

# The Influence of The Cooperative Learning Model with Type of Talking Stick on Students Learning Outcomes in Economic Subjects Class X Social Sciences Sman 1 Rantau Pulung

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## ABSTRACT

This study aims to determine: (1) The use of cooperative learning model type talking stick in economics subjects class X social science SMAN 1 Rantau Pulung; (2) The achievement of economic learning outcomes from the cooperative learning model of the type talking stick in students of class X social science SMAN 1 Rantau Pulung; (3) The Use of cooperative learning model type talking stick effect of the on economic learning outcomes in students of class X social science SMAN 1 Rantau Pulung. This research is a quantitative research type of quasi-experimental research or quasi-experimental, research with research subjects namely students of class X Social Sciences SMA Negeri 1 Rantau Pulung with class X social science 2 as many as 23 people as experimental class and class X social science 3 as many as 26 people as control class. Data collection is done by using the test technique. Based on the results of the descriptive analysis, the average for the experimental class increased by 12.54% while the average value for the control class experienced a slight decrease of 0.44%. Through the results of hypothesis testing, the sig value is obtained. (2-tailed) t-test for Equality of Means is 0.005 so that the significance value is <0.05, which means that  $H_0$  is rejected or  $H_a$  is accepted. So, it can be concluded that there is a significant effect of the talking stick type cooperative learning model on the economic learning outcomes of class X social studies students at SMA Negeri 1 Rantau Pulung.

**Keywords:** *Cooperative Learning Model, Talking Stick, Economic Learning Outcomes.*

## INTRODUCTION

Learning outcomes have an important role in the learning process, the main goal to be achieved in learning activities is learning outcomes. (Yenti, 2014, p. 5) reveal that learning outcomes are benchmarks used to ensure the success of students in understanding a subject to identify whether students have studied well, it can be seen from the learning outcomes obtained by students after participating in the learning process. teach.

Cooperative learning is known as group learning, according to (Daryanto & Karim, 2017, p. 134) cooperative learning model is a group learning with a number of students 2-5 people with the idea of motivating each other among its members to help each other in order to achieve a maximum learning goal.

The *talking stick* learning model is one of the cooperative learning models. The Type of cooperative learning model *talking stick* opens opportunities for students to learn according to their respective speeds and methods. The refore they use different methods in dismantling problems with their respective background knowledge and habits. With the model, *talking stick*

students are expected to practice independently, dare to express opinions and learn to improve their logical thinking and reasoning. The position of the teacher in the model *talking stick* only acts as a moderator and motivator who provides facilities and motivates students to learn effectively and efficiently in order to achieve maximum learning outcomes (Tefa, Bulu, & Nitte, 2020, p. 24).

Based on observations made on February 15, 2021, researchers found problems where these problems included the factors causing the low learning outcomes of class X students in economics subjects at SMAN 1 Rantau Pulung, especially on the material "Economic problems and their relation to the scarcity of human needs." The low student learning outcomes make the learning objectives not achieved and the value obtained by students is less than optimal. Teachers have tried to improve learning to attract student activity in learning to obtain maximum results. Among other things, by presenting learning videos that match the material displayed through the LCD, as well as displaying subject matter through slides displaying powerpoint accompanied by images or illustrations in several meetings. However, the methods that have been carried out have not been able to provide maximum results.

The teacher also said that the average daily test result was 54.95. Of the 28 students, only 46.87% of students reached the KKM (Minimum Completeness Criteria), and 53.13% was still below the KKM, while the KKM set at SMAN 1 Rantau Pulung on economics subjects for class X was 70. After further observation found the cause of student learning difficulties, namely students explained that teachers used more conventional learning models, namely lecture and question and answer models so that learning was only teacher-centered, this made students again feel bored and less active during learning activities because the learning was less interesting. To overcome this problem, it is necessary to apply a more varied learning model.

Seeing the effect of student learning outcomes on the subject of Economics at SMAN 1 Rantau Pulung, especially on the material "Economic problems and their relation to the scarcity of human needs", it is necessary to conduct experimental research. The learning model that is considered appropriate to improve Economics learning in class X Social Sciences is to use the type cooperative learning model *talking stick* because this learning model is able to test students' readiness, train their skills in reading and understanding subject matter quickly, and invites them to continue to be ready in situations anything (Huda, 2017, p. 225). Then the reason that became the basis for the researcher to use the cooperative learning model *talking stick* was because several relevant studies were found regarding student learning outcomes that were influenced by using the model in the classroom that were able to improve student learning outcomes.

