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# The Influence of The Talking Stick Learning Model on Students' Comprehension Ability in Class IV Spring Style Material

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**Abstract:** This study aims to analyze the effect of applying the talking stick learning model assisted by ppt media in understanding friction style material for grade IV students at SDN 2 Getas Pejaten. This research method was carried out through quantitative research methods *one group pretest and posttest design* related to the data collection questionnaire carried out to provide written questions to respondents to answer. The quantitative data collection techniques used were observation, documentation, interviews and pretest test questionnaires. The location of this research was carried out in grade IV SDN 2 Getas Pejaten. The sample in this study was 38 students. The results of this study showed that the t-test score of the paired sample showed that there was a difference in the average pretest value of 72 with the highest value of 86, the lowest value of 63. And the average posttest value is 78, the highest value is 95, the lowest value is 71 Sig. (2-tailed) paired t test test scores are  $0.000 < 0.05$ , and  $H_0$  is rejected, and  $H_a$  is accepted. Therefore, it can be concluded that the talking stick learning model has an impact on the suitability of students studying science in grade IV SD Negeri 2 Getas Pejaten.

**Keywords:** Application of learning models, students, talking sticks

## 1. Introduction

Education in elementary school is a human thought that is always changing and influenced by the environment, human life conditions in general. The concept of education always develops along with the development of the times and human civilization throughout the world in various fields of life. Education can optimize various individual potentials, including the highest development in physical, intellectual, emotional, social, and spiritual. According to (Lallo et al., 2021) Education should be designed to achieve the level of quality necessary for positive or negative qualities, as well as their level or degree. The stage of development of the individual also affects the characteristics of the physical and socio-cultural environment. Therefore, so that education is planned, directed, and sustainable, ways that can be done to meet the challenges of the times can be done by teachers and as facilitators in the learning process. According to (Firdayanti et al., 2021) There is careful planning by teachers before starting learning, so that learning can take place effectively and efficiently, effective and efficient learning is learning that is able to develop student potential and directed teacher-student interaction through the application of creative and constructive learning models.

Natural science (IPA) learning should be given to all students in elementary school because it can train students' process skills and scientific attitudes, so it must be adapted to the stage of cognitive development of students in elementary school. However, there are some students who are not interested in learning science in class, so the grades they get do not meet the criteria (KKM). Science learning in grade IV uses an independent curriculum, the results of observations according to grade IV teachers at SD 2 Getas Pejaten, (1) learning that is easier to deliver independent curriculum material because it is no longer thematic. Independent curriculum is more effective than thematic that forms sub-themes. (2) The method used uses the scientific method of a learning model that allows students to solve problems by observing,

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formulating problems, proposing hypotheses, collecting data, analyzing, drawing conclusions, and communicating them. An independent curriculum that uses a scientific approach will definitely use steps such as observation (observing), questioning (asking), association (reasoning), and experimentation (Yusri, 2020). ; (4) the independent curriculum faces obstacles in learning because the material is not too deep or more into the KTSP; (3) in addition, the overall learning outcomes of grade IV students are good if there are students whose grades are less than KKM, then the teacher conducts his own remidi, basically in the independent curriculum there are no remidi things; (6) from the teacher's opinion, he likes the KTSP material because the material is deeper and wider even the parents so as not to be confused; (7) media that are interesting and help students understand the material, namely concrete media because it makes students happy, in addition to concrete, there are interactive video media displayed on the projector screen; (8) There are several obstacles when using learning media, teachers must prepare learning media in advance because school infrastructure is not complete and teachers need to make it independently.

The use of interesting and fun learning models can be an alternative to eliminate student boredom while studying. It can also increase students' enthusiasm and passion for paying attention to learning material. According to grade IV students, when studying, students prefer to use props, for example LCD media or projectors, and animated videos. However, there are obstacles in class, if the atmosphere is crowded, students try to focus and write and then memorize. Students really like and are interested in the way the teacher teaches until the student understands or understands from the teacher's explanation.

Researchers focus their research on the use of learning models so that this research is focused. The talking stick type cooperative learning model is one of the right models to overcome this learning problem with a talking stick, the teacher prepares a stick, delivers learning material, groups students consisting of 5 or 6 people, distributes tasks that have been prepared by the teacher in each group, students complete the tasks given by the teacher, after that students can learn it, then the stick will rotate accompanied by songs. The use of stick media is so that students learn while playing and can attract students' interest in learning.

