Talking Stick Cooperative Learning Model To improe Student Activity Results In Sociology.

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Abstract. *The learning model has the potential to enhance the learning process, but it often receives insufficient attention from teachers. Consequently, there is an impact on active learning and student outcomes. The focus of this research was on Sociology teachers and students in class XI IPS 2 at SMAN 1 Buru. The research employed Classroom Action Research (CAR), comprising two cycles based on Kurt Lewin's model, involving planning, implementation, observation, and reflection stages in each cycle. Data collection methods included observation, documentation, and tests, and qualitative analysis techniques were applied for data analysis.*

The study results revealed a progression in student learning activity: the pre-action activity (pre-cycle) showed a 19% percentage, which increased to 38% in cycle I and further to 54% in cycle II. Additionally, the application of the talking stick cooperative learning model positively influenced the learning outcomes of class XI IPS 2 at SMAN 1 Buru in Sociology. Examining average scores from pre-action to cycles I and II, the initial average score of 66 with a 42% completeness percentage improved to an average score of 74 with a completeness percentage of 58% in cycle I and further to an average score of 82 with a completeness percentage of 77% in cycle II. The observed increase in both activity and student learning outcomes aligns with the researcher's objectives. In conclusion, the talking stick cooperative learning model in Sociology for class XI IPS 2 at SMAN 1 Buru effectively enhances student activity and learning outcomes.

Keywords: *Cooperative learning models; talking sticks; active learning; learning outcomes; sociology.*

INTRODUCTION:

Education plays a crucial role in enhancing the quality of human resources. It serves as a means through which individuals can uphold and elevate their living standards. The educational process is designed to shape students, enabling them to adapt effectively to their surroundings and undergo personal transformations that empower them to function effectively in society (Hamalik, 2010: 79). Defined as intentional guidance provided by adults to students, education is a deliberate effort aimed at nurturing individuals into responsible adults (Salminawati, 2011: 15). It represents the assistance provided by responsible adults in steering the developmental journey of children towards adulthood (Rosdiana A. Bakar, 2009: 10).

As per the provisions outlined in National Education System Law Number. 20 (2003), Chapter 1, Article 1, Paragraph 1, education is defined as a purposeful and organized endeavor to establish an

environment and educational processes. The aim is to enable students to actively unfold their potential, fostering religious and spiritual strength, self-discipline, personal development, moral uprightness, intellectual nobility, and the skills essential for the well-being of both the community and the nation. It emphasizes that education is a systematic, intentional undertaking led by individuals entrusted with the responsibility to shape students, ensuring that they embody characteristics aligned with the ideals of education.

This learning process is the core of the overall learning process with the teacher, regulated and planned so that the educational goals that have been set can be achieved, namely the existence of changes through planned learning experiences to support student development. Education in Indonesia based on the Law on National Education is divided into several levels, namely: Sekolah Dasar (*Elementary school*), Sekolah Mengengah Pertama atau Madrasah Tsnawiah (*Junior High School*), Sekolah Menengah Pertama (Senior High School), and Perguruan Tinggi (Higher Education).

Senior High School (SMA) is the phase where every child begins to receive education that is oriented to the wider world. At this stage children begin to be required to know a wider range of subjects which are the beginning of provisions for facing the world in the future, one of which is Sociology. Sociology is a science that examines society in a scientific way in order to provide insight and deep understanding of students.

The objective of the learning process Sociology is to increase mastery of knowledge, develop social skills, cultivate religious attitudes and social ethics among students as adults and citizens who are responsible for themselves, society and the life of the nation . This goal can be achieved if Sociology learning programs are in schools well organized . The direction of the Sociology subject is motivated by considerations that in the future students will face tough challenges because the life of a global society is always changing all the time. In sociology learning there are aspects of the process and learning outcomes that are seen. The expected process during Sociology learning can be seen from the active learning during the learning process and learning outcomes through written or oral tests given by the teacher so that the results meet the Minimum Completeness Criteria (MCC) set by the school.

