Application of Talking Stick Learning Model in Increasing Interest and Learning Outcomes of Civics Class III Students of SD Negeri 93 Cabbeng

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Abstrak

Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk mengetahui bagaimana penerapan model pembelajaran *Talking Stick* dalam meningkatkan minat dan hasil belajar PPKn siswa Kelas III SD Negeri 93 Cabbeng, Kecamatan Dua Boccoe Kabupaten Bone tahun pelajaran 2024/2025. Teknik pengumpulan data menggunakan observasi, tes, dokumentasi dan lembar angket. Teknik analisis data yaitu menyelidiki data, menyajikan data, menarik kesimpulan dan verifikasi. Adapun hasil dari penelitian yaitu menunjukkan bahwa persentase minat belajar siswa pada siklus I pertemuan 1 59,4% (Kurang) dan pertemuan 2 mencapai 63,6% (Cukup), sedangkan pada siklus II pertemuan 1 70,6% (Cukup) dan pertemuan 2 mencapai 80,2% (Baik). Serta hasil belajar siswa pada siklus I terdapat 12 dari 25 siswa yang tuntas dengan nilai rata-rata 73,32 dengan persentase ketuntasan belajar mencapai 48% (cukup), sedangkan pada siklus II terdapat 19 dari 25 siswa yang tuntas dengan nilai rata-rata 81,56 dengan persentase ketuntasan 76% (baik). Hal ini dapat disimpulkan bahwa penerapan model pembelajaran Talking Stick dapat meningkatkan hasil belajar PPKn siswa kelas III SD Negeri 93 Cabbeng.

Kata Kunci: Model pembelajaran *Talking Stick*, Minat belajar, Hasil belajar PPKn

Abstract

This research is a classroom action research that aims to determine how the application of the Talking Stick learning model improves the interest and learning outcomes of PPKn of Class III students of SD Negeri 93 Cabbeng, Dua Boccoe District, Bone Regency in the 2024/2025 academic year. Data collection techniques used observation, tests, documentation and questionnaires. Data analysis techniques include investigating data, presenting data, drawing conclusions and verification. The results of the study indicate that the percentage of students' learning interest in cycle I meeting 1 was 59.4% (Poor) and meeting 2 reached 63.6% (Enough), while in cycle II meeting 1 70.6% (Enough) and meeting 2 reached 80.2% (Good). And the learning outcomes of students in cycle I were 12 out of 25 students who completed with an average score of 73.32 with a percentage of learning completion reaching 48% (sufficient), while in cycle II there were 19 out of 25 students who completed with an average score of 81.56 with a percentage of completion of 76% (good). It can be concluded that the application of the Talking Stick learning model can improve the learning outcomes of PPKn students in grade III of SD Negeri 93 Cabbeng.
Keywords: Talking Stick learning model, Learning interest, PPKn learning outcomes

Introduction

The country. national education system is a combination of various educational components that are related to achieve national education goals in a Education, especially at the primary school

level, is tailored to the development of learners so that their potential can develop optimally. Developing the potential of students to become creative,knowledgeable,independent, and democratic citizens and dare to express opinions is achieved through civic education (Nurhayati, 2019)

Citizenship education is one of the important subjects in elementary schools and plays a role in shaping students' character and attitudes. According to (Winataputra, 2016) by studying citizenship, students learn moral values, , ethicscitizenship a rights and responsibilities, and tolerant attitude towards diversity. In the Indonesian , contextthis is system regulated by law and covers various levels of education, from basic education to tertiary education, and involves various formal and non- formal .education institutions.

In Law Article 3 Number 20 of 2003 concerning the National Education System, it is explained that, "national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, and aims to develop the potential of students to become students who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens."

SD Negeri 93 Cabbeng is one of the primary school educational institutions located in Dua Boccoe sub-district, Bone . districtBased on the results of pre-research conducted by the reviewer on September 1, 2024 in class III of SD Negeri 93 Cabbeng, found, a was namely the problem low interest and learning outcomes of students in Civics subjects.

