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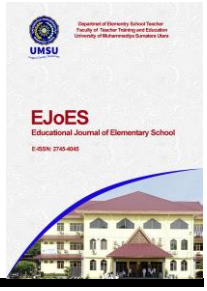

APPLICATION OF THE TALKING STICK LEARNING MODEL TO IMPROVE MATHEMATICS LEARNING OUTCOMES

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Abstract
Mathematics subjects have their own characteristics, where the material cannot be mastered without understanding and appreciation. To be able to understand the material delivered by the teacher, students must have an interest in each lesson. So far, students have been indifferent to the learning delivered by the teacher, because learning takes place conventionally. To overcome this problem, the researcher provides a solution in the form of providing action on the learning process in the form of classroom action research by applying the Talking Stick learning model. This research consists of two cycles where each cycle starts from planning, implementation, observation and reflection. The Talking Stick learning model is a learning model that prioritizes the existence of groups and also games that rely on sticks as a learning medium. *The purpose of this study is to describe the improvement of student learning outcomes by applying the Talking Stick Learning Model and describe the application of the Talking Stick learning model in the learning process. This research was carried out from August to September 2021 in Class V-A SDN 071014 Dima with a total of 25 students, 10 boys and 15 girls. The results of this study are that student learning outcomes in mathematics lessons increased with the application of the Talking Stick learning model, at the end of the cycle the average student learning outcome was 83.76 with a percentage of completeness of 92% and the average reflection result of the implementation of the learning process at the end of the cycle reached 86.21%. Thus, it can be concluded that the learning outcomes of students in mathematics subjects in Class V-A SDN 071014 Dima are improved by the application of the Talking Stick learning model and the mathematics learning process in Class V-A SDN 071014 Dima is improved by the application of the Talking Stick learning model.*
Keyword: Talking Stick Learning Model, Learning Outcomes"

1. INTRODUCTION

In essence, education is an effort made by humans to develop their personality and abilities both inside and outside educational institutions. Education is very important for human life because it is an effort to educate and form human beings who are responsible for the development of the nation and state. From the description above, it can be said that education has a great influence on the future of a nation. Therefore, fostering and improving the quality of education, especially at the elementary school level, is very important to achieve development goals in the field of education.

One of the efforts to achieve national education goals is through improving student learning outcomes. To improve student learning outcomes, it is necessary to pay attention to the factors that affect it, which consist of internal factors and external factors. Internal factors are factors that affect student learning outcomes that come from within students, for example physical conditions, psychological conditions, etc. Meanwhile, external factors are factors that affect student learning outcomes that come from outside the student, for example environmental factors, curriculum factors, teacher factors, etc.

Teachers are one of the factors that should affect student learning outcomes, especially in mathematics lessons. The ability of teachers to apply teaching methods greatly affects student learning outcomes. The use of monotonous learning methods will reduce

students' learning intentions so that their learning outcomes will decline.

Based on observations made at SDN, it was found that there was an obstacle to student learning outcomes, especially mathematics lessons. In the following table, you can see the learning results of students in grades V-A in the last two semesters obtained from mathematics teachers on August 4, 2021, namely:

Tabel 1
Average Mathematics Scores Of Students And Percentage Of Completion Students In Grades V-A SDN

Academic Year	Semester	Average Learning Outcomes	Completion Percentage
2020/2021	Ganjil	55,67	65%
	Ganjil	52,83	54%

Sumber : Guru Kelas V-A SDN 071014 Dima

If this situation is left unchecked, it is certain that the learning outcomes of students at SDN will be further destroyed. Starting from this situation, the researcher tried to provide a solution by applying the Talking Stick Learning Model in class V-A SDN in the subject of Mathematics with Time Topic.

The objectives of this study are (1) Improving the learning outcomes of students of V SDN 071014 Dimapada Mathematics subject with the topic of Time through the application of the Talking Stick Learning Model (2) To describe the application of the Talking Stick Learning Model in the learning process in class V-A SDN 071014 Dimapada Mathematics subject with the topic Time.

This research can be useful as input material for teachers in choosing and implementing the right learning model in the teaching and learning process (KBM) and add to the researcher's insight as a teacher in the future in choosing and using the right learning model in the teaching and learning process.

2. RESEARCH METHODS

Based on the goals to be achieved, this research is carried out by implementing Classroom Action Research (PTK). Classroom Action Research (PTK) is carried out with the aim of improving the learning process. Therefore, this research focuses on the learning process in the classroom.

The objects of action (research objects) in this study are as follows:

1. Application of the Talking Stick learning method in the Indonesian learning process
2. Improving student learning outcomes in Indonesian subjects through the Talking Stick learning method.

The location of this Class Action Research is SDN 071014 Dima which is located in Hiliduho District, Nias Regency

The subject of this study is students of class V-A in the odd semester of SDN 071014 Dima for the 2021/2022 academic year. The subjects of this study are 25 people consisting of 10 men and 15 women. This Classroom Action Research is in accordance with the plan that will be carried out in the Odd semester of the 2021/2022 school year. The implementation of actions in this study is adjusted to the schedule at school.

