met the minimum completeness criteria, so the researcher is declared sufficient to carry out.

This classroom action research was carried out in two cycles, cycle I was carried out on June 14, 2023, cycle II was carried out on June 15, 2023. Cycle I to cycle II saw an increase in teacher activity and student activity using the talking stick method. Teacher activity in cycles I and II experienced an increase in cycle I, the value of teacher activity was 83 with very good criteria (A) and cycle II, the value of teacher activity was 96 with very good criteria (A). In cycle I and cycle II, the success criteria for teacher skills have been met. Student activities in cycle I and cycle II experienced an increase in the completeness of student activity. Based on the results of observations of student activity in Civics learning using the talking stick method in cycle I learning, it was shown that 13 students (54%) completed and 11 students (46%) did not complete. Classically the student activities in cycle I did not meet the minimum completeness criteria, namely 70. In the learning cycle II, it was shown that 20 students (83%) completed and 4 students (17%) did not complete. Classically the activity of students in cycle II has met the minimum completeness criteria of 70. This research is supported by previous research conducted by several researchers: (1) Winda with the title, The Use of the Talking Stick Method to Improve Student Learning Outcomes in Natural Sciences Class VI, SD Negeri Bumi Rahayu, Academic Year 2017/2018. In this study, the results in cycle 1 were 58% and cycle II were 84% or an increase of 26% (2) Dwi Febrina with the title, Application of the Talking Stick Method to Increase Student Activity and Learning Outcomes in Basic Culinary Subjects at SMK N 3 Magelang. Based on the results of the research, it shows that the achievement of student learning outcomes in basic culinary subjects at SMK N 3 Magelang can be improved through the talking stick learning model. In this study, the results in the pre-cycle were 52.9% after the first cycle increased to 77.1% and increased again in the second cycle to 88.9%. Whereas in improving learning outcomes, the percentage of scores during the pre-cycle of students who completed the KKM was only 30%, in cycle I it increased to 86%, from cycle I to cycle II it increased to 100% (3) Isnaeni with the title, Application of the Talking Stick Model to Improve Mathematics Learning Outcomes for Class VIII Students of Madrasah Tsanawiyah. Based on the results of the study, it was shown that

student learning outcomes in mathematics could be increased by using the talking stick model, with a pre-cycle score percentage of 50.95%, then increased in cycle I to 65.23%, after conducting cycle II it increased again to 80.38%.

Conclusion

Based on the observation, research, discussion and analysis of the data described previously, it can be concluded that: (1) Teacher activity in cycles I and II experienced an increase in cycle I, the value of teacher activity was 83 with very good criteria (A) and cycle II, the value of teacher activity was 96 with very good criteria (A). In cycle I and cycle II, the success criteria for teacher skills were 70 (2) Student activities in cycle I and cycle II experienced an increase in the completeness of student activity. Based on the results of observations of student activity in increasing student learning activeness in Civics learning before using the talking stick method, student activity was still said to be very low because only 5 students (21%) completed and 19 students (70%) did not complete (3) Meanwhile, after using the talking stick method in the first cycle of learning, it was shown that 13 students (54%) completed and 11 students (46%) did not complete. Classically the activities of students in cycle I did not meet the minimum completeness criteria of 70. In cycle II it showed that 20 students (83%) completed and 4 students (17%) did not complete. Classically, student activities in cycle II have met the minimum completeness criteria, namely 70. Based on the research results and conclusions above, the following suggestions are presented: (1) For students of SD Negeri 106160 Tanjung Rejo, students should increase their courage to appear in expressing opinions and pay more attention to the lessons delivered by the teacher in class so that they better understand Civics learning material (2) For SD Negeri 106160 Tanjung Rejo teachers, the talking stick method can be used as a learning method that can be applied in the learning process to increase student activity. Teachers should use various learning methods or learning media so that students more easily understand and accept the learning delivered. In the Civics learning process teachers should motivate students to take part in learning more actively and be able to increase courage in expressing opinions or ideas in the learning process. And teachers can apply the talking stick method not only to Civics learning but to other learning (3) For Parents, Parents can help students to increase active learning by practicing learning frequently and expressing opinions at home (4) For researchers, the results of this study can be studied for use in conducting further research.

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