
The Use of *Talking Stick* Learning Model to Improve Interest of Students Majoring at Pancasila and Civic Education in Studying Political Science

Sri Erlinda

Riau University, Indonesia
linda_sri70@yahoo.com

ABSTRACT

This classroom action research aims to improve, understand, and describe students' interest in studying political sciences in the Pancasila and Civic Education program in Faculty of Teachers Training and Education, Riau University by using a Talking Stick learning model. Students' interest in studying political sciences is still low, observed from the low number of actively participated-students (10%) in the classroom and such attitudes as not enthusiastic and having great anxiety towards the lecturers. There were 36 third-semester students chosen as the research subject. The research evaluated by an observer was conducted in two cycles. Data like lecturers' and students' activities, and students' interest in studying were gathered through observation sheets, and analyzed on the basis of descriptive method. The research result shows that the lecturers' activity in the first cycle was 'very good' and that it is improved to be to 'excellent' in the second cycle. The students' activity in both cycles is great. Meanwhile, their study interest is increased as the second cycle was completed.

Keywords: *talking stick* and study interest.

Introduction

Today's education system is sometimes analogized to a bank system. The students are equipped with knowledge merely to generate multiple and greater outcomes.

The student is treated like an empty glass, ready to be filled. The teacher is deemed as the active subject, while the student is the passive ones expected to obey every single rule given by the teachers. This trend of education yields a negative impact, where students are obligated to digest and memorize every single information provided by the teachers (Suyatno, 2009).

A change of paradigm and perspective is required to analyze learning process as well as interactions between teachers and students. As educational institution and society miniature, the higher education institutions need to develop teaching and learning process corresponding to this global period. Creating an active, innovative, creative, effective, and fun learning will be an excellent attempt to be developed by higher education institutions, especially by the authority in Faculty of Education and Teacher Training, where its main goal is to generate exceptional educators.

Students' interest during teaching and learning process in political sciences program is far from average. There was only 10% students actively involved in the question and answer session. Additionally, they seem too scared to interact with the lecturers and not enthusiastic in studying. It presumably happens for the monotonous learning like giving lectures, discussion, and common question and answer methods. To solve the issue, a learning quality improvement is critical to be done. A cooperative learning model, *Talking Stick* is believed to be one of the best methods where students are given a chance to actually prepare and train the knowledge they have.

The *Talking Stick* learning steps are as follows: (1) the teacher prepares a stick; (2) the teacher delivers the primary learning material and then gives opportunity for students to read and study the material from the book; (3) after it is finished, the teacher asks students to close the book; (4) the teacher takes a stick and gives it to a student and poses a question to him or her. It is continuously carried out until most of the students get a question; (5) the teacher concludes the lesson; (6) evaluation and (7) conclusion (Suyatno, 2009).

This learning model would be more interesting if done using a music played when the stick is rolled over from a student to another. Hence, the students are more motivated. This learning model could elicit students to confidently point out their ideas (Suprijono, 2009).

An interest is a love of something or an activity without any extrinsic encouragement. If someone is in to something, he usually pays attention and deals with it happily and endlessly (Slameto, 2010). Hurlock (2011) states that interest is source of motivation, encouraging people to freely do whatever they aspire to do (Hurlock, 2011).

To study is to change (Sardiman, 2007). One of the main study principles is that each student must actively participate to increase interest and guide them to reach instructional purposes (Purwanto, 2010). To produce an effective teaching and learning process, the psychological factor also plays an important role, which is relating to students' study motivation.

Characteristics of having great study interest are: paying serious attention during the whole learning process; giving opinion associating to the presented materials; persevering in studying; do not hesitate to question difficult information; studying gladly without feeling frightened to the teacher.

If an interest of someone to something is fully complied, there will be a great pleasure and satisfaction that finally encourage motivation (Munandar, 2008). Motivation has a strong relation to interest. Interest is said as the basic foundation of motivation. Learning outcome will be optimal by the existence of motivation (Sardiman, 2007). Thus, it can be concluded that interest in studying is a psychological aspect of someone manifested in such traits as fondness, attention, attractiveness of studying designated by an active and pleasure participation in studying.

