Talking Stick Learning Model Assisted by Audio Visual Media on Social Sciences Knowledge Competencies

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A R T I C L E   I N F O

A B S T R A K

Banyak siswa SD kesulitan dalam belajar IPS karena cakupan materi yang luas. Selain itu, dalam belajar IPS yang memuat banyak hafalan. Penelitian ini bertujuan untuk menganalisis model pembelajaran talking stick berbantuan media audio visual terhadap kompetensi pengetahuan IPS. Jenis penelitian ini adalah penelitian eksperimen semu dengan rancangan penelitian non-equivalent control group design dan jumlah populasinya banyak siswa 310 orang. Penentuan sampel dalam penelitian ini menggunakan teknik cluster random sampling. Data dikumpulkan dengan menggunakan metode tes. Pengujian instrument yang dilakukan yaitu uji validitas, uji reliabilitas, uji daya beda, dan uji indeks kesukaran. Teknik analisis data pada penelitian ini yaitu statistic inferensial. Hasil rata-rata kompetensi pengetahuan IPS kelompok eksperimen lebih tinggi daripada nilai rata-rata kelompok kontrol (82,096 lebih dari 77,75). Hasil uji analisis data menggunakan uji t diperoleh talking stick berbantuan media audio visual berpengaruh terhadap kompetensi pengetahuan IPS. Disimpulkan bahwa talking stick berbantuan media audio visual dapat meningkatkan kompetensi pengetahuan IPS siswa kelas V SD. Implikasi penelitian ini model pembelajaran talking stick berbantuan media audio visual dapat diterapkan guru karena sudah terbukti dapat mempengaruhi kompetensi pengetahuan siswa dalam muatan pelajaran IPS menjadi lebih baik.

A B S T R A C T

Many elementary school students face difficulties in learning Social Studies (IPS) due to the extensive scope of the material. Additionally, IPS involves a significant amount of memorization. This research aims to analyse the Talking Stick Learning Model aided by audio-visual media on the competence of IPS knowledge. This study is quasi-experimental research with a non-equivalent control group design, and the population consists of 310 students. The sample selection in this research uses cluster random sampling technique. Data is collected using test methods. The testing of the instrument includes validity testing, reliability testing, differential power testing, and difficulty index testing. The data analysis technique in this study is inferential statistics. The average competence of IPS knowledge in the experimental group is higher than the average score of the control group (82.096 compared to 77.75). The results of data analysis using t-test indicate that the Talking Stick aided by audio-visual media has an influence on IPS knowledge competence. It is concluded that the Talking Stick aided by audio-visual media can improve the competence of IPS knowledge for fifth-grade elementary school students. The implication of this research is that the Talking Stick learning model aided by audio-visual.

1. INTRODUCTION

Education is a conscious effort made by educators to create a learning atmosphere and learning process so that students are more active in developing their potential, intelligence, personality, noble morals and skills needed when in society (Dewi, 2018; Rai Sawitri et al., 2018; Yuliani, 2018). The aim of pursuing education is to gain knowledge, insight and experience. School is a place for education for everyone. Education in elementary school is the first and fundamental step for students to move on to the next step. At elementary school level, students develop their abilities in terms of knowledge, attitudes and skills (Ekayanti et al., 2019; Kusumayani et al., 2019; Priyanti et al., 2017). Knowledge is one very important aspect in the field of education. To gain knowledge, it can be done by studying. Learning is an

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activity carried out in a planned manner in a conscious state to gain a new concept, understanding, knowledge so that it is possible to change relatively permanent behavior in acting, thinking and feeling. So, through learning activities, a person is able to change behavior and perspective for the better, as well as gain new knowledge and things. When studying at school, students are taught by a teacher in participating in learning. The role of the teacher is very important, especially in teaching students about a particular lesson. One of the lesson contents in elementary schools is social studies. Social studies is one of the lesson content that can provide insight into knowledge, especially social knowledge regarding local society and global society which is obtained from basic education (SD) to higher levels (Dharma et al., 2019; Puspita, 2018; Rezkyana et al., 2023). The content of social studies lessons is very important for everyone because it is closely related to everyday life. Therefore, students are required to study social studies.