The learning process can be seen in the activeness of learning, the activeness of student learning literally the activeness comes from the word active which means busy, active (Big Indonesian Dictionary, 1988: 17). Active gets a prefix and a suffix, so that it becomes active which means activity or busyness. So, active learning is an activity or busyness of students in teaching and learning activities at school and outside of school that support student learning success. The engagement of students in the learning process fosters increased interaction between teachers and students or among the students themselves. This dynamic interaction contributes to a lively and favorable classroom environment, allowing each student to leverage their abilities to the maximum. The activities initiated by students also contribute to the acquisition of knowledge and skills, ultimately leading to heightened academic achievements.

The level of student engagement in the teaching and learning process serves as a key indicator of their motivation and eagerness to learn. Student activeness is demonstrated through behavioral traits such as frequent interaction with the teacher or peers, a willingness to complete assigned tasks, the ability to respond to questions, enthusiasm for learning assignments, and similar characteristics (Rosalia, 2005: 4).

On the other hand, the indicators of active learning, as outlined by Nana Sudjana in 2004, include: (1) actively participating in the completion of learning assignments, (2) engaging in problem-solving activities, (3) seeking assistance from peers or teachers when facing challenges, (4) actively searching for various information necessary for problem resolution, (5) participating in group discussions as per the teacher's instructions, (6) self-assessing one's abilities and achieved outcomes, (7) practicing problem-solving skills independently or with similar problems, and (8) having the opportunity to apply acquired knowledge in addressing tasks or problems.

Subsequently, academic achievements are an outcome of the educational process, determined through systematically organized assessment tools such as written, oral, and practical tests.The test scores obtained by each student are definitely different, this is due to the ability of students to get good learning outcomes influenced by many factors including understanding, material, media, models and others. Learning outcomes are an indicator of one of the qualities of a good learning process as well. Preferably, if the learning process is carried out well then the learning outcomes obtained are also good. Sociology learning outcomes include cognitive abilities, affective and psychomotor abilities that appear after students take part in learning.

The research was conducted in class XI IPS 2 in the odd semester of the 2022/2023 school year, namely when students in class X IPS 2 had advanced to class XI IPS 2. However, based on observations while teaching in class X IPS 2 in the even semester of the 2021/2022 school year and looking at the recap of student scores, there are still many students who have not been active in studying sociology. This is evidenced by the number of students not listening when the teacher explains the lesson, not taking notes on important things explained by the teacher, not doing the exercises given and being silent during group discussions. This can be seen from the data on student learning activity on February 8 2022 in class X IPS 2, which totaled 28 people.

Tabel 1 Number of Active and Inactive Students While Studying (8 February 2022)

No.	Activity Indicator	Number of Active Students	Number of Inactive Students
1	Pay attention and listen to the teacher's explanation	15	15
2	Answer the teacher's questions	2	26
3	Ask questions to the teacher and other students	1	27
4	Record the teacher's explanation and the results of the discussion	15	13
5	Read material	10	18
6	Give opinion during discussion	2	26
7	Listen to opinions	15	13

Then, concerning the outcomes of the Daily Deuteronomy on Social Diversity (UH) based on KD 3.3, it is evident that a considerable number of students have scores below the set Minimum Completeness Criteria (KKM), which is 75. Students reaching or exceeding the KKM are considered successful, while those falling below it are deemed unsuccessful. This signifies a lack of success in sociology learning, with both the process and outcomes not meeting the anticipated standards. The details of learning outcomes are presented in the following table:

Tabel 2 Recap of the Number of Completed and Incomplete Students in the Daily Tests for Class X IPS 2 (March 3, 2022)

Basic Competency (KD)	Complete Student	Incomplete Students
3. 3 Variety of Social Symptoms	10 people	16 people

After further investigation, there are several reasons for this failure, including the material for class X in the even semester, which is material with an increased level of difficulty compared to the odd semester. In addition, it is also caused by the less attractive learning model. The current instructional approach continues to rely on traditional teaching methods, employing a central lecture method with the teacher serving as the focal point in the learning process. This approach tends to limit students' active participation, as they are initially directed to summarize the material and then receive full explanations from the teacher. In addition, students are only accustomed to receiving material from the teacher without any interactive activities in the Sociology learning process and there is no use of other, more innovative learning models that can encourage students to be enthusiastic and serious in the learning process, so that the learning process is not monotonous. This is predicted to be one of the triggering factors for the large number of students whose grades do not meet the KKM that has been set.