Based on the description that has been explained above, the researchers are interested in conducting experimental research on "**The Influence of The Cooperative Learning Model with Type of Talking Stick on Students Learning Outcomes in Economic Subjects Class X Social Sciences Sman 1 Rantau Pulung**".

The research objectives are in line with the problems posed in the research above, so the objectives of this study are (1) the use of a talk stick type cooperative learning model in economics class X IPS SMAN 1 Rantau Pulung; (2) The achievement of economic learning outcomes from the speaking stick type cooperative learning model for the X IPS class students of SMAN 1 Rantau Pulung; (3) The use of the talk stick type cooperative learning model has an effect on economic learning outcomes in class X social studies at SMAN 1 Rantau Pulung. Through the activities carried out, the benefits to be obtained are: 1. Benefits for teachers, 2. Benefits for students, 3. For schools, and 4. For other researchers.

Learning outcomes can be interpreted as changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. (Sudjana, 2012, p. 22) states that learning outcomes are abilities that students have after receiving a learning experience. Meanwhile, according to (Dimiyati & Mudjiono, 2013, p. 3) states that learning outcomes are the result of an interaction between acts of learning and acts of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes, then from the student's side, learning outcomes are the end of the cut and the peak of the learning process. So that learning outcomes cannot be separated from learning activities, after a learning process ends, students get a learning outcome.

Understanding learning outcomes according to (Bungalangan, Yusuf Taoto, 2020, p. 192) states that learning outcomes can be interpreted as changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. The cooperative learning model is one of the learning models designed to teach academic skills, as well as social skills. (Trianto, 2010, p. 58) explains that the cooperative learning model is a group of teaching strategies that involve students working collaboratively to achieve common goals. Talking Stick is one of the cooperative learning models, (Suprijono, 2010, p. 109) explains that the talking stick learning model is a learning model that encourages students to dare to express opinions. Learning with this model begins with the teacher's explanation of the main material to be studied. Students are given the opportunity to read and study the subject matter, then the teacher asks the students to close their books, the teacher takes the stick and gives it to the students, students who receive the stick are required to answer questions from the teacher and so on. When the Stick rolls from the other students to the accompaniment of the song.

## METHOD

This research is a quantitative research with aor type of research *quasi-experimental quasi-experimental*. According to (Sugiyono, 2014, p. 116) *quasi-experimental* research is research that has a control group, but cannot function fully to control external variables that affect the implementation of the experiment.

Experimental research methods have various types of designs. The experimental method in this research uses a type of research design with a method *pretest-posttest control design*. In this design, (Sudarman, 2018, p. 171) stated that the two groups were selected randomly, and marked R. Then initially the two groups were given a *pretest*, one was given treatment and the other was used as a control group, both received treatment only different way. After finishing both get measurements *posttest*.

For more details about the research design used in this study, it can be seen in table 1 regarding the research design as follows:

Table 1 Research Design *Pretest-Posttest Control Group Design*

<b>R</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>R</b>	<b>O<sub>3</sub></b>		<b>O<sub>4</sub></b>

Source: Sudarman (2018:171)

Where:

R = Control group and experimental group

X = Treatment is given to the experimental group, namely learning by using the type cooperative learning model *talking stick*.

O<sub>1</sub>, O<sub>3</sub> = Giving *pretest* to the class using the type cooperative learning model *talking stick* (experimental group) and conventional learning (control group).

O<sub>2</sub>, O<sub>4</sub> = Giving a *post test* to the class using the type cooperative learning model *talking stick* (experimental group) and conventional learning (control group).

The subject in this study is one of the class X IPS at SMA Negeri 1 Rantau Pulung, namely class X IPS 2 and X IPS 3 totaling 49 people. The data collection technique used is an objective form test used to determine the learning outcomes of students' cognitive domains in applying the concepts that have been given before and after learning (treatment) as *pretest* and *posttest* to measure economic learning outcomes of class X students of SMA Negeri 1 Rantau Pulung on the subject Economic Problems and Its Relation to Scarcity of Human Needs. Data analysis techniques in this study are normality test, homogeneity test, and hypothesis testing.