This can be seen from the lack of active involvement of students during the learning process. Most students appear passive, uninterested in asking questions or participating in class discussions, some students even look bored, talk to their classmates, play and some are daydreaming. In addition, the daily exam scores in the semester odd show that the majority of students studentsget KKM, which scoresindicates the ' low understanding of the Civics learning materials taught.

Students' lack of interest in learning has a significant impact on their achievement of learning outcomes. Students who are not interested in the material tend to not pay attention to the teacher's explanation, so their understanding of the material is minimal. additionIn, the learning approach applied by educators also influences students' low interest.

Based on observations, educators more often apply a one- way lecture method, so that students tend to be less active and have minimal involvement in learning. The lack of a variety of interesting teaching methods causes a boring classroom atmosphere and does not provide opportunities for students to actively participate. This has an impact on learners' expertise in mastering the material taught.

In addition, the limitation of learning media is also a factor that affects students' low learning outcomes. Teachers often only use textbooks or theme books as the main reference in giving assignments, and rarely involve students in more interactive activities. The lack of opportunities for students to ask questions and discuss also makes them they feel that do not understand the material. As a result, only two to three students enthusiastically respond to the learning material, while most other students seem less interested and even bored.

The condition of these learning problems needs to be resolved immediately, because if not, the interest and learning outcomes of third SD Negeri 93 grade students of Cabbeng, developDua Boccoe

Subdistrict, Regency Bone will not . In order to overcome this, the reviewer is interested in carrying out improvements through the application of the *Talking Stick* learning model in Civics learning.

Talking Stick is a learning model that utilizes simple media in the form of sticks. Learners who hold the stick are required to answer questions from the teacher, and this is activity carried out repeatedly until the opportunity to provide answers (Nurhayati, 2019). This is in line with according to (Sani, 2015) the model *Talking Stick* is a learning model that is carried out using a stick that is used as a ration or turn to be able to answer questions from the teacher after students learn the subject matter. The purpose of this model is to ensure the active involvement of all students in the learning process, encourage to them focus more and foster a sense of responsibility for the material being studied.

In response to these problems, the reviewer hopes that with the application of the *Talking Stick ,* learning modelstudents can be more active in in the participating learning process, so that they will more easily understand the subject matter presented and increase interest and learning outcomes of Civics. Based on this, the reviewer will carry out an improvement in the process learning through Classroom Action Research (PTK) with the title "Application of the *Talking Stick* Learning Model in Increasing Interest and Outcomes of Learning Civics for Third SD Negeri 93 Grade Students of Cabbeng".

METHODS

Classroom Action Research (PTK) is a very important and strategic study in order to improve the quality of learning. PTK provides an opportunity as a strategy to improve performance because this study approach makes the teacher a reviewer as well as an agent of change with a collaborative pattern Kunandar, (2016: 41). In line with, Arikunto, (2017: 3) defines PTK as the process of studying learning problems through self-reflection with the aim of finding solutions to these problems. actions Such are carried out simultaneously in the classroom and are given by the teacher or with the direction of the teacher.

The main purpose of PTK is to solve problems that arise in the classroom through appropriate and scientific behavior. In addition, it also aims to improve teaching practices in the context of teacher training. Specifically, the purpose of PTK is to improve the quality of learning processes and outcomes, assist teachers teachersin dealing with learning problems, and improve ' professional skills.

This study used two main data sources, namely primary data and datasecondary . Primary data came from class teachers, students, and principals, while secondary data was obtained from documents in SD Negeri 93 Cabbeng, Dua Boccoe District, Bone Regency. The subjects of this study were third of SD Negeri 93 grade students Cabbeng with a total of 25 students consisting of 13 girls and 12 boys. This research was conducted for two months, from October to December 2024.

The research design consisted of two cycles, where each cycle included four stages, namely planning, , actionobservation, and reflection. Action planning in this PTK was carried out by developing strategies to improve student understanding. This planning includes making a learning lesson design based on the *Talking Stick* model, developing plans, LKPD, preparing evaluation sheets, observation sheets, and end-of-cycle tests.