However, social studies can be said to be a subject that contains memorization because it contains many theories such as history, geography, economics, sociology and anthropology. Many elementary school students, especially high school students, find it difficult to learn social studies because the material covers a wide area so they easily forget and take longer to remember and understand the material. Apart from that, there is a lack of enthusiasm and activeness among students in studying social studies which contains a lot of memorization. Before carrying out learning in class, the teacher prepares the learning model used in the teaching and learning process. This is done so that the teaching and learning process can run well and smoothly. Choosing the right learning model is very important to achieve the desired learning goals (Aditya et al., 2019; Syafira, 2022; Wibawa et al., 2018). There are many learning models that can be used by teachers. A teacher must choose the right learning model that suits students' needs and the learning material being implemented.

The solution to overcome this problem requires a treatment in the form of implementing an active learning model to help students learn social studies. Basically, elementary school students have the characteristic of always doing activities while having fun to channel and develop all the potential that exists within them (Aditya Pramana, 2020; Ariasa, 2018; Rivaldi et al., 2018). Elementary school students enjoy playing, moving, working in groups, and feeling or doing things directly (Aditya Pramana, 2020; Diantini et al., 2019). This is when the teacher plays an important role in selecting a learning model that is able to create an active, fun and more enthusiastic classroom atmosphere. Fun learning makes it easier for students to remember. Apart from that, using the right learning model makes students comfortable in learning. That way, learning can be followed and well received by students in the classroom. One active learning model is the Talking Stick learning model. This learning model is a cooperative learning model. The Talking Stick learning model is a model that uses a stick as a tool in the learning process, which can create an active classroom atmosphere and make students more enthusiastic in the learning process (Megita Rani et al., 2019; Rositayani & Surya Abadi, 2019; Widhyalestari et al., 2020). This Talking Stick learning model can train students to speak or express opinions confidently and bravely in front of many people. This model makes ongoing learning more meaningful, easier for students to accept and absorb. So, this can help students remember and understand material, especially in social studies content.

The right learning model is able to make learning carried out well. Apart from using learning models, teachers can also balance this by using learning media as a tool in delivering learning material in class. This learning media really helps teachers and students in the learning process. Learning media is used in the classroom as a support for achieving learning objectives. The application of the Talking Stick learning model becomes more meaningful after it is combined with audio-visual media. Audio visual media is a learning media that can display images and sounds that can involve the senses of sight and hearing (Purnawan, 2018; Safitri & Ardana, 2020). In a sophisticated era like now, technology can be used and utilized as best as possible. Technology can be used as a means of supporting learning in the classroom, such as projectors that can display images, pages with sound, and videos assisted by loudspeakers. The existence of such sophisticated technology as it is today can make human work easier, one of which is in the field of education. Apart from making the learning process easier, it can also increase students' interest and motivation to learn. Therefore, audio visual media is very appropriate to use in assisting the Talking Stick learning model.

Previous research findings stated that the talking stick type cooperative model had a positive impact on science learning competency in thematic learning (Asri et al., 2019; Wardah & Fitria, 2021). The Talking Stick learning model assisted by Question Box media improves fifth grade science learning outcomes (Ayuni et al., 2017). The use of the talking stick model assisted by coper media improves student learning outcomes in addition material (Wulandari & Kiswoyo, 2019). The talking stick learning model assisted by regional songs influences social studies learning outcomes (Lestari et al., 2017). Findings related to the Talking Stick learning model have been widely carried out, but this research uses audio-visual media. Based on this description, there is a need for an appropriate learning model to help students' problems in learning social studies. Therefore, experimental research was carried out entitled

Talking Stick Learning Model Assisted by Audio Visual Media on Social Sciences Knowledge Competency. This research aims to analyze the influence of the Talking Stick Learning Model assisted by audio-visual media on social science knowledge competency.

2. METHOD

This research was carried out in fifth grade elementary school. This research uses an experimental research design. The type of research carried out is quantitative research with an experimental design, namely a quasi-experimental design. A quasi-experiment is research that is carried out close to a real experiment but the researcher cannot control the variables studied. This design has a control group, but it cannot function completely in controlling external variables that provide a treatment and thus influence the implementation of the research. The experimental design used in this research is Nonequivalent Control Group Design (Sugiyono, 2019).The data collection method is a method used by a researcher to collect the necessary data. The quality of research instruments is related to the validity and reliability of the instrument and the quality of data collection is related to accuracy in data collection (Sugiyono, 2014). There are many types of data collection methods, but in general data collection methods are divided into two, namely test and non-test methods. The test method in relation to research is a way of obtaining data in the form of a task that must be completed by the person being tested and produces a score (Agung, 2018). The data collection method used in this research is the test method. The data collected in this research is Social Sciences knowledge competency data for Class V Elementary School. A research instrument is a tool that functions to measure observed natural or social phenomena. This research instrument is used to obtain the data needed by researchers. In this study, what was analyzed was students' social science knowledge competency so that to obtain this data, the research used instruments in the form of tests. The test grid in this study can be seen in Table 1.

