



IMPROVING HISTORY LEARNING OUTCOMES THROUGH TALKING STICK MODEL LEARNING IN CLASS XI STUDENTS OF SMAN 3 MEDAN

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Abstract

This research aims to improve the history learning outcomes of class XI students at SMA Negeri 3 Medan through the application of the "Talking Stick" learning model. The research method used is classroom action research (PTK) with two cycles, each consisting of planning, implementation, observation and reflection stages. The research subjects were 35 class XI IPS students. Data was collected through learning results tests, observations and interviews. The research results show that the application of the "Talking Stick" model significantly improves students' history learning outcomes. In the first cycle, the average student score increased from 68.5 to 75.2, and in the second cycle, it increased again to 82.4. Apart from increasing grades, there is also an increase in student activity and participation in the learning process. Students become more active in discussions and dare to express their opinions. The "Talking Stick" model has proven effective in increasing students' understanding and engagement in history subjects. Based on these findings, it is recommended that history teachers at SMA Negeri 3 Medan and other schools consider using the "Talking Stick" learning model as an alternative learning strategy to improve student learning outcomes. In addition, further research is recommended to examine the application of this model to different subjects and educational levels.

Key words: *Learning Outcomes, History, "Talking Stick" Learning Model, Classroom Action Research (PTK).*

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INTRODUCTION

Education is the basic capital for humans to carry out various useful activities in their lives. In order for national development to increase, good human resources are also needed to support its implementation (Putra, 2023). One effort that can be made to improve human resources is to improve the quality of education, both student learning achievement and teacher ability in carrying out the learning process (Lailatussaadah, 2015). Improving the quality of education is directed at all fields and sciences of education in order to improve human quality completely. History is a lesson that instills knowledge and values regarding the process of change and development of Indonesian society and the world from the past to the present (Agustinova, 2018).

The aim of history education is so that students are able to understand history, have historical awareness, and have historical insight, which leads to historical wisdom (Utami, 2021). Likewise with the statement once expressed by President Sukarno that "a great nation is a nation that always respects the history of its nation's struggle." This wise expression contains a very deep meaning and shows how important the role of history lessons is. Because the role of history in schools is very important, it is hoped that it can become an interesting subject because it teaches students various events experienced by humans in different time and space so that students can feel the changes experienced by humans in life (Susilo & Sarkowi, 2018).

History learning has an important role in shaping students' character and national insight. However, in practice, it is often found that students are less interested in and active in learning history (Akhmadiyahanto & Hanif, 2023). This is reflected in the low student learning outcomes in this subject in various schools, including at SMA Negeri 3 Medan. Based on the results of initial observations, it is known that the teaching methods used tend to be conventional and do not involve students actively. Students more often become passive recipients of information provided by teachers, so that their understanding of historical material is less than optimal.

To overcome these problems, it is necessary to apply a more innovative and participatory learning model that is able to increase student motivation and learning outcomes. One learning model that is considered effective for achieving this goal is

the "Talking Stick" model. This model involves students actively in the learning process through structured group discussions, where each student is given the opportunity to speak and convey his opinion using a stick as a speaking tool (Aswirna, 2018). Thus, this model can encourage the involvement of all students, increase interaction between students, and develop critical thinking and communicative skills.

This research was conducted to examine the effectiveness of the "Talking Stick" learning model in improving the history learning outcomes of class XI students at SMA Negeri 3 Medan. Through this research, it is hoped that empirical evidence can be found regarding the benefits of implementing the "Talking Stick" model and provide practical recommendations for history teachers in an effort to improve the quality of learning. In this way, it is hoped that students will not only be able to improve their learning outcomes but also have a higher interest and involvement in studying history, which will ultimately have a positive impact on the formation of their character and national insight.

History learning has an important role in forming students' character, national insight and historical awareness. However, in practice, it is often found that students are less interested in and active in learning history (Amar & Rahmawati, 2017). This is reflected in the low student learning outcomes in this subject in various schools, including at SMA Negeri 3 Medan. Based on the results of initial observations, it is known that the teaching methods used tend to be conventional and do not involve students actively. Students more often become passive recipients of information provided by teachers, so that their understanding of historical material is less than optimal. The low participation and interest of students in learning history raises concerns about their ability to understand and appreciate the importance of historical events that shape national identity.

To overcome these problems, innovation is needed in learning methods that are more interesting and participatory. One learning model that is considered effective for achieving this goal is the "Talking Stick" model. This model involves students actively in the learning process through structured group discussions, where each student is given the opportunity to speak and convey his opinion using a stick as a speaking tool (Nurjanah, 2023). The "Talking Stick" model encourages

the involvement of all students, increases interaction between students, and develops critical thinking and communicative skills. With this approach, it is hoped that students will not only memorize historical facts but also understand the context and relevance of these events.

