

The Effect of Talking Stick Type Cooperative Learning Model Used by Question Card Media on Student Learning Outcomes

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Abstract

This research is motivated by the lack of variety in learning models; only using conventional learning models so that student learning outcomes are less than optimal. The researcher offers the application of a new learning model, namely the talking stick type cooperative learning model. The talking stick type cooperative learning model is a learning model that uses small study groups where students work together to achieve learning goals with the help of a stick, where the stick is used as a tool to determine which students will answer the questions given later. Question card media is a simple media in the form of a card containing questions, where these questions will be answered by students in the learning process. The purpose of this study was to determine the effect of the talking stick type cooperative learning model assisted by question card media on student learning outcomes. This research method uses a pre-experimental research method with a quantitative approach and uses a one group pretest-posttest design research design. Data collection techniques used in this study were tests and documentation. Data analysis techniques in this study include normality tests using Shapiro Wilk with pretest significance results of 0.098 and posttest 0.110 test results more than 0.05 significance then the sample data is normally distributed and homogeneity tests with pretest and posttest significance results of 0.945 test results more than 0.05 significance then the sample data is homogeneous. Data were analyzed using the T test (One Sample T test) with a significance level of $0.000 < 0.005$ and using the N-Gain test with a mean N_{gain} score value = 0.46 then the results are interpreted as moderate and at N_{gain} percent (%) = 46.36 then the results are interpreted as less effective. So, there is an influence of the talking stick type cooperative learning model assisted by question card media in learning social sciences on the learning outcomes of VIII class students of SMP Negeri 1 Dompu, so it can be concluded that H_a is accepted and H_0 is rejected.

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1. INTRODUCTION

Education is a conscious and planned effort to educate and develop the potential of students through guidance, teaching, or training activities as provisions for the future. Based on the Republic of Indonesia Law Number 20 of 2003 Article 3, it is explained that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become people who believe in and

fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Arum, 2023). In the educational process that exists in schools, learning activities are the most basic activities. The success or failure of achieving educational goals depends on how the learning process is experienced by students. In the learning process, teachers are the center of education, meaning teachers are required to be able to convey their knowledge to students through learning activities (Diantini et al., 2019).

One factor influencing the learning process is selecting the right learning model appropriate to the material being taught. Each learning model has its own strengths and weaknesses. Teachers can use many learning models to implement instruction. One such model is cooperative learning.

Learning using this cooperative model will provide benefits to each student, because each student will work together to maximize their respective abilities to solve a problem in a group, and practice understanding the learning material together, so that it will make students active in the learning process (Ega, 2021). And the cooperative learning model used in this study is Talking stick. Where learning using this talking stick type of cooperative learning model tends to be student-centered. The learning process is carried out using a stick or stick, where the stick is used as a quota or turn to answer questions from the teacher and the group that gets the stick must answer it. This is in accordance with the opinion of talking stick is a group learning model assisted by a stick. After students have studied material, the teacher will roll the stick and the group that gets the stick first will answer a question asked by the teacher, the activity will be repeated so that all groups can answer questions (Hamzah et al., 2022).

Every learning model certainly has its advantages, as does the talking stick type of cooperative learning model. The advantages of the talking stick method are testing students' readiness, training them to read and understand the material quickly, so that students are more active in learning because they never know when the stick will arrive (Hasrudin & Asrul, 2020). Meanwhile, the advantages of the talking stick method are testing students' readiness, training them to read and understand the material quickly, encouraging students to be more active in learning, and encouraging students to be brave in expressing their opinions (Hiliani, 2020).

Question cards are learning media in the form of cards containing questions related to the learning material. Question cards are cards that contain questions that will later be answered by students (Oki, 2020). By using question cards, students will be more relaxed in learning and make learning more enjoyable by playing question cards. The question cards in this study are Naruto cards; these Naruto cards are intended to foster student enthusiasm and prevent students from getting bored during the learning process. And this question card media is only a tool to help make the learning process more enjoyable by playing question cards (Tridhuha & Reinita, 2021).

Based on the results of initial observations on the VIII class student of social subjects of SMP Negeri 1 Dompu on October 2025, it was found that the problems that emerged at school when implementing social science learning were that students were less focused in receiving or understanding the learning material, students were less active in the learning process, teachers did not provide enough learning media so that students felt bored and teachers were less varied in using learning models so that monotonous learning would make students pay less attention to the material delivered by the teacher.

To overcome these problems, learning requires an engaging model to support the continuity of the learning process. Teachers play a crucial role in the learning process for the success of a learning process. Motivating students is essential in the learning process, so teachers must be able to choose the right method to respond so that students do not feel bored, dare to express their opinions and be active in the learning process (Zulhelmi, 2018). One alternative to overcome these problems in learning is to change the learning model that allows students to train students to express their opinions, namely by implementing the talking stick learning model. This model encourages students to dare to speak, makes students more active, fun learning because it includes elements of play, and can express opinions, thus making it easier for students to remember the lessons that have been given by the teacher (Widhyalestari et al., 2020).

