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TALKING STICK LEARNING MODEL ON SCIENCE LEARNING OUTCOMES OF GRADE V STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Talking Stick terhadap hasil belajar Ilmu Pengetahuan Alam dan Sosial (IPAS) siswa kelas V SD Negeri 091608 Sinaksak. Latar belakang penelitian ini adalah rendahnya hasil belajar siswa yang ditunjukkan dengan banyaknya siswa belum mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Penelitian menggunakan pendekatan kuantitatif dengan desain one group pretest-posttest. Subjek penelitian adalah seluruh siswa kelas V yang berjumlah 25 orang. Instrumen penelitian berupa tes pilihan ganda sebanyak 30 soal yang diberikan pada tahap pretest dan posttest. Hasil penelitian menunjukkan adanya peningkatan signifikan dari rata-rata nilai pretest 42,4 menjadi 88,08 pada posttest. Uji N-Gain memperoleh nilai 0,7214 yang termasuk kategori tinggi. Hal ini membuktikan bahwa penerapan model Talking Stick efektif dalam meningkatkan hasil belajar IPAS, khususnya pada materi Bagian-Bagian Bumi. Selain itu, metode ini juga mendorong keaktifan siswa, melatih keberanian dalam berpendapat, serta meningkatkan kerja sama antar siswa. Dengan demikian, Talking Stick dapat menjadi alternatif strategi pembelajaran yang menyenangkan dan interaktif, sehingga layak digunakan oleh guru untuk meningkatkan mutu pembelajaran IPAS di sekolah dasar.

Keywords:
Talking Stick, IPAS, learning outcomes, fifth grade students, learning model

ABSTRACT

This study aims to investigate the effect of the Talking Stick learning model on fifth-grade students' learning outcomes in Science and Social Studies (IPAS) at SD Negeri 091608 Sinaksak. The background of this research is the low student achievement, as many students failed to reach the Minimum Mastery Criteria (KKTP). The research employed a quantitative approach using a one-group pretest-posttest design. The participants were 25 fifth-grade students. The research instrument consisted of 30 multiple-choice questions administered in both pretest and posttest stages. The findings revealed a significant improvement in students' achievement, with the mean score rising from 42.4 in the pretest to 88.08 in the posttest. The N-Gain analysis produced a score of 0.7214, categorized as high. These results indicate that the Talking Stick learning model is effective in enhancing students' understanding of IPAS, particularly on the topic "Parts of the Earth." Furthermore, this method fosters active participation, builds confidence in expressing opinions, and strengthens collaboration among students. Therefore, the Talking Stick model can serve as an enjoyable and interactive learning strategy that teachers may adopt to improve the quality of IPAS instruction in elementary schools.

1. Introduction

Education is a process that helps people develop their talents and potential, both physically and mentally, to become quality individuals. Therefore, the Indonesian government is making various efforts to advance education and create a quality future generation. (Safitri et al., 2018) . As stated in Law Number 20 of 2003, Article 1, paragraph 1 concerning the National Education System states that; Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the Nation and the State (Dewi, 2021) .

Quality education requires a curriculum as the primary guide in achieving learning objectives (Saleh et al., 2022) . According to the Big Indonesian Dictionary (KBBI), a curriculum is a set of plans regarding learning materials and delivery methods used to achieve educational objectives. Currently, Indonesia is implementing the Independent Curriculum, a curriculum that gives teachers and schools the freedom to adapt learning to students' needs, interests, and potential (Oktapioni, 2021) . This curriculum emphasizes in-depth, meaningful learning and encourages the strengthening of the Pancasila Student Profile so that students are not only intelligent but also have character and are ready to face the challenges of the times (Wardah & Fitria, 2021) . Through the proper implementation of the Independent Curriculum, the learning process becomes more effective and relevant, making learning objectives easier to achieve and can be seen from the improvement in student learning outcomes, both cognitively, affectively, and psychomotorically (Nugraheni, 2022) .

The achievement of learning objectives can be seen from student learning outcomes after participating in the teaching and learning process in the classroom. These learning outcomes reflect the extent to which students understand the material, develop skills, and demonstrate changes in attitudes and behavior as indicators of educational success (Saputra et al., 2022) . Therefore, the learning process plays a crucial role in determining the quality of student learning outcomes (Faradita, 2018) . For effective learning, teachers need to design strategies that suit student characteristics, use a variety of media and methods, and create a conducive and enjoyable classroom atmosphere. Well-designed and implemented learning will encourage active student participation, increase learning motivation, and help them achieve expected competencies. Thus, a quality learning process is the main key to producing optimal learning outcomes and supporting the achievement of overall educational goals (Romlah, 2018) .