## RESULTS AND DISCUSSION

Based on the results of the pre-test and post-test of students in the economics subject consisting of 20 multiple choice questions, the learning outcomes of the experimental class and control class are written in table 2

Table 2 Data on the results of learning the pretest and posttest scores

	Experiment		Class Control Class	
	<i>Pre-Test</i>	<i>Post-Test</i>	<i>Pre-Test</i>	<i>Post-Test</i>
Total Score	1555	1750	1845	1830
Average	67.61	76.09	70.96	70.38
Highest Score	80	90	80	85
Lowest Score	60	65	65	60

Based on Table 2 the initial value (Pre-test) of the experimental class with the highest score of 80 and the lowest score of 60, from the highest and lowest values, the total score is 1555 with an average result of 67.61, while the final score (Post-test) the experimental class obtained the highest score of 90 and the lowest score of 65, from the two values, the total value was 1750 with an average value of 76.09. So from the data obtained above, it can be concluded that the average value of the final ability test (post-test) is higher than the average value of the initial ability test (pre-test) which has increased by 12.54%.

The learning outcomes data for the pre-test score for the control class with the highest score of 80 and the lowest score of 65, from the highest score and the lowest score have a total score of 1845 with an average result of 70.96, while the final ability test score (post-test) the control class obtained the highest score of 85 and the lowest score of 60, of the two values having a total score of 1830 with an average score of 70.38. So from the data above, it can be concluded that the average value of the final ability test (post-test) is lower than the average value of the initial ability (pre-test) which has decreased by 0.82%.

Prerequisite analysis analysis

test the prerequisite test uses the normality test, namely the *Shapiro-Wilk test* to see the significance value and compare it with the basis of the significance level in this study, which is 0.05. Based on the calculations, the results obtained in table 3

Table 3 The results of the normality test of the study

Variable	Value of <i>Shapiro Wilk</i>	<i>Sig.</i>	Description
of Learning Outcomes Experiment Class	0.148	0.164	Normal
Control Classroom Learning Outcomes	0.182	0,071	Normal

Based on calculations of data normality test, it was found that the experimental class significance value  $0.164 > 0.05$ , whereas for the control classes, namely  $0.071 > 0.05$ , for both the significance value  $> 0.05$ , the researcher can conclude that the data post-test from the experimental class (X IPS 2) and control class (X IPS 3) learning outcomes are normally distributed.

Homogeneity test using Levene Statistic test, the basis for decision making in the homogeneity test, namely: If the significance value (*Sig*) *Based on Mean*  $> 0.05$ , then the data is homogeneous. Meanwhile, if the significance value (*Sig*) on the *Based on Mean*  $< 0.05$ , the research data is not homogeneous. Based on the calculation, the calculation results are obtained in table 4.

Table 4 Homogeneity Test Results

Variable	Value <i>Levene Statistic</i>	<i>Sig</i>	Description
Learning Outcomes	0.671	0.417	Homogeneous

Based on the calculation of the homogeneity test data above, the significance value of *Levene Statistic* was obtained  $0.417 > 0.05$ . Because the significance value is  $> 0.05$ , it can be concluded that the post-test data on the learning outcomes of the experimental class and the control class are homogeneous.

Hypothesis test

Table 5 Hypothesis Test Results for

Class	Variable	<i>Sig. (2-tailed)</i>	Level of Significance of
Experiments and Control of	Learning Outcomes	0.005	0.05

Based on the data in table 5 above, it can be seen that the value of sig. (2-tailed) *t-test for Equality of Means* of 0.005 so that the significance value  $<0.05$ , which means that  $H_0$  Rejected or  $H_a$  accepted. Thus, it can be concluded that there is a significant effect of the type cooperative learning model *talking stick* on the economics learning outcomes of class X social studies students at SMA Negeri 1 Rantau Pulung.