Based on those issues, the research problem is then formulated as follows: Is the use of *Talking Stick* learning model able to improve students' interest in studying political sciences in Pancasila and Civic Education study program in Riau University?. The research is then conducted to investigate, describe, and enhance students' interest in studying political sciences in Pancasila and Civic Education study program, Riau University.

Research Method

The research sample was 36 third-semester students of Pancasila and Civic Education study program in the Faculty of Education and Teacher Training, Riau University. The data as to lecturers and students’ activities as well as students’ interest were gathered within 2 cycles and assessed by an observer.

Data were collected through observation sheets on the basis of descriptive method with the following analyzing technique:

- a. There are 7 indicators of lecturers’ activity and 5 alternative answer is scored as the following: Excellent = 5, Very good= 4, Good= 3, Enough = 2 dan Poor= 1. Interval=Total of highest score – lowest score

Classification total

$$= \frac{(5 \times 7) - (1 \times 7)}{5 - 1} = \frac{35 - 7}{4} = 5.6 (6)$$

Table.1

Lecturers Activity Category

Interval	Category
30-35	Excellent
24-29	Very Good
18-23	Good
12-17	Enough
6-11	Poor

Source : Processed data, 2016

- b. Students’ Activity. Conducted = 1 and not conducted =0. Interval =maximum score – minimum score = $(36 \times 4 \times 1) - (36 \times 4 \times 0) = 144 - 0 = 36$ Total of classification 4

Table.2

Students’ Activity Category

Interval Score	Category
109 – 144	Very High
73 – 108	High
37 – 72	Low
0 – 36	Very Low

Source : Processed data, 2016

c. Study Interest

The study interest was measured by the following: “performed =1” and “not performed = 0”. Maximum score is $36 \times 6 = 216$. The four classification of study interest was determined by:

$$I = \text{maximum score} - \text{minimum score} : 4 = (216-0) : 4 = 54.$$

Table. 3

The Level of Students’ Study Interest

Interval Score	Category
158 – 216	Very High
106 - 162	High
53 - 108	Low
0 - 54	Very Low

d. Performance Indicator

The research is reckoned to be successfully carried out only if the lecturers’ activity is very good and that the students’ activity as well as their interest to study are high.

e. Action hypothesis

An action hypothesis is: the use of *Talking Stick* learning model indeed can improve students’ interest in studying Political Sciences in Pancasila and Civic Education

study program, Faculty of Education and Teacher Training, Riau University.

	Category	Very Good	Excellent
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Research Result

The process of teaching and learning process improvement in the first cycle was conducted on Friday, 14 October 2016 and 24 October 2016 within 2 meetings, and 4 chapters of materials. The observation result can be viewed in table 4 below:

Table 4
Lecturers' Activity

No	Lecturers Activity	Score	
		Cycle 1	Cycle 2
1	Preparing questions	5	5
2	Preparing a stick	5	5
3	Preparing music	3	5
4	Delivering main materials	4	5
5	Rolling the stick and play the music; the music will be suddenly turned off	4	4
6	The lecturer asks the student holding the stick to answer the prepared questions	4	4
7	Asking other students to comment the given answer	4	4
	Total	29	32

From the table above, it can be seen that the lecturers' activity in the first cycle is very good. In fact, preparing the questions and stick are categorized as the excellent activities. The stick used was 40 cm in length with 7cm diameter. It was made from a carton and has red, yellow and white colours.

The lecturers' activities number 4 until 7 are good. However, an activity like preparing music is still far from the expectation (enough). The prepared speaker was broken so that the sound was not clear enough.

As for the second cycle, the lecturers' activities are excellent in general. They are capable in preparing every tool and media needed. The music was as well clearly heard so that it yielded a more delighted situation. Briefly, there is no more poor preparation in this cycle.