Each student has different abilities in understanding material, including in the subject of Natural and Social Sciences (IPAS). Some students can quickly grasp concepts in IPAS, while others require time and a special approach to be able to understand them.

Therefore, the role of teachers is very crucial in delivering material effectively (Faradita, 2019) . Teachers are not only tasked with explaining the lesson, but also need to create an active, fun learning atmosphere that is appropriate to the needs of students. In the context of IPAS, teachers are required to be more creative by utilizing various learning methods such as experiments, group discussions, visual media, or problem-based projects or the use of varied learning models to make learning more interesting. With these strategies, students will more easily understand the relationship between natural and social sciences in real life, so that all students, whether fast or slow in understanding, can participate optimally in IPAS learning and achieve the expected learning outcomes.

Natural and Social Sciences (IPAS) is a combined subject between science and social studies. The goal of the IPAS subject in the independent curriculum is to develop curiosity and knowledge and skills. Therefore, the IPAS subject is certainly very important in education to produce quality students (Ovartadara et al., 2022) .

Based on observations conducted by researchers on Saturday, January 25, 2025, at SD Negeri 091608 Sinaksak, it was found that many students still had substandard learning outcomes. These low learning outcomes were caused by a lack of student engagement in the learning process, the use of less varied learning models by teachers, and students' inadequate understanding of the science and science learning material. This condition indicates the need for innovation in the learning process through the implementation of more engaging and interactive learning models to improve student learning outcomes (Sianturi et al., 2023) .

The low student learning outcomes may be due to the lack of variety in the learning models used by teachers, which makes students less active in the learning process, making it difficult for them to understand the material taught by the teacher. Therefore, improvements in the learning process are still needed. There are several things teachers can do to improve student learning outcomes, including: mastering the material, using learning media, implementing a variety of learning methods, and implementing learning models. One effort that can be made to overcome this problem is by implementing innovative learning models. Learning models used include the Talking Stick cooperative learning model (Sitepu et al., 2021) .

The Talking Stick learning model is a group learning method using sticks as a medium (Hasanah et al., 2023) . The Talking Stick learning model (playing with sticks) is a learning model that encourages students to learn actively using their brains. It is good for increasing student participation in learning, encouraging them to be more active in asking and answering questions, and improving understanding of the material (Fitriyah & Qibtiyah, 2021) . In addition, the Talking Stick learning model is also interpreted as a way for students to more quickly master learning materials by helping students to develop creativity, activeness, memorization, knowledge, and independence in achieving learning objectives. It is hoped that using the Talking Stick learning model can influence student learning outcomes (Suryadi, 2022) .

To implement the Talking Stick learning model, the author will choose the Natural Sciences (IPAS) material in Chapter IV. IPAs is a theoretical knowledge obtained/organized in a unique/specific way, namely conducting experimental

observations, conclusions, theory development, observations and so on, linking one method to another. The reason the author chose the material in Chapter IV is because the lesson is very relevant to be applied with the Talking Stick learning model, which is an active technique that involves students directly in the learning process. This model is carried out by passing the stick from one student to another while music is playing, and when the music stops, the student holding the stick must express an opinion or answer a question (Batubara et al., 2023) . This technique not only trains students' courage in speaking, but also develops enthusiasm, strengthens mentality, and fosters an attitude of cooperation between students (Agustini et al., 2022) . Through the Talking Stick model, students are given space to express their ideas and thoughts spontaneously and confidently (ASP Sari & Sembiring, 2019) . Thus, this learning model is very effective in encouraging communication skills and building an interactive, dynamic, and enjoyable learning atmosphere, which can ultimately increase active participation and student learning outcomes.

Based on the background above, the author is interested in researching "The Effect of the Talking Stick Learning Model on the Science Learning Outcomes of Class V Students at SD Negeri 091608 Sinaksak"

2. METHOD

Selecting the right type of research is crucial for a researcher. This ensures a clear understanding of the problem at hand. In general, a research approach can be defined as a scientific approach aimed at collecting data for specific purposes and benefits, with the data obtained being rational, empirical, and systematic. The type of research chosen in this context is a quantitative research method using an experimental approach that utilizes a Pre-Experimental Design. This research design demonstrates that external variables can still influence the dependent variable due to the absence of control variables and non-random sample selection (Nurfitriani & Hidayat, 2023) .

This research plan will use a One Group Pretest-Posttest design which will be carried out in three stages. In the first stage, the researcher will conduct a pretest to determine the students' abilities after obtaining the pretest results. The second stage is to carry out the learning process by applying the Talking Stick learning model. In the final stage, a posttest will be implemented to determine the results or effects of Talking Stick. The following table shows the research design used with a one-group pretest-posttest design model.