Given the challenges outlined above, it becomes imperative to implement a targeted intervention to address the issues at hand. Consequently, the adoption of a learning model aligned with the desired objectives becomes essential. To tackle this predicament, the appropriate course of action involves selecting a learning model capable of capturing students' attention—namely, the Talking Stick Type Cooperative learning model. This choice is motivated by its capacity to facilitate the Sociology learning process, encouraging active student participation through a group-oriented approach. The decision to employ this model is further influenced by the school's geographical location, situated within a rubber tree forest with limited internet accessibility. Additionally, the uniqueness of the chosen learning model, not being utilized by other subject teachers, makes the Talking Stick Type Cooperative model an appealing and engaging option for Sociology instruction.

Given the contextual background and challenges, the researcher is motivated to conduct classroom action research under the title "Increasing Student Activity and Enhancing Learning Outcomes Through the Talking Stick Type Cooperative Learning Model in Sociology for Class XI IPS 2 at SMA N 1 Buru."

METHOD

The Research is Classroom Action Research . The main objective of PTK is to carry out corrective actions, improvements and changes in a direction that is better known in its implementation with several models. PTK using the talking stick learning strategy as the main target. Where the researcher seeks to explain the use of the talking stick strategy as an effort to increase student activity and learning outcomes in the Sociology subject in class XI IPS 2 at SMA N 1 Buru. This research will be conducted at Buru 1 Public High School, located at Sei Buru street, Pangkalan Balai, Buru District, Karimun Regency. This research was conducted in class XI IPS 2. The reason the researchers took this location was because the school was still relatively low in the learning process of Sociology.

The participants in this investigation comprised 26 students from class XI IPS 2 at SMA N 1 Buru for the academic year 2022/2023, consisting of 15 male students and 11 female students. The focus of the study is on the levels of learning engagement and the academic achievements in Sociology. The research is scheduled to be conducted at the commencement of the academic year 2022/2023, spanning from July to September 2022, within SMA N 1 Buru. The study follows a classroom action research design, involving two cycles: cycle I and cycle II. Two types of data are involved in this research—primary data, acquired through written or oral tests and observation sheets to evaluate learning engagement (both pre- and post-action); and secondary data, which includes information on grades previously recorded by the teacher for class XI IPS 2 at SMA N 1 Buru concerning the previous Sociology learning sessions.

Data collection methods and techniques used in this research is observation. Observations are carried out by the observer. The number of observers is one member of the allied teacher, namely the History Teacher, since the Sociology teacher is only a researcher. Observations were made for two hours of lessons (2 x 45 minutes). Observers use mobile phones to document research implementation by taking pictures (photos) and videos.

**RESULTS AND DISCUSSION**

Cycle 1
Learning Activeness
Observations regarding the active learning of XI IPS 2 SMA N 1 Buru Observable in the provided the results of pre-action and action on cycle I (data learning activity attached).

Table 3 Comparison liveliness Study Pre Action and After Action Cycle I

Activity Indicator	Before Action	Cicle 1
Very Not Active	12	1
Not Active	12	1
Moderatery Active	2	11
Active	5	10
Very Active	0	3
Persent	19%	38%

The table above shows a comparison of pre-action and post-action learning activities in cycle 1. The following is a comparison diagram of pre-action and post-action learning activities in cycle 1.