Menurut Kemmis (dalam Hamzah, 2012:87)
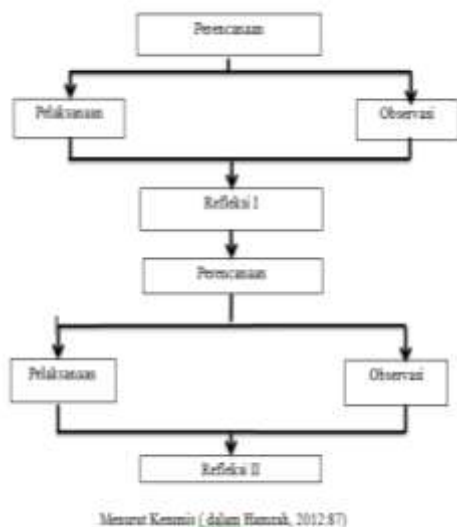
The research procedure was carried out based on the approach developed by Kemmis and McTaggart, which includes several stages. In the planning stage, the researcher identified the problems faced by students in PPKn learning, prepared a lesson plan with the Talking Stick model, and prepared research instruments such as observation sheets and evaluation tests. Furthermore, in the implementation stage, Talking Stick learning was implemented in accordance with the lesson plan that had been prepared, while data was collected through observations of student activity, interest, and learning outcomes. Observations were made to evaluate the learning process and student interactions. All data obtained were analyzed to determine the success of the actions that had been taken. The reflection process was used to evaluate the weaknesses and strengths of the Talking Stick model in increasing student interest and learning outcomes, so that corrective steps could be applied in the next cycle.

The research instruments used in this study include observation, tests, documentation, and questionnaires. Observations are conducted to assess changes that occur during learning. Tests are used to measure the extent to which learning

outcomes have been achieved after the application of the Talking Stick model. Documentation is used to obtain initial data on students' abilities in PPKn subjects, while questionnaires are used to measure students' learning interests during the learning process.

Data collection techniques in this study include observation, tests, documentation, and questionnaires. Observations were made by directly monitoring student activities and teacher performance during learning. Learning outcome tests were used to determine students' understanding of the material taught. Documentation includes data collection in the form of documents relevant to the research, such as lesson plans, listsattendance , and student records. Questionnaires were used to collect data on students' interest in learning. The data analysis technique used in this research is a qualitative data analysis technique developed by Miles and Huberman (Arikunto, 2020: 135) Data analysis is carried out through three stages, namely data data , and reduction, presentationconclusion drawing. The indicators of success in the implementation of this study consist of process indicators indicatorsas well as learning outcome .

a. Process , indicatorsare criteria used in order to measure the learning learning activities of teachers and students student in listed on teacher and sheets. Thus, the process in PTK indicator this is if all the steps of the *talking stick* learning model are carried out positively or have achieved good quality (B) with a minimum 76% percentage of in accordance with the level of learning success. Table 3.1 Levels of success for learning processes and outcomes

Tabel 3.1 Taraf keberhasilan proses dan hasil belajar

Level of Success	Qualification
76% - 100%	Good
60% - 75%	Simply
0% - 59%	Less

Table 3.2 Levels of success for learning processes and outcomes

Level of Success	Qualification
90% - 100%	Very good
80% - 89%	Good
76% - 79%	Simply
0% - 75%	Less

b. Indicators of interest and learning outcomes are considered achieved if 75% of the total number of students meet the KKM, namely 76 on the Civics learning outcomes data or learning outcomes test. interpretation of student as a reference with the following formula:

Score = *Assessment score* x 100 %
Maximum Score

RESULTS AND DISCUSSION

This was research carried out in two cycles, namely cycle I and Cycle II, where each cycle consisted of two meetings. The results of the research from the two cycles are:

CYCLUS I
1. Learning Interest

Learnersis measured through a questionnaire designed based on learning interest indicators. This questionnaire was given to students after each learning cycle was completed. Questionnaire data was analyzed to determine the level of student interest in learning in cycle I, meetings 1 ' learning interest and 2.

The results of student interest in learning activities in cycle I meeting 1 can be seen in the following table:

a. Meeting I

In cycle I meeting 1, the measurement of students' interest in learning was carried out through a questionnaire containing indicators related to learning interest. This questionnaire was given to students after the lesson was that over in order to measure the extent of their interest in the material had been delivered.