This research will be conducted at SD NEGERI 091608 Sinaksak. And this research will be conducted in the odd semester of the 2025/2026 academic year August 2025. Population refers to all members of a particular group. This is the group that is the focus of the researcher's attention, a place where the researcher attempts to simplify the research results. The population consists of all objects to be measured and becomes a unit in the research. According to Putri, et al. (2020) population is the totality of each element that has the same characteristics and can be individuals in a group, events, or other objects that are the object of research. The population of this research is class V of

SD NEGERI 091608 Sinaksak in the 2025/2026 academic year. The number of students in class V is 25 students (DM Sari, 2017) .

The sample is part of the overall characteristics possessed by the population. In this study, the number of samples taken was 25 students. Based on the opinion of Firmansyah and Dede (Sukmadewi & Ganing, 2020) quota sampling or quota sampling is a non-random sampling technique in which participants are selected based on predetermined characteristics. In this way, the total sample generated can reflect the distribution of characteristics similar to the population. The sampling technique is total sampling, namely if the population is below 100, then the sampling method is determined using the total sampling technique. Research variables are attributes, values, or properties of research objects (individuals or activities) that have certain variations between one object and another (Amini et al., 2021). This study will use two variables, namely the free or independent variable (x) and the dependent or dependent variable (y).

3. RESULTS AND DISCUSSION

Description of Research Results

This research is a quantitative research using a one group pretest-posttest design conducted in class V of SD Negeri 091608 Sinaksak with a total of 24 students. The initial step taken by the researcher was to conduct an instrument test in class V of SD Negeri 124398 Pematangsiantar. The instrument test was conducted for 70 minutes by providing 30 multiple choice questions. After completing the instrument test, the researcher continued to look for valid and invalid data with the help of SPPS 26 Software. After obtaining valid data, the researcher continued the research at SD Negeri 091608 Sinaksak (Puspitawangi et al., 2016) . The research began by giving pretest questions to students to determine the students' initial abilities before being given treatment. After getting the results of the students' pretest, the next day the researcher provided learning treatment using the Talking Stick Learning Model in the subject of Science, material Chapter 4 "Parts of the Earth". After giving treatment, the researcher gave posttest questions to see the students' abilities after being given treatment (Lidia et al., 2018) . The next step, the researcher analyzed the data obtained from the pretest and posttest results. Data analysis was used to see whether or not there was "The Effect of the Talking Stick Stick Learning Model on the Science Learning Outcomes of Class V Students of SD Negeri 091608 Sinaksak."

Validity is a measure that indicates the level of validity of an instrument. In testing the validity of the questions that have been worked on by respondents, the researcher used the SPSS 26 application. After the researcher corrected the questions that had been worked on by the students, after that, the researcher input the data in SPSS 26. The questions are said to be valid if the r count value > r table with a significance level of 5% or 0.05, and vice versa if r count < r table then the questions are said to be invalid. In determining r count can be seen from the r product moment table with N = 24 then obtained = 0.404

N-gain test

After conducting *the pretest* and *posttest* , the researcher inputted data on the learning outcomes into the SPSS 26 application to obtain the N-Gain value. The results obtained will later be a benchmark for the effectiveness of the use of the *Talking Stick Learning Model* on the Science Learning Outcomes of Grade V Students of SD Negeri 091608 Sinaksak.

The level of effectiveness of the treatment that has been implemented on students can be seen from the following N-Gain grouping criteria.

1. If the N-Gain value is > 0.7 then the level of effectiveness of the treatment is high.
2. If the N-Gain value is ≥ 0.3 or ≤ 0.7 then the level of effectiveness of the treatment is moderate.
3. If the N-Gain value is <0.3 then the level of effectiveness of the treatment is low.

The following are the results of the N-Gain test that researchers have conducted in the SPSS 26 application:

Table 1. N-Gain Test

NAME	Pretest	post-test	Ideal score	Gain Score	Grain Percentage (%)
US	20	84	80	0.8	80
ASH	40	80	60	0.67	67
AZD	72	92	28	0.71	71
ANS	32	84	68	0.76	76
CNP	32	76	68	0.65	65
CAL	20	80	80	0.75	75
DNW	20	80	80	0.75	75
FRS	16	76	84	0.71	71
FNT	44	80	56	0.64	64
GCN	52	80	48	0.58	58
GNN	20	84	80	0.8	80
GCK	44	84	56	0.71	71
HA	40	90	60	0.83	83
HDL	36	84	64	0.75	75
KIS	52	88	48	0.75	75
NAS	76	96	24	0.83	83
Hospital	40	84	60	0.73	73
SK	44	84	56	0.71	71
SPN	48	80	52	0.62	62
SWN	56	88	44	0.73	73
TA	56	88	44	0.73	73
VW	60	88	40	0.7	70
WKT	44	80	56	0.64	64
Foreigners	40	84	60	0.73	73
YPA	56	88	44	0.73	73

Based on the table above, the N-Gain test result was 0.7214. Therefore, the effectiveness of the *Talking Stick Learning Model* is high. This test was obtained by

comparing students' *pretest scores with their posttest* scores , which were obtained during the learning process.