Figure 1 Comparison Chart Learning Activeness Pre Action and After Cycle
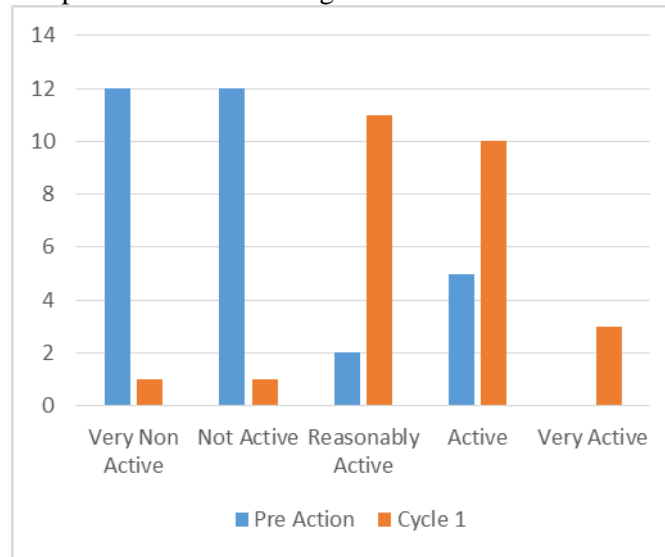
From the tables and graphs above, information can be obtained regarding the active learning of class XI IPS 2 SMA N 1 Buru during the learning process which is carried out using the talking stick type cooperative learning model in cycle I. It can be seen that from the observations made by the Sociology teacher and observer on aspects of learning activeness observed using observation sheets that have been made before. From these results the Sociology teacher and observer calculated the percentage of students' learning activeness in class XI IPS 2 SMA N 1 Buru also experienced an increase, but not too significant. The percentage increase was only 19% from the previous one. The pre-action percentage calculation was 19% after the first cycle action was carried out by calculating the collective activity of class XI IPS 2 SMA N 1 Buru to 38%.

From observations and assessments of observers at XI IPS 2 SMA N 1 Buru, it was concluded that to increase student learning activity in cycle I it was not maximized and had not reached the maximum limit previously set at the planning stage before conducting research in the field. So it requires action that is more intense and deeper in cycle II.

Learning outcomes

Observations regarding the learning outcomes of class XI IPS 2 SMAN 1 Buru can be seen from the results of the pretest before the action and the posttest after the action is taken in cycle I (study results data attached).

Table 4 Comparison of Learning Outcomes of Pretest and Posttest Cycle 1

No.	Action	Complete	Not Completed	Average	Percentage
1.	Before action (Pretest)	11	15	66	42%
2.	Cycle 1 (Posttest)	15	11	74	58%

Figure 2 Graph Comparison of Learning Outcomes Pretest and Posttest Cycle 1
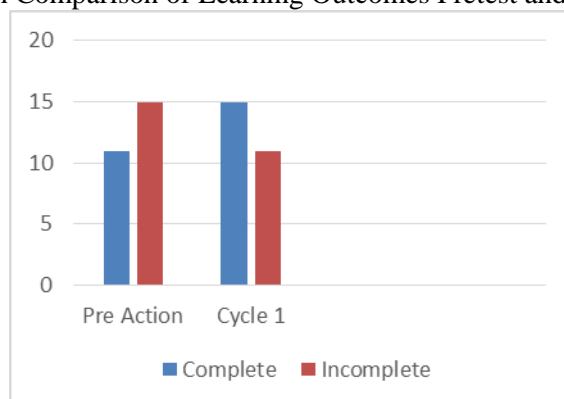
The table and graph above provide insights into the learning outcomes of class XI IPS 2 at SMA N 1 Buru during the implementation of the talking stick cooperative learning model in cycle I. The data reveals that the average results, both before and after the intervention, increased significantly by 8, rising from the initial average of 66 to 74. Examining the percentage increase in learning outcomes from pre-action to post-action in cycle I, there is a notable improvement of 16%, moving from the pre-action percentage of 42% to 58%.

Despite this progress, a substantial number of students in class XI IPS 2 at SMA N 1 Buru have not met the set completion criteria. While 11 students completed the pre-action activities, an additional 4 students achieved completion in cycle I, bringing the total to 15 students meeting the KKM criteria. The increase observed, however, is not deemed significant, emphasizing the need for a thorough examination of the subject matter and learning models under investigation.