Table 1. IPS Knowledge Competency Instrument Grid

Basic Competencies	Indicator	Cognitive Aspect						Number of Questions	Question Number
		C1	C2	C3	C4	C5	C6		
3.2 Analyze forms of human interaction with the environment and their influence on the social, cultural and economic development of Indonesian society.	3.2.1 Analyze forms of human interaction with the environment in economic activities				√			4	1, 2, 3, 4
	3.2.2 Analyze forms of human interaction and their influence on the environment				√			7	5, 6, 7, 8, 9, 10, 11
	3.2.3 Analyze community activities in economic development efforts				√			6	12, 13, 14, 15, 16, 17
	3.2.4 Analyze community activities in social and cultural development efforts				√			7	18, 19, 20, 21, 22, 23, 24
	3.2.5 Analyze the				√			2	25, 26

Basic Competencies	Indicator	Cognitive Aspect						Number of Questions	Question Number
		C1	C2	C3	C4	C5	C6		
	cultural uniqueness of a region								
	3.2.6 Analyze the benefits of Indonesia's cultural diversity				√			4	27, 28, 29, 30
Total								**30**	

The data analysis technique in this research is inferential statistics. In this study, what was analyzed was students' social science knowledge competency data. To obtain this data, an objective test (multiple choice) of 40 items was used. Before using the test, the instrument is tested first. Instrument testing aims to determine the suitability of the instrument used by researchers. The instrument tests carried out were validity tests, reliability tests, differential power tests, and difficulty index tests.

3. RESULT AND DISCUSSION

Result

The description of the data from this research explains the average, median, mode, standard deviation, variance, minimum and maximum values of the post test data in the experimental group and control group. The data analyzed is social studies knowledge competency data for student V. The social studies knowledge competency data is the result of treatment between the group that was taught using the Talking Stick learning model assisted by audio-visual media and the group that was not taught using the Talking Stick model assisted by audio-visual media. The group taught using the Talking Stick learning model assisted by audio-visual media were fifth grade elementary school students (experimental group). Meanwhile, the group that was not taught using the Talking Stick learning model assisted by audio-visual media was class V elementary school students (control group). The data obtained in this study was grouped into two, namely data from the post-test results of the social studies knowledge competency of experimental group students, and data from the post-test results of the social studies knowledge competency of control group students. The experimental group in this research was 31 fifth grade elementary school students. In the experimental group, a pre-test was given and continued with treatment by applying the Talking Stick learning model assisted by audio-visual media 6 times in the experimental group. At the end of the experiment, students were given a post-test to obtain social science knowledge competency data. Post test data on social science knowledge competency in the experimental group is described in Table 2.

Table 2. Experimental Group Post Test Score Data

Code	Mark	Code	Mark
E01	80	E16	77
E02	77	E17	87
E03	80	E18	73
E04	80	E19	90
E05	70	E20	77
E06	87	E21	87
E07	87	E22	80
E08	70	E23	93
E09	80	E24	73
E10	90	E25	80
E11	87	E26	90
E12	90	E27	80
E13	80	E28	87
E14	73	E29	80
E15	90	E30	83
		E31	87

The control group in this study was 32 fifth grade elementary school students. In the control group, a pre-test was given and continued with learning that did not use the Talking Stick learning model assisted by Audio-Visual Media 6 times. At the end of the research, students were given a post-test to obtain social science knowledge competency data. Post test data on social science knowledge competency in the experimental group is described in Table 3.

Table 3. Experimental Group Post Test Score Data

Code	Mark	Code	Mark
E01	80	E16	77
E02	77	E17	87
E03	80	E18	73
E04	80	E19	90
E05	70	E20	77
E06	87	E21	87
E07	87	E22	80
E08	70	E23	93
E09	80	E24	73
E10	90	E25	80
E11	87	E26	90
E12	90	E27	80
E13	80	E28	87
E14	73	E29	80
E15	90	E30	83
		E31	87

Based on the results of data analysis tests using the t test, a tcount of 2.601 was obtained, while at a significance level of 5% and dk 61, a ttable value of 2.000 was obtained. This means that tcount 2,601 is more than ttable 2,000, so Ho is rejected and Ha is accepted. This shows that Talking Stick assisted by audio visual media has an influence on social science knowledge competency. It was concluded that talking stick with the help of audio-visual media can increase the social science knowledge competency of fifth grade elementary school students.