This research was conducted to examine the effectiveness of the "Talking Stick" learning model in improving the history learning outcomes of class XI students at SMA Negeri 3 Medan. Through this classroom action research (PTK), it is hoped that empirical evidence can be found regarding the benefits of implementing the "Talking Stick" model and provide practical recommendations for history teachers in an effort to improve the quality of learning. This research also aims to evaluate the impact of this model on student motivation and participation in history learning. In this way, it is hoped that students will not only be able to improve their learning outcomes but also have a higher interest and involvement in studying history, which will ultimately have a positive impact on the formation of their character and national insight.

Apart from that, this research also contributes to the development of learning models that suit students' characteristics and needs. In an era of globalization that demands critical thinking skills and effective communication, the "Talking Stick" model can be a relevant and innovative alternative to overcome challenges in history learning. It is hoped that the results of this research can become the basis for developing better educational policies and provide inspiration for teachers to continue to innovate in their teaching methods.

METHODOLOGY

This research uses the Classroom Action Research (PTK) method, which aims to improve the history learning outcomes of class XI students at SMA Negeri 3 Medan through the application of the "Talking Stick" learning model. PTK was chosen because this method allows researchers to intervene directly in the learning process in the classroom and observe changes that occur gradually. This research was carried out in two cycles, each consisting of four stages: planning, implementation, observation and reflection (Kusumah, 2012).

At the planning stage, researchers and

history teachers together design a learning plan that includes learning objectives, material to be taught, steps for implementing the "Talking Stick" model, as well as assessment instruments to be used. This learning plan is prepared based on the applicable curriculum and adapted to the characteristics of class XI students (Arikunto, 2021). Researchers also prepared observation sheets and questionnaires to measure student participation and responses to the learning model implemented.

The implementation stage is carried out in accordance with the learning plan that has been prepared. At this stage, the teacher implements the "Talking Stick" model in the history learning process. Students are divided into small groups, and each group is given a stick, which will be used as a speaking tool. Each student in the group takes turns holding the stick and is given the opportunity to express an opinion or answer questions asked by the teacher. The teacher acts as a facilitator who guides discussions and ensures that all students are actively involved in learning activities.

During the implementation phase, researchers conducted observations to collect data regarding student participation, interactions between students, and student responses to the "Talking Stick" model. This observation data is recorded in the observation sheet that has been prepared. Apart from that, researchers also collected data on student learning outcomes through tests given at the end of each cycle. Questionnaires are also used to measure student perceptions of the effectiveness of the learning model applied.

In the reflection stage, researchers and teachers jointly analyze the data that has been collected during the observation stage. This analysis aims to evaluate the success of the "Talking Stick" model in improving students' history learning outcomes and identify the obstacles faced during implementation. Based on the results of the analysis, improvements and refinements are made to the learning plan for the next cycle. The second cycle was carried out with the necessary improvements to achieve more optimal learning outcomes.

Data obtained from learning outcomes tests were analyzed quantitatively to see the increase in student scores from the first cycle to the second cycle. Observation and questionnaire data were analyzed qualitatively

to get an idea of student participation and responses to the "Talking Stick" learning model. The results of this data analysis are then used to conclude the effectiveness of the "Talking Stick" learning model and provide recommendations for improving the history learning process in class XI SMA Negeri 3 Medan.

Through this research method, it is hoped that a comprehensive picture can be obtained regarding the influence of implementing the "Talking Stick" model on students' history learning outcomes, as well as supporting and inhibiting factors that need to be considered in implementing this learning model (Daryanto, 2011).

RESULT AND DISCUSSION

In the first cycle, student learning outcomes showed an improvement compared to the initial conditions before implementing the "Talking Stick" model. The average student history learning achievement test score increased from 68.5 to 75.2. In addition, observation results show that student participation in learning has increased, with more students actively speaking and participating in group discussions. However, there are still several obstacles, such as some students who lack confidence in speaking and unequal participation between students in groups.

In the second cycle, after improvements were made based on reflections from the first cycle, student learning outcomes again showed improvement. The average student history learning achievement test score increased to 82.4. Observations show that student activity and participation are increasingly evenly distributed, with almost all students daring to express their opinions and interact with other group members. The questionnaire filled out by students also showed that the majority of students felt more interested and motivated in learning history using the "Talking Stick" model.

The application of the "Talking Stick" learning model has proven effective in improving the history learning outcomes of class XI students at SMA Negeri 3 Medan. The increase in the average score from the first cycle to the second cycle shows that this model has succeeded in increasing students' understanding of the material being taught.

Apart from that, the "Talking Stick" model has also succeeded in increasing student participation and involvement in the learning process, which is an important factor in improving learning outcomes.

The success of the "Talking Stick" model can be attributed to several factors. First, this model provides opportunities for all students to speak and convey their opinions, so that students who are usually passive become more active. Second, the use of sticks as a speaking tool creates a more interactive and fun learning atmosphere, so that students feel more comfortable participating. Third, structured group discussions help students learn from each other and understand the material better through sharing knowledge and experiences.