Drawing conclusions from the actions undertaken in cycle I, which involved four interventions, the following observations can be made:

a. Class XI IPS 2 at SMA N 1 Buru still lacks active participation in the learning process employing the talking stick cooperative learning model. Many students demonstrate a lack of seriousness and indifference towards learning.

b. Despite the four sessions conducted in cycle I, there hasn't been a substantial increase in student learning outcomes, influenced by the low engagement of students in Sociology lessons.

c. The level of student engagement in learning remains minimal, with some students showing reluctance to participate in group activities throughout the learning process.

d. The introduction of the talking stick cooperative learning model sparked resistance among class XI IPS 2 at SMA N 1 Buru, prompting questions about the sudden change in the learning process that had been rarely altered in the past.

Reflection

In the first cycle of action activities, there are several things to note for the Sociology teacher and observer including:

Judging from the learning outcomes variable which is the first variable in this study. During the 4 meetings held in cycle I, namely on 3 August 2022, 9 August 2022, 10 August 2022, 16 August 2022 with the material "Social Groups". The Sociology teacher and observer after conducting discussions leading to the results of the post-test in cycle I concluded that the learning outcomes of class XI IPS 2 SMA N 1 Buru had not been maximized, this can be seen by the fact that there were still many students who did not complete the post-test activities in cycle I. in the results received by students who experienced an increase in getting scores according to the KKM Sociology subject at SMAN 1 Buru had increased from before this action only 11 students scored above the KKM, even though when the action was taken in cycle I it had increased by 4 people so that those who get scores above the KKM on the posttest results are 15 people. After holding

discussions with observers, the results were not optimal, because there were still many students who had not finished. This observer asked the Sociology teacher to make improvements in the second cycle.

Judging from the student learning activeness variable which is the second variable which is the object of this research. During the 4 meetings held in cycle I, namely on 3 August 2022, 9 August 2022, 10 August 2022, 16 August 2022 with the material "Social Groups." The activeness of student learning was also considered not optimal. Judging from the first meeting to the third meeting that was held, the observer observed that students still found it difficult to follow the flow of the application of the talking stick cooperative learning model .

The most difficult difficulty was that students who were in heterogeneous groups were still shy in their groups and the sticks were often thrown in random ways , even though they had been told beforehand, there were still students who opened the lid of the textbook when the talking stick flow was implemented. At the time of the evaluation, there were still students who did not take their work seriously and there were also those who copied their friends' answers.

Based on the results of observations made by observers, the percentage of active learning in each indicator during cycle I. In indicator 1 was 66%, in indicator 2 was 69%. In indicator 3 of 68%. In indicator 4 of 71%. In indicator 5 of 71%. In indicator 6 of 68%. (data attached). When compared with the learning outcomes and student learning activeness before the action and after the cycle I action, both variables experienced an increase.

Based on the learning outcomes and student learning activeness during the first cycle, so that in this first cycle reflection the Sociology teacher and observer discussed the steps to be taken in the treatment in the next cycle including:

a. In dealing with the problem of lack of active learning for class XI IPS 2 SMA N 1 Buru in participating in learning activities using the talking stick model , the Sociology teacher and observer agreed to provide rewards for group members who could answer the questions given correctly. And the songs sung are in the form of regional Malay songs so that students are more interested in and foster a sense of love for local culture.

b. In dealing with learning outcomes that are still not optimal, the teacher will provide tricks and tips on how to easily understand Sociology subjects, namely by using games during appreciations at each meeting and giving questions in the form of essays.

c. Seeing from the achievements that have been obtained in the treatment of cycle I (learning outcomes seen from the percentage of completeness of students only reaching 58% and the percentage of active learning only reaching 38%) which has not reached the target of research with a percentage of 75% so it is necessary to continue action in cycle II.

Cycle II
Learning Activeness
Observations regarding the learning activity of class XI IPS 2 SMA N 1 Buru can be seen from the results of pre-action, action on cycle I and action in cycle II (data learning activity attached).