Discussion of Research Results

This research was conducted in grade V of SD Negeri 091608 Sinaksak. Academic Year 2025/2026 starting from August 20 to 22, 2025. The population used in this study was all grade V students of SD Negeri 091608 Sinaksak.

This section will describe the results of the study. These results are the conclusions drawn based on the collected data and the data analysis conducted. This study aims to determine the effect of the *Talking Stick learning model* on the science learning outcomes of fifth-grade students at SD Negeri 091608 Sinaksak. (Astuti et al., 2024) .

A pretest was administered to determine students' initial abilities before treatment. The *pretest results* yielded an average score of 42.4. Of the 25 students, only two (numbers 3 and 16) achieved a score above the minimum competency (KKTP) (70), while the remaining 24 students had not yet achieved the required score. The lowest score was 20, and the highest was 76.

pretest stage , even though the material had not been formally taught in class, can be explained by the following factors:

a. Family support and adequate learning facilities, such as direct guidance from parents and access to supporting books and other learning resources at home.
b. Learning experiences outside of school, such as attending tutoring or private lessons that cover similar material.
c. High motivation and interest in learning, which encourages students to actively seek information from various sources including the internet and digital media.
d. Good basic academic skills, especially more developed reading, text comprehension and logical thinking skills.

A posttest was administered after implementing the *Talking Stick learning model* . The results showed a significant improvement, with an average score of 88.08. All students (100%) achieved scores above the minimum competency criteria (KKTP). The lowest score was 76 and the highest was 96.

This improvement shows that the *Talking Stick learning model* is effective because:

a. Encourage students individually and in groups to be more self-confident.
b. Encourage every student to be more active and creative.
c. Provide an opportunity to express opinions to the class.

This process helps strengthen conceptual understanding and increases students' confidence in providing answers.

After using the *Talking Stick learning model* , students obtained better learning outcomes compared to before using the *Talking Stick learning model* , where all 25 students received grades above the KKTP. (Rakka et al., 2021) . After conducting the N-Gain test, the result was 0.7214, where if the N-Gain value is > 0.7, the level of effectiveness of the treatment is high. Overall, the results of this study indicate that before the treatment, the majority of students had not mastered the material, except for two students with better support and learning experiences (Dianawati, 2019) . After the

treatment, there was a significant improvement in all students, so that all achieved learning completeness (Cahyani & Sowanto, 2021) . High effectiveness based on N-Gain confirms that this model not only improves grades but also changes the way students understand concepts through active involvement in the learning process (Janayanti et al., 2017) .

Thus, it can be concluded that the reality of the expectations in the background of the problem above is that the use of the *Talking Stick learning model* has a significant positive influence on the learning outcomes of fifth grade students in SD N 091608 Sinaksak , and is even able to make all students achieve learning completion.

4. CONCLUSION

Based on the results of the research and data analysis that have been carried out, it can be concluded that there is an influence of the use of the *Talking Stick learning model* in improving the learning outcomes of students in grade V on the material "Parts of the Earth". The influence of the *Talking Stick learning model* significantly improves the learning outcomes of grade IV science. This is evidenced by the average *pretest results* of 42.4 increasing to 88.08 values from the *posttest results.* The results of the N-Gain test reached 0.7214 where N-Gain> than 0.70 is declared high, which means that the *Talking Stick learning model* has an effect on the learning outcomes of students in science on the material "State of Matter and Its Changes" of grade IV SD Negeri 091608 Sinaksak .

Suggestion

Based on the conclusions that have been outlined, the researcher provides suggestions for using the *Talking Stick* learning model as follows:

a. For educators, especially teachers at SD Negeri 091608 Sinaksak, hopefully they can use the *Talking Stick learning model* in learning at school because this model is able to invite students to learn more fun and different learning methods make students not feel bored.
b. For students of SD Negeri 091608 Sinaksak, during the learning process, students are expected to always be active in order to improve their learning outcomes with maximum effort.
c. For schools, to be able to provide facilities and infrastructure that can support learning in order to improve student and school achievement.

For subsequent researchers, to apply the *Talking Stick learning model* appropriately to science subjects and other subjects to improve student learning outcomes

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