The use of the type cooperative learning model *talking stick* in economics class X IPS SMAN 1 Rantau Pulung is the first step taken in learning using the type learning model *talking stick* is the teacher explains the subject matter then gives direction to students to form heterogeneous groups of students divided into 5 groups consisting of 4-5 students and directed to discuss economic issues and their relation to the scarcity of human needs. Next, the teacher carries out learning using a stick. Each student who gets the stick has the opportunity to answer questions posed by the teacher, and so on until most of the students have the opportunity to answer questions from the teacher. After students answer questions from the teacher, then the teacher discusses together with students, in order to make students better understand the learning material, and stimulate the thoughts, attention, and abilities of each student regarding economic problem material and its relation to the scarcity of human needs.

Based on the results of the research that has been done, the researchers found that the effect of using the type cooperative learning model *talking stick* on economic learning outcomes showed that the economic learning outcomes using the type cooperative learning model *talking stick* were higher than using conventional learning methods in class X IPS SMA Negeri 1 Pulung Rantau. In the experimental class that received treatment using the type of cooperative learning model, *talking stick* an increase of 12.54% was greater than the average economic learning outcomes of students in the control class using conventional learning methods which actually decreased by 0.82%.

Based on the observations of the researchers during the learning process, students in the experimental class were more active in asking, answering questions and discussing the material being studied during the learning process. The results of the discussion above are in line with the opinion of (Hayati & Sari, 2017, p. 6) saying that the use of the learning model *talking stick* has a significant effect on student learning outcomes, where students are more active and motivated in the learning process can improve learning outcomes. Meanwhile, according to (Fajrin, 2018, p. 90) said the application of the type of cooperative learning model *talking stick* proved effective to improve learning outcomes, effectiveness occurred because the model was *talking stick* more fun and made students active compared to conventional learning models.

While in the control class, students tend to passively ask questions, and there are some students who are sleepy and noisy in the back so that they require the teacher to give full attention so that the learning atmosphere can be conducive. This is what underlies a significant comparison of student learning outcomes in the two classes.

Another advantage of the type of cooperative learning model has *talking stick* a positive impact in increasing student interaction, students dare to express opinions, making students ready to take part in learning. The results of this study are in line with theory (Shoimin, 2014, p. 199) which states that the advantages of the model are *talking stick* that it can test students' readiness in learning, train students to understand the material quickly, encourage students to study harder (learn first before the lesson begins), students dare to express opinion. Then these results are also in line with (Jefri, 2019, p. 131) who showed that the model *talking stick* can also be used to help instill the confidence of each student, have a sense of responsibility and be brave to express opinions in front of the class.

## CONCLUSION

conclusions that can be put forward by the author in this study based on the results of data analysis and discussions that have been carried out are:

1. The use of the type cooperative learning model *talking stick* in the economics subject of class X IPS SMA Negeri 1 Rantau Pulung provides feedback for teachers and students. For teachers, the talking stick learning model can be used to make it easier to provide or explain material on the contrary for students themselves as a tool for independent learning and responsible learning.
2. The achievement of students' economic learning outcomes using the type cooperative learning model *talking stick* obtained an average value of student economic learning outcomes of 76.09, an increase of 12.54%. Meanwhile, students' economic learning outcomes use conventional learning methods get the average value of student economic learning outcomes of 70.38 decreased by 0.82%.
3. The effect of using the type cooperative learning model is that *talking stick* there is a significant difference in students' economic learning outcomes using the type cooperative learning model *talking stick* compared to conventional learning methods in class X social studies at SMA Negeri 1 Rantau Pulung based on the results of hypothesis testing using the t test.  $t_{count} > t_{table}$  is  $2,916 > 2,06390$  with sig. (2-tailed) *t-test for Equality of Means* of 0.005 so that the significance value  $< 0.05$ , which means that  $H_0$  Rejected or  $H_a$  accepted.

Some suggestions that the author can give based on the results of research and discussion, including the following:



1. The school is expected to provide guidance on various types of cooperative models that can be used in learning activities in schools in order to influence student interaction patterns and academic understanding to improve student learning outcomes.
2. Teachers are expected to consider using the type of cooperative learning model *talking stick* as a learning model in schools, especially on other materials so that students can easily understand the material being studied and obtain better learning outcomes.
3. Future researchers are expected to use this research as a reference material to conduct the same research but with different variables.

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