Based on the results of filling out questionnaires by students, the data on interest in learning at the first meeting showed varying results among students. The details can be seen in the following table:

Table 4.1 Learning Interest Questionnaire Cycle I Meeting 1

No.	Name	Total	Percentage
1	AZK	10	55%
2	AR	10	55%
3	AAY	11	60%
4	AMK	10	55%
5	ANP	13	70%
6	AF	12	65%
7	AA	11	55%
8	FA	9	45%
9	FR	12	65%
10	IJA	14	75%
11	IN	10	55%
12	MFA	13	70%
13	MF	13	70%
14	MZA	13	70%
15	MAN	11	60%
16	NAA	10	55%
17	NA	13	65%
18	NAP	12	60%
19	R	13	65%
20	STH	10	50%
21	AN	11	55%
22	MA	11	55%
23	S	9	45%
24	MA	12	60%
25	MA	10	50%

Total Percentage	1505
Average Percentage	59,4%
Description	Less

Based on the questionnaire results above, it that the shows percentage of I meeting I was 59.4% which was in the less category. The low results are caused by students who are not yet familiar with the use of the *Talking Stick* model in Civics .learning

a. Meeting 2

In cycle I meeting 2, the measurement of students' learning interest was carried out through a questionnaire containing indicators related to learning interest. This questionnaire was given to students after the learning was completed in order to measure the extent of their interest in the material that had been delivered. Based on the results of filling out the questionnaire by students, the learning interest data at the first meeting showed varying results among students. The details can be seen in the following table:

Table 4.2 Learning Interest Questionnaire Cycle I Meeting 2

No	Nama	Jumlah	Persentase
1	AZK	12	60%
2	AR	12	60%
3	AAY	11	55%
4	AMK	11	55%
5	ANP	15	75%
6	AF	11	55%
7	AA	12	60%
8	FA	10	50%
9	FR	14	70%
10	IJA	15	75%
11	IN	11	55%
12	MFA	14	70%
13	MF	15	75%
14	MZA	14	70%
15	MAN	12	60%
16	NAA	12	60%
17	NA	15	75%
18	NAP	14	70%
19	R	15	75%
20	STH	11	55%
21	AN	12	60%
22	MA	13	65%
23	S	11	55%
24	MA	14	70%
25	MA	12	60%
Total Persentase		1590	
Rata- Rata Persentase		63,6%	
Keterangan		Cukup	

Based on the results of the Cycle I questionnaire, meeting 2 showed 63.6%. This low result was caused by students who were not yet accustomed to using the Talking Stick model in PPKn learning. Therefore, improvements were carried out in cycle II.

2. Learning Outcomes

The learning outcomes of students obtained in research activities are based on evaluation tests at the end of each cycle. The evaluation test is in the form of a written test consisting of 5 questions in Cycle I. The evaluation carried out in cycle I was attended by 25 students. Of the 25 students, there are still 13 students who have not achieved the KKM score, which is 74.

The learning outcomes of students in cycle I can be seen in the following table:

No	Student name (Initials)	No.SoaI/scores					Acquisition Score	Value	Description
		1	2	3	4	5			
		3	3	3	3	3			

1	AZK	3	3	2	2	3	13	86	Completed
2	AR	2	2	2	3	2	11	73	Not complete
3	AAY	2	2	2	2	2	10	66	Not complete
4	AMK	2	3	2	3	2	12	80	Completed
5	ANP	2	2	2	2	1	9	60	Not complete
6	AF	2	3	2	2	3	12	80	Completed
7	AA	2	1	2	2	2	9	60	Not complete
8	FA	2	3	2	3	1	11	73	Not complete
9	FR	2	3	2	2	3	12	80	Completed
10	IJA	2	2	3	2	3	12	80	Completed
11	IN	3	2	3	2	2	12	80	Completed
12	MFA	2	2	2	2	2	10	66	Not complete
13	MF	2	3	2	2	3	12	80	Completed
14	MZA	2	2	3	1	1	9	60	Not complete
15	MAN	2	2	2	2	2	10	66	Not complete
16	NAA	3	3	3	2	2	13	86	Completed
17	NA	3	3	2	3	2	13	86	Completed
18	NAP	3	2	1	2	2	10	66	Not complete
19	R	3	2	3	2	3	13	86	Completed
20	STH	2	3	3	2	2	12	80	Completed
21	AN	2	3	1	2	3	11	73	Not complete
22	MA	2	3	2	1	1	9	60	Not complete
23	S	2	3	1	2	2	10	66	Not complete
24	MA	3	2	2	3	2	12	80	Completed
25	MA	1	2	3	2	1	9	60	Not complete
Number							**1.833**		**LESS**
Average							**73,32**		
Percentage of learning completeness							**48 %**		
Percentage of incomplete learning							**52%**		