Table 5 Comparison liveliness Study Pre Action, After Action Cycle I and Cycle II

Activity Indicator	Before Action	Cicle 1	Cicle 2
Very Not Active	12	1	0
Not Active	12	1	0
Moderatery Active	2	11	9
Active	5	10	14
Very Active	0	3	5
Persent	19%	38%	54%

Figure 3 Comparison Chart liveliness Study Pre Action, After Action Cycle I and Cycle II
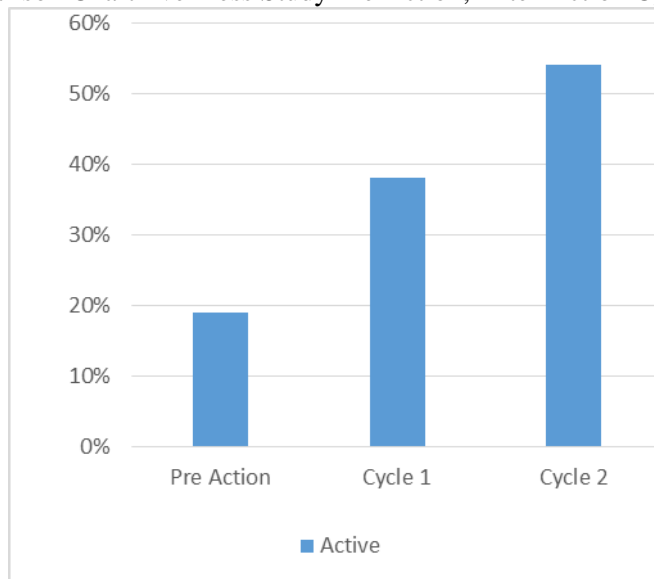
Gathering insights from the provided tables and graphs, valuable information emerges regarding the active participation of class XI IPS 2 at SMA N 1 Buru throughout the learning stages employing the talking stick cooperative learning model, encompassing pre-action, cycle I, and cycle II. The Sociology teacher and an observer conducted observations, utilizing previously prepared observation sheets to assess the level of learning engagement. Following these assessments, the Sociology teacher and observer calculated the percentage increase in the students' learning activity in class XI IPS 2 at SMA N 1 Buru. The outcomes indicate a notable improvement in student learning activity. In the pre-action phase, the observed learning activity was only at 19%, whereas in the first cycle, it increased to 38%, and in the second cycle, it further rose to 54%. These percentages lead to the conclusion that there was a significant enhancement in student learning activity from the pre-action stage through cycles I and II. This affirms the adequacy of the class action research intervention, particularly in cycle II.
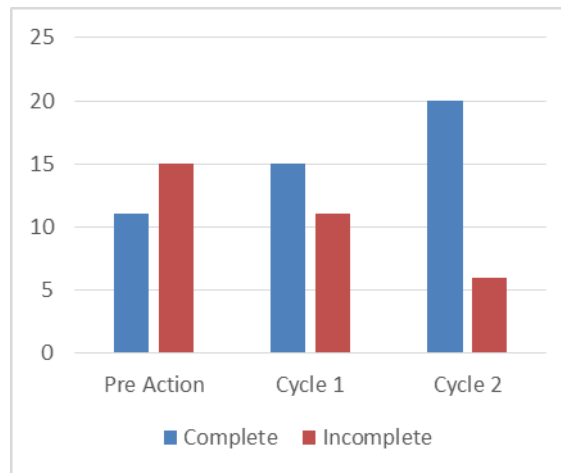
Learning outcomes
Observations regarding the learning outcomes of class XI IPS 2 SMAN 1 Buru can be seen from the results of the pretest before the action and the posttest after the action is taken in cycle II (study results data is attached).

Table 5 Comparison of Pre-action Learning Outcomes, Cycles I and II

No		Complete	Not Compl	Avarage	Percentage
1	Before Action	11	15	66	42%
2	Pretest	15	11	74	58%
3	Posttest	6	6	82	77%

Figure 4 Graph of Comparison of Pre-Action Learning Outcomes, Cycle I and Cycle II

From the table and graph above, information can be obtained about the learning outcomes of class XI IPS 2 SMA N 1 Buru during the learning process which is carried out using the talking stick type cooperative learning model in cycle II. It can be seen that the average results obtained before the action and after the action were sufficiently increased, namely by 8 from the final average previously obtained 66 to 74. If seen from the percentage increase in learning outcomes from pre-action and after the action cycle I experienced an increase of 16% from the previous pre Action. Then, in the action cycle II there was an increase in the average learning outcomes by 8 from the final average previously obtained 74 to 82 with a percentage increase of 19%. Based on the average learning outcomes there is a significant increase.