In this study, the researcher used Naruto card media because the Naruto series is a favorite series for children and adults. The Naruto series is also one of the most popular series and is still liked today. Naruto ranks first in the favorite television cartoon films for children and teenagers and based on the results of the researcher's questions and answers with several grade VIII students, there are still students who like to watch the Naruto series and like to play Naruto cards.

2. METHOD

The type of research is experimental research, namely pre-experimental Designs where the sample is not selected randomly and the comparison does not use a control class, the location of this research is SMP Negeri 1 Dompu. The research design used is "One-Group Pretest-Posttest Design". Which is one form of pre-experimental design, namely research activities that provide an initial test (Pretest) before being given treatment using the talking stick type cooperative learning model, after being given treatment using the talking stick type cooperative learning model, then provide a final test (Posttest). researchers took samples in class VIII with a total of 27 students at SMP Negeri 1 Dompu. In this study the data collection methods used were observation, interviews, documentation, and tests.

3. RESULTS AND DISCUSSION

This research involved two variables: the talking stick cooperative learning model with question card media as the independent variable and student learning outcomes as the dependent variable. The research data presented below were collected using a test instrument. Based on the pretest results, the results of the student learning test on the material "I and my needs" for class VIII students at SMP Negeri 1 Dompu.

Table 1. Student Learning Outcomes Pretest.

Statistics	Pretest
Mean	47.78
Median	46
Modus	46
Standard deviation	9.641
Variance	92.949
Skewness	167
Kurtosis	-590
Maximum score	66

Minimum score	33
Ideal score	100
Range	33

Based on the table above, the mean value is 47.78, the median value is 46.00, the mode value is 46, the standard deviation value is 9.641, the variance value is 92.949, the skewness value is 167, the kurtosis value is -590, the maximum score value is 66, the minimum score value is 33, the ideal score value is 100 and the range value is 33.

Based on the posttest results, the results of the student learning test on the material "I and my needs" for class VIII students at SMP Negeri 1 Dompu can be presented on the table.

Table 2. Posttest of Student Learning Outcomes.

Statistics	Posttest
Mean	72.19
Median	73
Modus	73
Standard Deviation	10.503
Variance	110.311
Skewness	269
Kurtosis	-124
Maximum score	93
Minimum score	53
Skor Ideal	100
Range	40

Based on the table above, the mean value is 72.19, the median value is 73.00, the mode value is 73, the standard deviation value is 10.503, the variance value is 110.311, the skewness value is 269, the kurtosis value is -124, the maximum score value is 93, the minimum score value is 53, the ideal score value is 100 and the range value is 40.

A normality test was conducted to determine whether the pretest and posttest data obtained were normally distributed. The normality test for this one-group pretest-posttest design used the Shapiro-Wilk test calculated with SPSS 25.

Table 3. Normality test.

Tests of Normality						
KELOMPOK	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.166	27	.055	.936	27	.098
POSTTEST	.210	27	.004	.938	27	.110

Based on the table above, significant values were obtained from the pretest and posttest data for one class. The resulting normality calculation was greater than the significance value of 0.05. Therefore, it can be concluded that the pretest and posttest data for one class were normally distributed. Statistics is the statistical column, df (degree of freedom) is freedom, and sign is the significance value.

This homogeneity test was conducted to determine whether the pretest and posttest data obtained were homogeneous or not. The homogeneity test in this one-group pretest-posttest design research used the SPSS 25 application.

Table 4. Homogeneity test.

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.005	1	52	.945
Based on Median	.027	1	52	.871
Based on Median and with adjusted df	.027	1	51.331	.871
Based on trimmed mean	.010	1	52	.920

Based on the table above, significant values were obtained from the pretest and posttest data in one experimental class. The resulting homogeneity calculation is greater than the significant value of 0.05. So, it can be concluded that the pretest and posttest data in one class are homogeneous

In this T-test data test, the researcher used the IBM SPSS Statistics 25 program with a one-sample T-test. The hypothesis testing criteria are: if the significance value is <0.05 , then H_0 is rejected and H_a is accepted. If the significance value is >0.05 , then H_0 is accepted and H_a is rejected.

Table 5. T test.

One-Sample Test					
Test Value = 0					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
25.751	26	.000	47.778	43.96	51.59
35.713	26	.000	72.185	68.03	76.34

The calculation of the T test using the one sample test formula shows a significance value of 0.000 <0.005 , so it can be concluded that H_a is accepted and H_0 is rejected. The average student learning outcomes in social science learning using the talking stick type cooperative learning model assisted by question card media are greater than the average learning outcomes with the conventional learning model. So, it can be concluded that there is an influence of the talking stick type cooperative learning model assisted by question card media in learning natural and social sciences on student learning outcomes. The respective information can be found on the T-Test table. T is the table value, df (degree of freedom) is the degree of freedom, sig. (2-tailed) is the rejection position on both sides, Mean Difference is the average difference, Confidence Interval of the Difference is the confidence interval, Lower is lower, Upper is higher.