Based on the data obtained, in cycle I the level of classical completeness of students reached 48% with an average score of 73.32 which was included in the category of less. result This stated that students still faced difficulties in understanding the material being taught. additionIn, students were also not familiar with the application of the *Talking Stick* model in Civics learning. Therefore, improvements were made in cycle II.

CYCLUS II
1. Learning Interest

Students' is measured through a questionnaire designed based on learning interest indicators. This questionnaire was given to students after each learning cycle was completed. learning interest Questionnaire data was analyzed to determine the level of interest in learning of students in cycle I, meeting I and II. The results of student learning learning interest in activities in cycle I meeting 1 can be seen in the following table:

a. Meeting I

Cycle I meeting 1, the measurement of learning interest was carried out through a questionnaire containing indicators related to learning interest.

This questionnaire was given to students after the lesson was over in order to measure the extent of their interest in the material that had been delivered. Based on the results of filling out the questionnaire by students, the data on learning interest at the first meeting showed varying results among students. The details can be seen in the following table:

Table 4.4 Learning Interest Questionnaire Cycle II Meeting 1

No	Name	Total	Percentage
1	AZK	14	70%
2	AR	12	60%
3	AAY	13	65%
4	AMK	12	60%
5	ANP	16	80%
6	AF	12	60%
7	AA	12	60%
8	FA	13	65%
9	FR	15	75%
10	IJA	17	85%
11	IN	12	60%
12	MFA	15	75%
13	MF	17	85%
14	MZA	15	75%
15	MAN	13	65%
16	NAA	13	65%
17	NA	16	80%
18	NAP	16	80%
19	R	16	80%
20	STH	12	60%
21	AN	15	75%
22	MA	16	80%
23	S	12	60%
24	MA	16	80%
25	MA	13	65%
Total Percentage			1765
Average Percentage			70,6%
Description			Simply

Based on the results of the questionnaire cycle II meeting 70.it , which is reached 6% sufficient.

b. Meeting 2

In cycle II meeting 2, the measurement of students' interest in learning was carried out through a questionnaire containing indicators related to learning interest. This questionnaire was given to students after the lesson was over in order to measure the extent of their interest in the material that had been delivered. Based on the results of filling out the questionnaire by students, the data on learning interest at the first meeting showed varying results among students. The details can be seen in the following table:

Table 4.5 Learning Interest Questionnaire Cycle II Meeting 2

No	Name	Total	Percentage
AZK	16	80%	AZK
AR	13	65%	AR
AAY	16	80%	AAY
AMK	17	85%	AMK
ANP	18	90%	ANP
AF	14	70%	AF
AA	14	70%	AA
FA	14	70%	FA
FR	18	90%	FR
IJA	19	95%	IJA
IN	12	60%	IN
MFA	18	90%	MFA
MF	19	95%	MF
MZA	16	80%	MZA
MAN	14	70%	MAN
NAA	15	75%	NAA
NA	19	95%	NA
NAP	16	80%	NAP
R	19	95%	R
STH	12	60%	STH
AN	14	70%	AN
MA	19	95%	MA
S	16	80%	S
MA	19	95%	MA
MA	14	70%	MA
Total Percentage			2005
Average Percentage			80,2%
Description			Good

Based on the results of the questionnaire cycle II meeting 2 reached 80.2%, which is in the good

category. This shows a significant increase so that no improvement is needed.