Discussion

This research was conducted on fifth grade elementary school students. The two classes that are the sample for this research, namely fifth grade elementary school students who are taught using the Talking Stick learning model assisted by Audio Visual media are the experimental group class and fifth grade elementary school students who are not taught using the Talking Stick learning model assisted by Audio Visual media are the control group. From the acquisition of social studies knowledge competency scores in the two groups, it can be seen that the two groups initially had equal abilities, then after being given different treatment, the acquisition of social studies knowledge competency scores experienced differences. The social science knowledge competency of students in the experimental group was better when compared to the social science knowledge competency of students in the control group. The significant difference in the social science knowledge competency of the experimental group and the control group occurred due to differences in the treatment given during learning. The experimental group taught using the Talking Stick learning model assisted by Audio Visual media had a higher average score compared to the control group which was not taught using the Talking Stick learning model assisted by Audio Visual media.

Talking Stickis a learning model that can encourage students to dare to express opinions. The advantages of the Talking Stick model are that it trains students' skills in understanding the material that has been taught quickly, tests students' readiness to understand and master the subject matter that has been taught, trains students to study actively because students must be ready to answer or express opinions if they receive sticks, make it easier for students to remember lessons, especially social studies subjects, insert game elements so that learning feels fun and not boring (Gusti et al., 2018; Romaliyana et al., 2019; Wibawa et al., 2018). The application of the Talking Stick learning model assisted by audio-visual media is able to increase students' enthusiasm in carrying out learning in class, being able to remember lesson material more quickly, building an active class atmosphere, and increasing collaboration between students (Antari & Agustika, 2020; Handayani & Abadi, 2020; Widnyana, 2018). Learning that takes place using the Talking Stick model feels fun because students learn while singing so the class becomes active.

Each group that successfully answers questions from audio-visual media gets points. Students feel enthusiastic about answering the questions given in front of the class in turn. Every student will gain the same knowledge, so that learning becomes effective and efficient. The combination of the Talking Stick learning model with audio-visual media makes learning in the classroom more innovative, because the activities carried out by students using this media are more numerous and varied (Adnyana et al., 2018; Diawati et al., 2018; Srimaharani et al., 2023). Based on this explanation, it can be stated that there is a significant difference in social science knowledge competency between the group of students who were taught using the Talking Stick learning model assisted by Audio Visual media and the group of students who were not taught using the Talking Stick learning model assisted by Audio Visual media in class V elementary school students. So it can be stated that there is a significant influence of the Talking Stick learning model assisted by Audio Visual media on the social science knowledge competency of fifth grade elementary school students.

This finding is strengthened by previous research findings stating that the talking stick type cooperative model has a positive impact on science learning competency in thematic learning (Asri et al., 2019; Wardah & Fitria, 2021). The Talking Stick learning model assisted by Question Box media improves fifth grade science learning outcomes (Ayuni et al., 2017). The use of the talking stick model assisted by coper media improves student learning outcomes in addition material (Wulandari & Kiswoyo, 2019). The talking stick learning model assisted by regional songs influences social studies learning outcomes (Lestari et al., 2017). Based on the results of the analysis that has been carried out, implications can be put forward in this research. From the results of the research conducted, it is known the influence of the talking stick learning model assisted by audio-visual media on the social science knowledge competency of Class V Elementary School students. The results of this research can also be used as an alternative or reference for teachers in social studies learning activities. The Talking Stick Learning Model Assisted by Audio Visual Media can be applied by teachers because it has been proven to be able to influence students' knowledge competency in social studies lesson content for the better. This research has proven that the talking stick learning model assisted by audio-visual media has an effect on students' knowledge competency in social studies lesson content. By applying this learning model it can be used as a reference or guideline to create an active and interesting learning atmosphere for students.

4. CONCLUSION

Based on the results of the analysis and the explanation above, the Talking Stick learning model assisted by audio-visual media has an effect on the social science knowledge competency of fifth grade elementary school students. It was concluded that talking stick with the help of audio-visual media can increase the social science knowledge competency of fifth grade elementary school students. The talking stick learning model assisted by audio visual media is not only used for social studies lesson content, but can be used for other lesson content.

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