

The Implementation of Talking Stick Model Assisted by Audio-Visual Media Toward Positive Character and Learning Outcome

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Abstract

This research aims to describe the positive character and learning outcomes of students in Civic Education by using the talking stick model assisted by audio-visual media. The type of research is a mixed method with concurrent embedded research designs. The qualitative data were obtained from are interview, observation, and documentation. The quantitative data were obtained from learning outcome and questionnaire. The quantitative analysis uses proportion test, independent sample t-test, and regression testing. Whereas the qualitative analysis includes data reduction, data display, and conclusion drawing/verification. The results of this research were (1) The positive character of N-gain in the experimental class was 0.65 and the control class was 0.15 The most prominent character in this learning process was the brave attitude because talking stick model stimulate students to express their opinions while the character that was not optimal is responsibility where some students have not yet contributed to their group. (2) There was an increase in learning outcomes, proven that the learning outcomes of N-gain in the experimental class was 0.76 and the control class was 0.49. (3) The implementation of this learning model was 83.3%, students' responses to every aspect of the questions was more than 75% and the average N-gain of learning outcomes showed that the experimental class was higher than the control class. The conclusion of this research is the application of the Talking Stick model assisted by audio-visual media can improve the positive character and students' learning outcomes in Civic Education.

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INTRODUCTION

Education is a basic need of everyone, because with proper education, someone can improve their life so they can compete equally with other individuals. Law Number 20 of 2003 regarding the National Education System, Article 3 affirms that national education "functions to develop the ability and shape of dignified national character and civilization in order to educate the lives of the nation, aiming at developing the potential of students to become faithful and fearful to the God, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizen."

The President of Indonesia stipulates a presidential regulation on strengthening character education which is listed in Number 87 of 2017. The realignment or transformation of Indonesian's national education can be started by replacing the character as a core or the deepest dimension of national education alongside the intellectuality reflected in competence. With strong character and high competence, which are produced by good education, various new needs, challenges, and demands can be met or overcome.

According to Regulation of the Minister of National Education No. 22 of 2006 in Winarno (2014) especially on Civic Education, this is a subject that focus on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled Indonesian citizens, and characterized based on the Pancasila and the 1945 Constitution. Civic education in reality is very far from educational standards. According to Ahmadi, et al. (2017) states that effort to do learning process through civic education is a way to develop and preserve the upright and moral value that was based on the Indonesia's culture nation. In Indonesia the implementation of character education at this time is urgently needed. In the implementation of character education in the academic cultural perspective, character education is not placed to stand alone, but "assimilative" (Aisyah, 2014). Based on observation results, it is found that character education in schools is needed to be

developed considering the increase of fighting between students, as well as other forms of students' delinquency, bullying, even to build honesty is difficult. The condition of the school with such students' characters and problems caused by the lack of morality of our students, ignores the importance of character education so that multi-dimensional impact happens. It is in accordance with Soedarsono in Muchlas (2017) illustrated the multi-dimensional cause the Indonesian HDI (Human Development Index, HDI) has always been around 110 and the lowest among the founding countries of ASEAN.

From the results of preliminary, learning process with conventional models got unsatisfactory results. Most children got scores under the minimum criteria of mastery learning (KKM). The learning outcomes that have been carried out in Civics Education at MI Asas Islam Kalibening Salatiga have found that 21 out of 30 (70%) students got scores under the KKM, which was 70, and only 9 (30%) students have reached the KKM. The highest score obtained was 80 while the lowest score was 45 with an average score of 59.6. This further showed the lack of learning process in Civic Education. Based on the results of the observations, showed that children were less brave in answering teacher questions, less active in class. With such learning model, children tend to be noisy, there were those who mock each other, nosy to friends, irresponsible of the tasks given by the teacher.

That concrete evidences showed the need for an action to overcome problems in Civic Education learning process so that it wouldn't be dragged on and couldn't achieve the purpose and tasks of Civic Education itself. According to Abu, et al (2015) which stated that the character education is always considered in every design education, including in schools.

Based on these problems, one of the appropriate learning models is cooperative learning type talking stick model. According to Sari (2016) that talking stick technique has many advantages in teaching and learning process. Cooperative learning can reinforce the cognition of students because it can enhance their active learning by replacing traditional passive