Furthermore, the result of students' activities can be seen in the table below:

Tabel 5
Students' Activities

No	Students' Activities	Cycle 1		Cycle 2	
		Total	%	Total	%
1	Listening to the lecturer's explanation	30	83	30	83
2	Reading materials	34	94	36	100
3	Getting the stick	36	100	36	100
4	Giving answers or opinions	23	34	26	72

Total	123	85	128	355
Category	Very High		Very High	

The table 5 above depicts that students' activities in the first cycle were very good (very high). Nevertheless, the intensity of giving answer or opinion is still low. It possibly occurs for the limited number of questions provided (12 questions) and only 3 of them were empty.

The activity with the highest rate is getting the stick. Each student gets the stick with music was being played as the soundtrack. Yet, majority of them hand over the stick quickly because they do not want to get a question. Thus, the stick must be made from a safe material.

Around 60% questions could be answered well by the students. If they could not answer it correctly, such punishments as singing a song or reciting a poetry will be given. The poetry is made by the students and rich of moral value. In short, the activity in the first cycle ran smoothly.

Almost similar to the previous cycle, students' activity in the second cycle is very good too. Again, giving opinions or answers activity is still low. There were merely 15 questions prepared and none of them was empty. The activity with the highest intensity is reading materials and getting the stick. As usual, each student gets the stick with music being played as the soundtrack. This time, 10% of the students look relaxed while receiving the stick as they have mastered and understood the material very well, and have answered the questions accurately. Each student only has a chance to answer the question, even though they get the stick twice.

Most of the questions (60%) could not be answered by the students. The given punishment is similar to the ones in the first

cycle. Only in this cycle, their own written poetry and songs are better and somehow more amusing than before. They have prepared them prior to the beginning of the class; at home. The great number of students getting punishment is caused by their incapability to wholly comprehend the material and that the material has just started to be studied at that time. The learning process was still relaxing and amusing.

The result of students' interest level in studying is presented in the following table:

Tabel. 6
Study interest

No	Study interest indicator	Cycle 1		Cycle 2	
		Total	%	Total	%
1	Paying attention seriously	29	80.5	31	86
2	Giving opinion	23	64	13	36
3	Persevering in studying	26	72	26	72
4	Asking difficulty relating to the materials	17	44	20	55.5
5	Enthusiatic in studying	34	94	30	89
6	Not feeling anxiety towards the lecturer	25	69	32	438.5
	Total	154	423.5	158	
	Category	High		Very High	

From the table above, it can be seen that the students study interest in the first cycle is high. The prominent indicator is that when they seem truly enjoy the learning process. This happens for they are introduced to a new and unique learning model, *talking stick*.

In the second cycle, the students' interest undergoes an increase. The students look happier as they have already immersed in a novel learning model, using the stick and music.

Observing the teaching and learning processes assessed from 3 aspects mentioned above, the outcome of the researcher and the observer towards the learning in the first cycle can be summed up as the followings: (1) the implementation of learning model has been perfectly in line with the Talking Stick model teaching steps; (2) Students' activity is generally very good and majority of them can answer the given questions; and (3) Students have high interest in studying in the first cycle.

Therefore, the improvement process at the first cycle has been successfully conducted. It even goes beyond the performance indicators. Drawbacks and difficulty in preparing the music encountered in the first cycle is going to be corrected in the second cycle.

Subsequent to the improvement of the first cycle, strengths and weaknesses in the second cycle can be found as the followings: (1) the implementation of learning model is even beyond perfect and in line with the Talking Stick teaching steps model; (2) Students' activity is greater than before and majority of them can answer the given questions correctly;

(3) Students have high interest in studying

Hence, it can be concluded that the learning process in the second cycle is successful and even goes beyond the performance indicators.

The learning process runs well only if it is accompanied by great interest. Interest can be developed through various teaching methods (Sardiman, 2007, p.95). In brief, the students' interest issue in studying political sciences has been solved by employing the Talking Stick learning model.

Conclusion

The learning improvement process by using the Talking Stick model can improve students' interest in studying political sciences.

Recommendation.

It is expected that any educator wishing to implement this learning model can truly improve students' interest in studying and thus increasing the learning outcome.

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