The N-gain score test was conducted to determine whether the use or implementation of a talking stick cooperative learning model can be said to be effective or not. The N-gain score test was conducted by calculating the difference between the pretest (before treatment) and posttest (after treatment) scores. This was calculated using the N-Gain formula. The results of the calculation using the SPSS 25 program.

Table 6. N-gain test.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Skor	27	.00	.87	.4637	.19927
Ngain_Persen	27	.00	87.04	46.3658	19.92749
Valid N (listwise)	27				

Based on the table above, it can be concluded that the N-Gain in the mean N_{gain} score table = 0.46, so the results are interpreted as moderate, and in the N_{gain} percentage (%) = 46.36, the results are interpreted as less effective. It can be done where N is the number of students, the minimum is the lowest value, the maximum is the highest value, the mean is the average value, and Std Deviation is a measure of spread.

Based on the description above, this study was conducted to determine the effect of the talking stick type cooperative learning model assisted by question card media on student learning outcomes in the VIII class history subject at SMP Negeri 1 Dompu. Researchers chose the talking stick type cooperative learning model assisted by question card media so that students work together in solving problems, focus students on receiving learning materials delivered by the teacher and the learning process is more enjoyable because there is an element of play so that students are active in learning. After conducting research using the talking stick type cooperative learning model assisted by question card media, student learning outcomes increased.

Based on the test results obtained during the pretest, the maximum score was 66 and the minimum score was 33, while during the posttest, the maximum score was 93 and the minimum score was 53. From the research conducted by the researcher, there are differences in the results before and after treatment on student learning outcomes. The average pretest score is 47.78 and the average posttest score is 72.19. So, it can be said that the talking stick type cooperative learning model assisted by question card media is able to improve the learning outcomes of fourth grade students at SMP Negeri 1 Dompu.

The average pretest and posttest scores showed an increase. The final data showed a significance value of $0.000 < 0.005$, indicating a significant difference, and the author's hypothesis was accepted. This means that the average student learning outcomes in natural and social sciences learning using the talking stick cooperative learning model with question card media were not the same as those using conventional learning models.

Based on the results of the normality test, the significance value of the pretest and posttest data in one class was obtained. The calculation of the normality test produced was greater than the significance value of 0.05, namely the pretest significance of 0.098 and the posttest significance of 0.110, so it can be concluded that the pretest and posttest data in one experimental class were normally distributed. The results of the homogeneity test obtained the significance value of the pretest and posttest data in one class. The calculation of the homogeneity test produced was greater than the significance value of 0.05, namely the significance of 0.945, so it can be concluded that the pretest and posttest data in one class were homogeneous. The calculation of the t-test using the one sample test formula showed a significance value of $0.000 < 0.005$, so it can be concluded that H_a was accepted and H_0 was rejected. The average student learning outcomes in science learning using the talking stick type cooperative learning model assisted by question card media were greater than the average student learning outcomes with the conventional learning model.

The results of the N-Gain test analysis indicate that students taught using the talking stick cooperative learning model, using question cards, on the topic "I and My Needs" in the science subject, improved their learning outcomes. The mean N-gain score (N-gain) of 0.46 indicates moderate effectiveness, and the N-gain percentage (%) of 46.36 indicates ineffectiveness.

Based on the analysis and data processing in this study, it can be concluded that the talking stick cooperative learning model, using question cards, can influence student learning outcomes. The learning process using the talking stick cooperative learning model creates an effective and enjoyable classroom atmosphere for students due to the playful element. Therefore, this indicates the influence of the talking stick cooperative learning model, using question cards, on student learning outcomes on the topic "I and My Needs" in grade VIII of SMP Negeri 1 Dompus.

4. CONCLUSION

Based on the results of research that has been conducted using the talking stick type cooperative learning model assisted by question card media on the learning outcomes of VIII class students at SMP Negeri 1 Dompus, it can be concluded that the learning outcomes of VIII class students in social science at SMP Negeri 1 Dompus who were given the treatment of the talking stick type cooperative learning model assisted by question card media with a total of 27 students obtained an average pretest score of 47.78 and an average posttest score of 72.19. It can be concluded that there is an increase in the learning outcomes of fourth grade students at SMP Negeri 1 Dompus. Based on the results of the t-test using the one sample test formula, the significance value is $0.000 < 0.005$ so that it can be concluded that H_a is accepted and H_0 is rejected. The average learning outcomes of students in science subjects using the talking stick type cooperative learning model assisted by question card media is greater than the average learning outcomes with conventional learning models.

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