However, there are several obstacles that need to be considered when implementing this model. In the first cycle, there were still students who felt less confident about speaking in front of their friends. This shows that teachers need to provide more encouragement and support to students who lack self-confidence. Apart from that, teachers also need to ensure that all students get the same opportunity to speak, so that participation in discussions becomes more even.

Based on the results of this research, it is recommended that history teachers at SMA Negeri 3 Medan and other schools consider using the "Talking Stick" learning model as an alternative learning strategy to improve student learning outcomes. This model is not only effective in improving understanding of the material but also helps develop students' social and communication skills. Further research is recommended to examine the applicability of this model to different subjects and levels of education to expand the applicability and validity of the "Talking Stick" model.

Overall, this research shows that the "Talking Stick" learning model is an effective and innovative method for improving history learning outcomes, participation and student motivation. Thus, this model can be a strategy that can be implemented in history learning to achieve better educational goals.

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According to (Slavin, 2018), social interaction that occurs in small groups can improve students' cognitive abilities and understanding of the material. Second, the use of sticks as a speaking tool creates a more interactive and fun learning atmosphere, so that students feel more comfortable participating. Third, structured group discussions help students learn from each other and understand the material better through sharing knowledge and experiences. This is in line with (Vygotsky & Cole, 1978) theory, which states that learning occurs optimally through social interaction and collaboration.

However, there are several obstacles that need to be considered when implementing this model. In the first cycle, there were still students who felt less confident about speaking in front of their friends. This shows that teachers need to provide more encouragement and support to students who lack self-confidence. According to (Bandura, 1997), self-efficacy or self-confidence, plays an important role in determining student participation and learning achievement. Apart from that, teachers also need to ensure that all students get the same opportunity to speak, so that participation in discussions becomes more even.

The results of this research also show that the "Talking Stick" model can increase students' learning motivation. The learning motivation theory put forward by (Deci & Ryan, 2013) in Self-Determination Theory (SDT) states that intrinsic motivation can be increased when students feel they have competence, social connectedness and autonomy in learning. The "Talking Stick" model provides students with the opportunity to experience these three elements through active discussion and equal participation.

Based on the results of this research, it is recommended that history teachers at SMA Negeri 3 Medan and other schools consider using the "Talking Stick" learning model as an alternative learning strategy to improve student learning outcomes. This model is not only effective in improving understanding of the material but also helps develop students' social and communication skills. Further research is recommended to examine the applicability of this model to different subjects and levels of education to expand the

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Overall, this research shows that the "Talking Stick" learning model is an effective and innovative method for improving history learning outcomes, participation and student motivation. Thus, this model can be a strategy that can be implemented in history learning to achieve better educational goals.

Apart from that, the "Talking Stick" model also supports cooperative learning, which, according to (Johnson & Johnson, 1987), can improve student learning outcomes through cooperation and shared responsibility in groups. Cooperative learning helps students develop social skills, increase mutual respect, and strengthen interpersonal relationships.

Based on the results of this research, it is recommended that history teachers at SMA Negeri 3 Medan and other schools consider using the "Talking Stick" learning model as an alternative learning strategy to improve student learning outcomes. This model is not only effective in improving understanding of the material but also helps develop students' social and communication skills. Further research is recommended to examine the applicability of this model to different subjects and levels of education to expand the applicability and validity of the "Talking Stick" model.

CONCLUSION

This research aims to improve the history learning outcomes of class XI students at SMA Negeri 3 Medan through the application of the "Talking Stick" learning model. Based on the results of research carried out in two cycles, it can be concluded that the "Talking Stick" model has proven effective in improving student history learning outcomes. The implementation of the "Talking Stick" model shows a significant improvement in student learning outcomes. The average student learning outcomes test score increased from 68.5 in the initial condition to 75.2 in the first cycle and increased again to 82.4 in the second cycle. This shows that this learning model is able to increase students' understanding of the material being taught. The "Talking Stick" model succeeded in increasing student participation and involvement in the learning process. Observations show that students become more active in speaking and participating in group discussions. This active

involvement is important in improving learning outcomes because students not only receive information passively but also construct knowledge through social interaction. In addition to improving academic learning outcomes, the "Talking Stick" model also helps students develop social and communication skills. Students learn to respect the opinions of others, express their own opinions with confidence, and work together in groups. These skills are critical to their future personal and professional development. The results of the questionnaire showed that the majority of students felt more interested and motivated in learning history using the "Talking Stick" model. Learning motivation theories, such as Self-Determination Theory (SDT), support these findings by showing that learning environments that provide autonomy, competence, and social connectedness can increase students' intrinsic motivation. Although this model is effective, there are several obstacles that need to be overcome, such as some students' lack of confidence in speaking and uneven participation in groups. To overcome this obstacle, teachers need to provide more encouragement and support to students who lack self-confidence and ensure that all students have an equal opportunity to participate.

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