instruction (Tsui-Er Lee, 2014). Agustin, et al (2014) , Novida (2016) which stated that talking stick model makes students active. Talking stick is a method that is used by many teachers for their students for improving four skills, especially in this speaking skill (Susilowati, et al. 2015). The cooperative learning model of talking stick type is done with the help of a cane, who holds the stick must answer questions from the teacher after learners learn the main subject (Jahring, et al, 2017). Talking Stick is generally intended that people learn to know where the problem so that in the end the learners will be able to do the questions/problems with the instructions given by the tutor (Nurhalim, 2017). This learning model trains students to be able to test students' readiness, train students' skills in reading and understanding subject matter quickly and make sure they are ready in any situation. In the learning process cooperative learning talking stick type all students have the same chance to give their thought, idea and also an opinion about the subject (Sari, 2017). The talking stick learning model makes students don't feel bored and become enthusiastic participants in class. According to Anggraini (2016) & Wardana (2016) state that talking stick method is not only trains the students speak up but also creates fun and active condition in the class. To attract students' attention, researcher tried to combine the talking stick learning model with the media. The use of this media will be more attractive to students and it was possible that students will be more enthusiastic in learning activities. Djamarah (2013) states that audio-visual media is a medium that has elements of image and sound, and has high effectiveness. Researcher used an audio-visual media with moving image and still specification accompanied by sound. There are numerous benefits that students derive from the use of audio-visual aids (Ashaver & Igyuve, 2013). Kustandi (2011) also mentions that audio-visual based media is more interesting and provides motivation to students to learn more material, audio-visual material can prepare interesting variations for changes in the level of learning speed on a subject or a problem.

Audio-visual aids can clarify the material more easily in teaching learning process. This is relevant to the research that has been done by Madhuri (2013), Mathew & Alidmat (2013) which shows that learning outcomes with the audio-visual aid is higher.

Based on this background, investigate more deeply to analyze the positive character and student learning outcomes through talking stick learning model assisted by audio-visual media in Civic Education learning process is need to be done.

METHODS

The type of research in this study is mixed method research. According to Sugiyono (2013) mixed method research is a combination of quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained. The design of this study is Concurrent Embedded Design with the primary approach is quantitative research.

This research was carried out at MI Asas Islam Kalibening Salatiga which is one of the Islamic Primary Schools in Salatiga. This research was carried out in the second semester of 2017/2018 school year.

The source of the data in this research were the class III A and III B of MI Asas Islam Kalibening Salatiga in the academic year of 2017/2018. In the first step, the research subject was only the class that obtained the intervention of talking stick learning model assisted by audio-visual media (class III A) to be grouped based on the level of positive character. Then from the character level, 2 students of each group were taken. While the class III B used the conventional learning process, then the experimental class and the control class were compared to know the quality of study that used the talking stick learning model assisted by audio-visual media. The data obtained were analyzed quantitatively and qualitatively. Quantitative data analysis used proportional test, independent sample t-test and regression testing. While qualitative data analysis used qualitative analysis including data

reduction, data display, and conclusion drawing/ verification.

RESULTS AND DISCUSSION

The research results in this study are divided into 3 parts in accordance with the formulation of the problem. The three sections include the results of the data (1) the effectiveness of learning process by applying the talking stick learning model assisted by audio-visual media on the learning outcomes of Citizenship Education, (2) student learning outcomes, (3) the positive character of students in learning Civics Education by using talking stick learning model assisted by audio-visual media.

Of the 30 students in class III A MI Asas Islam Kalibening who filled out positive character questionnaires there were 10 students in the low category, 8 students in the medium positive character category, and 12 students in the high positive character category. Furthermore, each level was taken by 2 students as research subjects to be observed during the learning process. Each research subject was given a code to ease the presentation of the learning process data. The results of the calculation of the positive character’s normality test and the results of pretest and posttest in the experimental class and the control class in MI Asas Islam Kalibening class IIIA and IIIB revealed that all positive character data in class A III of the Islamic Kalibening Islamic Elementary School Salatiga were normally distributed where α was more than 5% where in the pretest questionnaire for experimental class was 0.512 and post test questionnaire for experimental class was 0.085 while in pretest questionnaire for control class was 0.327 and posttest questionnaire on control class was 0.286 then H_0 is accepted.

Learning outcomes at MI Asas Islam Kalibening were normally distributed where α was more than 5%, where in the pretest of the experimental and control classes respectively were 0.971 and 0.923 and the pos-test experimental and control classes respectively were 0.187 and 0.104. This means that the hypothesis is accepted, then the entire sample

comes from a population that is normally distributed. All the pretest data and post test of the positive character questionnaire of students obtained a significance value of $0.089 > 0.05$ so that it was declared homogeneous. All the pretest and post-test data of student learning outcomes were obtained by significance values were 0.0896 and $0.339 > 0.05$ so that the homogeneity of variance was fulfilled. N-gain, t-test.