Based on the actions taken in cycle II of 3 meetings, the following conclusions can be drawn:

a. Students of class XI IPS 2 SMA N 1 Buru already have an active learning process that is carried out using the talking stick cooperative learning model . This is evidenced by more than half of the students in class XI IPS 2 are serious about participating in learning.

b. Of the 3 meetings held in cycle II, student learning outcomes experienced a significant increase, this was influenced by increased student activity in participating in Sociology lessons.

c. If seen from the activeness of student learning in cycle II it increases, as evidenced by the enthusiasm of singing Malay regional songs together during learning with the talking stick type through the turn of each student 's stick between groups and the rewards given to students.

Reflection

In the second cycle of action activities, there are several things to note for the Sociology teacher and observer including:

Judging from the learning outcomes variable which is the first variable in this study. During the 4 meetings held in cycle II, namely on 23 August 2022, 24 August 2022, 30 August 2022, 31 August 2022 with the material "Social Groups". The Sociology teacher and observer after conducting discussions that led to the results of the post-test in cycle II concluded that the learning outcomes of class XI IPS 2 SMA N 1 Buru had been maximized, this can be seen by many students who had completed the post-test activities in cycle II. These students get grades according to the KKM subject in Sociology at SMAN 1 Buru. During the post-test in the first cycle of action, only 15 students scored above the KKM, and in the second cycle there were 5 more students so that those who scored above the KKM in the post-test results became 20 people. After a discussion was held with the observer because many students had completed it, the observer asked the Sociology teacher to complete this cycle II.

Judging from the student learning activeness variable which is the second variable which is the object of this study. Student learning activity is also maximized. Judging from the first meeting to the third meeting that was held, the observer observed that the students were enthusiastic and actively followed the flow of the application of the talking stick cooperative learning model .

The most difficult difficulty was that students who were in homogeneous groups still looked at Sociology books when the teacher asked students to close the textbook when the talking stick was implemented.

Derived from the observations conducted by observers, the percentages of active learning for each indicator in cycle II are as follows: 88% for indicator 1, 85% for indicator 2, 78% for indicator 3, 83% for indicator 4, 86% for indicator 5, and 81% for indicator 6 (see attached data). When contrasted with the

learning outcomes and student engagement in learning before the intervention and after the cycle I intervention, both variables exhibited improvement.

Based on the learning outcomes and student learning activeness during cycle II, so that in this cycle II reflection the Sociology teacher and observer decided on several things including:

a. In dealing with the problem of lack of active learning in class XI IPS 2 SMA N 1 Buru in participating in sociology learning activities using the talking stick model , the teacher Sociology and observers can provide rewards for group members who can answer questions correctly as a stimulus to be active in learning.

b. In dealing with learning outcomes that are still not optimal, the teacher can provide tricks and tips on how to easily understand Sociology subjects, namely by using games during appreciations at each meeting and giving questions in the form of essays.

c. Seeing from the achievements that have been obtained in the treatment of cycle II (learning outcomes seen from the percentage of student completeness has reached 77% and the percentage of active learning reaches 54%) which has reached the target so that this research is sufficient until cycle II.

CONCLUSIONS AND SUGGESTIONS

The implementation of the talking stick cooperative learning model has the potential to enhance the learning engagement of class XI IPS 2 at SMA N 1 Buru in Sociology. The improvement is evident in the percentages achieved, with a progression from 19% in pre-action activities to 38% in cycle I and further to 54% in cycle II. Additionally, the use of the talking stick cooperative learning model contributes to enhanced learning outcomes for class XI IPS 2 at SMA N 1 Buru in Sociology. This is demonstrated by the rising average scores across pre-action, cycle I, and cycle II. In pre-action, the average score was 66 with a completeness percentage of 42%, while in cycle I, it increased to an average score of 74 with a completeness percentage of 58%. In cycle II, the average score further rose to 82 with a completeness percentage of 77%.

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