The implementation of the action is carried out for approximately one month and each cycle is planned 3 meetings and 1 meeting for daily exams in the form of student learning outcome tests. To collect data in this study, the research instruments used were (1) Observation Sheets, (2) Questionnaires, (3) Learning outcome tests, (4) Interview guide sheets, (5) Documentation in the form of photos.

3. DISCUSSION and RESULTS

Based on the average results of reflection on the implementation of the learning process obtained through observation sheets and learning outcome tests, it turned out to be 60% obtained and did not reach the predetermined target (75%), this shows that there are still shortcomings in the learning process and student learning outcomes still do

not meet the target, so this research is continued in cycle II.

Based on the average reflection results, it turned out that 86.21% was obtained and had reached the predetermined target (75%). This shows that the learning process using the Talking Stick learning model can be improved and student learning outcomes have improved.

4. DISCUSSION

Data Exposure Each Cycle

Cycle I

The learning materials in cycle I are: the introduction of units of time that we often encounter in daily life as well as . The meeting in cycle I as planned, was carried out in accordance with the plan to implement learning improvements using the Talking Stick Learning Model.

Learning is carried out by delivering learning materials in the form of an outline and then inviting students to discuss with their group friends. The teacher invites students to be actively involved during the discussion process, then try to make the stick touch the hands of all students randomly. That way, students will feel interested in the implementation of the learning process and participation between groups can also be fostered through cooperation between students. In the next stage, the researcher gives students the opportunity to ask questions or express opinions followed by drawing conclusions from the material that has been studied and dividing the instrument sheets to be done individually by students and finally the researcher gives homework (homework) as the next reinforcement.

The learning process that took place in the first cycle had at least some obstacles. Based on the observation of researchers, students still seem to be not fully able to place themselves in their respective groups. Likewise, the interest and activity of students has not been fully seen, even most of the students have not been able to give their responses to the problems they want to solve, so the researcher plans to re-improve this research by continuing with the implementation of cycle II

Based on the results of data collection at the first meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 47.50% (2) The results of observation of the learning process of teacher respondents reached 66.67%.

Based on the results of data collection at the second meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 66.5% (2) The results of observation of the learning process of teacher respondents reached 73.3%. Meanwhile, at the end of the first cycle, the average student learning outcome was 52.68 with the category of sufficient and the percentage of student learning completeness reached 52%.

Cycle II

The learning materials in cycle II are: calculating the results of operations with the same or different units of time. The meeting in cycle II as planned, was carried out by correcting several weaknesses in cycle I in accordance with the results of reflection in cycle I contained in the plan to implement learning improvements using the Talking Stick Learning Model.

Learning is carried out by delivering learning materials in the form of an outline and then inviting students to discuss with their group friends. The teacher invites students to be actively involved during the discussion process, then try to make the stick touch the hands of all students randomly. That way, students will feel interested in the implementation of the learning process and participation between groups can also be fostered through cooperation between students. In the next stage, the researcher gives students the opportunity to ask questions or express opinions followed by drawing conclusions from the material that has been studied and dividing the instrument sheets to be done individually by students and finally the researcher gives homework (homework) as the next reinforcement.

The learning process in the second cycle saw many very significant developments. In terms of the implementation of discussions, students have been able to manage their own groups to solve the problems they face. It can also be seen that almost all group members are active in asking questions and expressing opinions both with friends and between groups.

Besides that, there are no longer students who are passive and stay silent because each of them gets assignments from their group and their interests, attention and percentage of students also improve.

Based on the results of data collection at the first meeting of the second cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 81.5% (2) The results of observation of the learning process of teacher respondents reached 80%.

Based on the results of data collection at the second meeting of the second cycle it was found that: (1) The average observation results of students who actively participated in learning reached 86.75% (2) The results of observation of the learning process of teacher respondents reached 85% while at the end of the second cycle the average student learning outcome was 83.76 with a good category and the percentage of student learning completeness reached 92%.

5. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the processing and analysis of data from the results of research that has been carried out on the application of the Talking Stick learning method in the mathematics learning process in class V-A of the Odd semester of SDN 071014 Dima for the 2021/2022 school year, the researcher concludes as follows: (1) The learning process with the application of the Talking Stick Learning Model has a positive impact on improving student learning outcomes in grades V-A SDN. in Mathematics subject with time subject matter where at the end of the cycle the average learning outcome reached 83.76 with a percentage of student learning completeness of 92%. (2) The learning process can be improved by applying the Talking Stick Learning Model. This is evidenced by the average results of the Observation Sheet on the management of the learning process and the observation sheet of student responses to the learning process at the end of the cycle which were directly observed by observers reaching 86.21%.

SUGGESTIONS

Based on the results of this study, the researcher put forward several suggestions as follows: (1) It is recommended to mathematics teachers to apply the Talking Stick Learning Model in the Mathematics learning process so that it can improve student learning outcomes. (2) It is recommended to Mathematics teachers to never get tired of correcting weaknesses that occur in the learning process. (3) It is recommended to all teachers to be more creative in planning and implementing learning using various models, strategies, approaches, methods and techniques that vary according to the teaching material.

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