Opinion (Nilayati et al., 2019) The Talking Stick learning model also tests how well all students understand the subject matter so that students are more motivated to learn because they never know when the stick will be released until the question is answered. According to previous research (Nilayati DKK, 2019) The results showed that 0.015 is equal to 0.05. This shows that the creative thinking ability of grade IV elementary school students in Cluster 1 Gianyar is influenced by the Talking Stick learning model. While (Ahkas dkk., 2020) The results showed that  $H_0$  was rejected and  $H_a$  was accepted, with  $t_{count}$  value = 3.3739 and table value = 2.0555. In RA Islamiyah AL Amin, the talking stick learning model has an impact on the listening ability of children aged 5-6 years.

## 2. Methodology

The research used by researchers is using descriptive quantitative methods to see and measure how much influence the talking stick model has on the thinking ability of students. According to (Wahyudi, 2022) Descriptive quantitative research methods are types of research that do not aim to test a particular hypothesis, but only explore the content of certain variables. While according to (Priceadi, 2019) Quantitative methods are used to determine whether there is a correlation or influence between independent and dependent variables. Thus, quantitative descriptive research is a type of research that describes, investigates, and explains an event with existing data (numbers). The data collection techniques used are observation, documentation, interviews and tests. Observation is a data collection technique that uses the five senses and records the object of research thoroughly (Prawiyogi et al., 2021). Documentation is a way to collect data processes and research results through photos and documentation or pictures or documents (Apriyanti et al., 2019). Interviews involve face-to-face meetings and direct questioning between individuals collecting data (Trivaika & Senubekti, 2022). A test is a method of investigating a person starting with giving someone a task or solving a specific problem (Trivaika & Senubekti, 2022). This research method is carried out through quantitative research methods *one group pretest dan posttest design* Related data collection questionnaires conducted provide written questions to respondents to answer. According to (Suggestion, 2018) *one group pretest dan posttest design* is a technique to determine the effects before and after treatment. The goal is to determine the improvement after the implementation of the regional song-assisted talking stick learning model. The design of this research can be seen below:

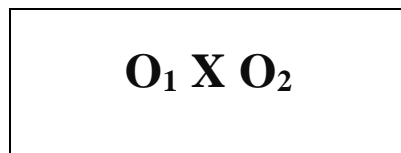


Figure 1. Design one group pretest-posttest

Information:

$O_1$  = Pretest score (before training)

X = Treatment given talking stick learning model

$O_2$  = Posttest score (after training)

The effect of training on students' abilities =  $O_1 - O_2$

The resource persons in this interview activity were one of the grade IV students and grade IV teachers at SDN 2 Getas Pejaten, Jati, Kudus to find out the conditions of learning activities, especially in science subjects. Data collection is carried out by questionnaire or questionnaire. This research was concerned by grade IV students of SDN 2 Getas Pejaten for the 2024/2025 school year, totaling 38 people, including 21 male students and 17 female students. The instrument in this study is a *likerts* scale questionnaire in the form of *checklist* data with observation techniques, interviews, questionnaires, documentation. The study conducted data analysis to determine the initial state before conducting a questionnaire conducted by SD 2 Getas Pejaten class IV. Because respondents get the opportunity to think freely so that respondents' answers are more in-depth and have courage in answering questions.

Observations were also made by conducting interviews and explaining science material directly, not only that, the author also collected data through documentation during the activity to support the relevance of the data presented. Documentation is carried out by taking data derived from photos during learning activities. The form of the questionnaire is carried out in the form of writing *checklist* 20 questions. This is used to find out that the data has different results well before treatment. The data analysis technique uses descriptive statistics to analyze data by conducting prerequisite tests, namely data normality. Opinion (Sintia et al., 2022) The normality test is used to determine if the data spread is normally distributed. Data has a normal distribution if the sum of significance is greater than 0.05. Otherwise, the data has no normal distribution. Additional analysis using paired t-tests. This hypothesis study evaluates how much influence the Talking stick type cooperative learning model has on the limited understanding of grade IV students. The data showed that, with a significance of the <0.05 sign,  $H_a$  and  $H_o$  were accepted as influences themselves. The research hypothesis is as follows: (1)  $H_a$ : The talking stick learning model assisted by PPT has an impact on the understanding of science learning drafts of grade IV students of SD Negeri 2 Getas Pejaten. (2)  $H_o$ : The talking stick type cooperative learning model assisted by video has no impact on the understanding of science learning drafts of grade IV students of SD Negeri 2 Getas Pejaten.