2. Learning Outcomes

Student learning outcomes obtained in the implementation of research based on evaluation tests at the end of each cycle. The II. evaluation test was in the form of a

written test consisting of 5 questionsin Cycle The implementation of the evaluation carried out in cycle II was attended by 15 students. The student learning outcomes in cycle II can be seen through the following table:

Table 4.6 Student Learning Outcomes Cycle II

| No | Student name (initials) | No.SoaI/Skor | | | | | Acquisition Score | Value | Description |
| | | 1 | 2 | 3 | 4 | 5 | | | |
		3	3	3	3	3			
1	AZK	3	3	3	3	3	15	100	Completed
2	AR	3	2	3	2	2	12	80	Complete
3	AAY	2	2	3	2	2	11	73	Not complete
4	AMK	2	3	3	3	3	14	93	Completed
5	ANP	2	2	2	2	2	10	66	Not complete
6	AF	3	3	3	2	2	13	86	Completed
7	AA	3	2	2	3	3	13	86	Complete
8	FA	2	3	3	2	2	12	80	Complete
9	FR	2	3	2	2	3	12	80	Completed
10	IJA	3	2	3	2	2	12	80	Completed
11	IN	3	3	3	3	3	15	100	Completed
12	MFA	2	2	2	3	2	11	73	Not complete
13	MF	2	3	2	3	2	12	80	Completed
14	MZA	2	3	3	2	2	12	80	Completed
15	MAN	3	2	3	2	3	13	86	Complete
16	NAA	3	2	3	3	2	13	86	Completed
17	NA	2	3	3	3	3	14	93	Completed
18	NAP	2	3	2	2	1	10	66	Not complete
19	R	3	2	3	2	3	13	86	Completed
20	STH	2	3	3	2	2	12	80	Completed
21	AN	3	2	2	2	3	12	80	Complete
22	MA	2	2	2	2	2	10	66	Not complete
23	S	2	3	2	2	2	11	73	Not complete
24	MA	3	3	3	2	2	13	86	Completed
25	MA	3	2	3	2	2	12	80	Complete
Number							**2039**		
Average							**81,56**		**GOOD**
Percentage of learning completeness							**76 %**		
Percentage of incomplete learning							**24%**		

Based on the results of the table above in cycle II, the classical completeness of students increased significantly to 76% with an average score of 81.56 which is in the

good category. Based on the explanation above, it can be said that the *Talking Stick* learning learning model can improve the outcomes of third SD Negeri 93 grade students

of Cabbeng so there is no need to continue to the next cycle.

CONCLUSIONS

Based on the results of the research that that the has been conducted, it can be concluded application of the Talking Stick learning learning model in in Civics class III of SD Negeri 93 Cabbeng, , increase Dua Boccoe Subdistrict Bone Regency is able to student interest and learning outcomes. This can be seen from the increase in the percentage of students' interest in learning which continues to progress from each cycle. In cycle I, the , first meetingstudents' interest in learning was at 59.4%, then increased to 63.6% in the second meeting. In cycle II, students' interest in learning increased significantly by reaching 70.6% at the first meeting and 80.2% at the second meeting, so there was an increase of 20.8% from the previous cycle.

In addition, student learning outcomes also showed positive developments. In cycle I, only 12 out of 25 students achieved learning completeness with an average score of 73.32 and a percentage of completeness of 48% which is still classified as poor. However, in cycle II, the number of completed students increased to 19 out of 25 students with an average score of 81.56 and the percentage of completeness reached 76%, which is classified as good. Thus, the Talking Stick model proved effective in increasing students' involvement in learning, thus having a positive impact on their learning outcomes.

Based on these findings, it is recommended that teachers consider the Talking Stick model as an alternative in teaching Civics, because it can increase student participation in the learning process. Students are also expected to be more focused and active in learning activities, especially in group work, so that collaboration with peers can run effectively. additionIn, for future researchers, it is hoped that they can develop further studies by applying the Talking Stick model to various Civics learning materials in order to improve student learning outcomes more broadly and deeply.

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