From the N-gain analysis was obtained data about the positive character of pretest and posttest students in the experimental class through Table 1

Tabel 1. Test Result N-gain Students’ Positive Characters

Group	Average score of pre-test	Average score of post-test	N-gain	Description
Experimental	8	11	0.65	Medium
Control	8	9	0.15	Low

In this research, to describe positive characters, the researcher used a questionnaire. Positive character questionnaires consisted of two groups of items, namely items which supported items that were profitable and not profitable. This questionnaire was to choose a yes or no answer. This questionnaire would later divide students into low, medium and high categories.

Based on Table 1 it could be seen that the average calculation score of the student’s positive character pretest of the MI Kalibening Salatiga Islamic Elementary School’s experimental class’ students was 8 and the posttest mean score was 11. While the average control class’ pretest was 8 and the posttest was 9. N-gain in the experimental class was 0.65 and N-gain in the control class was 0.15.

So based on Table 1 it could be concluded that there were increase in both experimental class and the control class but the experimental class has increased significantly compared to the control class.

In this research, to describe positive characters, it used a questionnaire. Positive character questionnaires consisted of two groups of items, namely items which supported items that are profitable and not profitable. This

questionnaire was to choose a yes or no answer. This questionnaire would later divide students into low, medium and high categories. By dividing the students into three group it would be easy to know the improvement achieved by students.

The increase students character was influenced by several factors. Based on interviews with students, and teachers there were several factors that influence the state of students. Factors that greatly affected the positive character of children were from the family environment. The students' background were very influential in the formation of children's character. Children who lacked attention from their parents tend to lack positive character. However, children who were in a harmonious family, full of attention from parents, mostly have more positive characters. For this reason, it was proven that parental attention had an important factor in character formation. In the experimental class, turned out that there were more children who got love and attention by their parents. This becomes a series of problems in the control class because more students' backgrounds showed the lack of attention from their parents.

Tabel 2. Test Result of N-gain Students' Learning Outcome

Group	Average score of pre-test	Average score of pos-test	N-gain	Description
Experiment	61	83	0.76	High
Control	62	76	0.49	Medium

Based on Table 2, it could be seen that the average calculation of the students' learning outcomes pretest score of Asas Islam Kalibening Salatiga in the experimental class was 61 and the post-test average score was 83. While the average

score of students' learning outcome on the control class was 62 and the posttest was 76. N-gain in the experimental class was 0.76 and N-gain in the control class was 0.49. So based on Table 2. it could be concluded that both the experimental class and the control class have increased but the experimental group has increased significantly compared to the control class. This is in accordance with the results of Khairunnisa & Edy (2017), Malik & Sulistyaningsih (2012), Kirana & Riyadi (2015), & Yahya, et al. (2013) study which states that the use of learning models of talking stick can improve learning outcomes.

In the experimental class, the improvement category was obtained with high criteria. This is certainly due to several factors. Learning process with the talking stick learning model assisted by audio-visual media was more effective compared to the control class. In this talking stick learning model, students were actively demanded in learning activities. The students who usually just kept quiet, by using this model, they dare to express their opinions. This made students concentrate on learning process, so that the learning objectives could be achieved. In the learning process with the talking stick learning model assisted by audio-visual media, the students became more enthusiastic. With video, students could learn the real life examples. This is what distinguishes the achievement of learning outcomes between the experimental class and the control class.

T-test of two average samples were unpaired. This test was conducted to determine the difference of positive characters and learning outcomes between experimental class (III A) and control class (III B).

Tabel 3. t-Test Results for Pre-test and Post-test Data on Learning Outcomes and Positive Character of Experimental and Control Classes

Group	F	t _{value}	t _{table}	Hypothesis acceptance	Description
Learning outcome's pre-test	0.017	-0.43	2.0018	Accept H ₀	There's is no improvement
Learning outcome's post-test	0.93	2.436	2.0018	Accept H ₁	There is an improvement
Positive caharacter's pre-test	0.345	0.126	2.0017	Accept H ₀	There's is no improvement
Positive caharacter's post-test	4.871	3.493	2.0017	Accept H ₁	There is an improvement

By using SPSS assistance, it was found that the results of positive characters' pretest and post test in the experimental and control classes had

increased. While the learning outcome's pretest and post-test of experimental class and control class also got an increase. Based on Table 3 it can

be concluded that H_1 is accepted, there is a significant increase in positive character and learning outcomes of experimental class and control class using the talking stick learning model assisted by audio-visual media.

CONCLUSION

Based on the results of the research and discussion it can be concluded that through the talking stick learning model assisted by audio-visual media there is an increase in the positive character of students in learning Civics Education. There is an increase in the learning outcomes of student in class III MI Kalibening Islamic Principles Salatiga who obtained talking stick learning model assisted by audio-visual media better than that of students who obtained conventional learning model. Learning process with the talking stick learning model assisted by audio-visual media showed it's effectiveness on the learning outcomes of Civic Education.

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