### 3. Results and Discussion

Learning outcomes are tools consisting of written test statements that are used as a measure of research success. This statement is organized in the form of a description with 20 items, each with 5 answer choices, to measure student learning outcomes about the Friction Style material. To see the influence of conventional learning and learning using inquiry models, pretests and postes were carried out. Students' initial and final abilities are measured through pretests given before treatment and postes given after treatment. If the pretest data has no difference between the control and experimental classes, the mean difference is tested, and the gain calculation is normalized if there is a difference between the control and experimental classes. The collected quantitative data are presented below:

#### 3.1 Analysis of pretest and posttest data

The purpose of pretests and postes is to measure students' initial and final abilities in both control and experimental classes. Test data was collected before treatment using previously tested questions. The control class numbered 38 students with an average score of 72, the highest score of 86, the lowest score of 63, and the experimental class numbered 38 students with an average score of 78, the highest score of 95, the lowest score of 71.

##### 3.1.1 Data normality

Test normality statistically with the *SPSS 16 Software* program for *Windows*. The goal is to determine whether the sample is normal or not. The following are alternative hypotheses and null hypotheses.

$H_0$ : Normal distributed sample

$H_1$ : The sample is not normally distributed

Normality testing using Kolmogorov Smimov test using the help of *SPSS 16 Software* for windows with the condition that  $H_0$  is accepted if Sig. more than  $\alpha = 0.05$ . From the calculation results using *SPSS 16 Software* for windows, the results are obtained in Table 3. as follows:

**Table 1: Lilliefors Significance Correction**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Journal of Technology and Humanities Vol. 0 No. 0 (2020) 000-000	Sig.	Statistic	df	Sig.
Kelas_Kontrol	© Sungai Siput Community College, Ministry of Higher Education, Malaysia	38	.200*	.972	38	0.435
Kelas_Eksperimen	DOI: <a href="https://doi.org/10.30880/jth.00.00.0000.00.0000">https://doi.org/10.30880/jth.00.00.0000.00.0000</a>	38	.200*	.978	38	0.633

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

Based on table 1. Obtained the value of P-value (Sig.) from the control class 0.435, the value of P-value (Sig.) is more than  $\alpha = 0.05$  so that H0 is accepted in postes of the control class is normally distributed. The experimental class P-value (Sig.) is 0.633, the P-value (Sig.) is more than  $\alpha = 0.05$  so that H0 is accepted or the experimental class pretest is normally distributed.

**3.1.2 Paired T Test**

Independent T-tests or mean difference t tests are used because the sample is normally distributed. Due to the shape of the hypothesis test the average difference. H0 indicates the final ability of the control class exceeds the final ability of the experimental class, and H1 indicates the final ability of the control class exceeds the final ability of the experimental class. The H0 condition is accepted if sig. more than  $\alpha = 0.05$ . The results of the calculation of the Paired Sample T-Test conducted with the SPSS 20 program can be seen in Table 1. Next:

**Table 2. Paired Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Kelas_Kontrol - Kelas_Eksperimen	-6.026	5.086	.825	-7.698	-4.355	-7.305	37	.000

Table 2. shows the results of testing the Paired Sample T-Test hypothesis using SPSS 16. The Sig. (2-tailed) mark is  $0.000 < 0.05$ , and Ho is rejected, and Ha is accepted. Therefore, it can be concluded that the talking stick learning model has an impact on the suitability of students studying science in grade IV SD Negeri 2 Getas Pejaten.

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### 3. Conclusion

The results of research and data analysis show that the learning model with the talking stick method with PPT media can help grade IV students of SD Negeri 2 Getas Pejaten understand the friction style material. This can be seen from the control class of 38 students with an average score of 72, the highest score of 86, the lowest of 63 and the experimental class of 38 students with an average score of 78, the highest score of 95, the lowest score of 71.

In the data normality test of the control class 0.435, the P-value (Sig.) is more than  $\alpha = 0.05$  so that  $H_0$  is accepted in the postes of the normally distributed control class. The experimental class P-value (Sig.) is 0.633, the P-value (Sig.) is more than  $\alpha = 0.05$  so that  $H_0$  is accepted or the experimental class pretest is normally distributed. And the results of testing the Paired Sample T-Test hypothesis using SPSS 16. The Sig. (2-tailed) mark is  $0.000 < 0.05$ , and  $H_0$  is rejected and  $H_a$  is accepted.

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