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Improving Student Understanding on Theme 1 of Human and Environmental Subthemes Through Talking Stick Method Class V-B MI Wachid Hasjim Sidoarjo

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A R T I C L E   I N F O

A B S T R A C T

This research is motivated by the low level of understanding of VB grade students on Theme 1 of the Human Subtheme and the material environment about human motion organs. One reason is that learning on this theme, teachers use less varied methods. The number of students whose grades reached KKM 75 on the thematic material is only 25% of the total number of students. The alternative method chosen to overcome this problem is to use the talking stick method. The purpose of this study are: 1) to find out the application of the talking stick method to improve students' understanding of Theme 1 of the Human Subtheme and the classroom environment of MI Wachid Hasjim Sidoarjo. 2) Find out the increase in students' understanding of Theme 1 Subtheme of humans and the environment after the application of the talking stick method in VB MI Wachid Hasjim Sidoarjo class. The research method used in this study is the classroom action research (CAR) method using the Kurt Lewin model. Data collection techniques used in this study were interviews, observation, documentation, and tests. The results showed that: 1) the application of the talking stick method can be implemented well as evidenced by the results of the observation of teacher activity increased from a value of 79.3 (enough) in the first cycle increased to 91.4 (very good) in the second cycle. The results of observation of student activities get a final value of 78.8 (enough) in the first cycle increased to 94 (very good) in the second cycle. 2) The increase in students' understanding after applying the talking stick method increased from 25% of students who completed the pre-cycle, in the first cycle increased to 57.5% (enough) and in the second cycle increased to 80% (good).

INTRODUCTION

Reflections from the previous curriculum resulted in a competency-based operational curriculum commonly known as the 2013 Curriculum or K-13. The 2013 curriculum as a curriculum reform curriculum which expects a learning not only to be taught about theories, concepts and facts, but also taught how to apply it in everyday life so that learning is more meaningful and longer remembered (Badar, 2015). The existence of the K-13 curriculum aims to produce competent graduates who have high intelligence, and realize national character (Rusman, 2015). This is in line with the national education goals stated in the Act. number 20 of 2013 concerning the national education system article 3 which states that the goal of national education is to develop Indonesian people who have faith, devote to God Almighty, have good morality, be healthy physically, and spiritually, be independent, be creative and capable in the skills and knowledge to educate life nation, and have a sense of responsibility to be a good and democratic citizen (UU No. 20 of 2003). One form of implementation of Curriculum

2013 that leads to increasing the efficiency and effectiveness of learning innovations is the existence of integrated Thematic learning at the level of elementary school (SD) education units.

Through thematic learning, students are expected to be trained to find a wide range of knowledge that is actively learned and more meaningful.

Thematic learning is a learning that is developed from a particular theme or topic that is elaborated with several aspects and perspectives of subjects that are usually taught in schools (Kadir and Asrohah, 2014). This thematic learning becomes one of the integrated learning models that provides broad opportunities for students to be actively involved in learning activities both individually or in groups to explore, discover scientific concepts and principles holistically, meaningfully and authentically (Majid, 2014).

Thematic learning places great emphasis on meaningful learning activities, so that the way the teacher designs learning is very influential on the meaningfulness of students in learning. The selection of learning methods that are less precise will affect the students' understanding. The selection of inappropriate methods will cause students difficulty in understanding the concepts of the material being taught. This will have an impact on the decline in student learning outcomes that should be able to reach the Minimum Mastery Criteria (KKM) set by the school. Comprehension is one aspect of ability in the cognitive domain of bloom's taxonomy. Understanding is the level of ability that requires students to be able to understand or understand about the subject matter delivered by the teacher (Purwanto, 2012). A student can be said to understand if he can explain again a material concept in more detail using his own language.

Ideally students in primary schools should be able to understand the basic concepts of material taught by the teacher in thematic learning. This understanding can be measured by an assessment instrument in the form of a test, with the expectation of the results of the test that students can meet the KKM. But the reality on the ground was far from what was expected, and the reality in MI Wachid Hasjim Sedatigede Sidoarjo was no exception.

Based on the results of interviews with Thematic teachers namely Mrs. Uswatun Chasanah M.Pd. and analysis of problems found in the field, shows that: 1) Students find it difficult to understand the material that is in the theme of theme 1 of sub-theme 2 of learning 2 about human organs; 2) Several factors that cause the low understanding of VB class students Mi Wachid Hasjim to the theme of animal and human motion organs, one of which is the incompatibility of the methods used by the teacher in the learning process, which in this case the teacher only uses the lecture method that makes the learning atmosphere become less attractive and monotonous. This resulted in some students not paying attention to the teacher's own explanations. The capacity of students who are classified as many with the number of 40 students in one class is also one factor in this problem, because with that many students the teacher's voice cannot reach all students and as a result students who cannot hear the teacher's explanation make noise in the classroom so the atmosphere learning becomes less conducive. From the results of interviews and documentation of the teacher's daily grades it is known that of the 40 students in the V-B class, nearly 75% of students under test scores were still below KKM (Chasanah, 2018).

Seeing this condition, it is necessary to have alternatives oriented to how students can achieve the specified competencies. One alternative solution is to increase the understanding of thematic learning on the theme of one human sub-theme and the second learning environment by using the talking stick method.

Talking stick is one method of group learning with the help of a stick. The sticks are given in turns between groups. The group holding the stick must answer the questions from the teacher after they are given the opportunity to study the subject matter in advance. This activity is repeated continuously

until all groups have a turn to answer questions from the teacher (Huda, 2013). This method is also in accordance with the characteristics of students who like to study in groups and play while learning. The application of the talking stick method is expected to improve students' understanding of Thematic learning on the themes of animal and human motion organs. The application of the talking stick method in learning will encourage students to be more enthusiastic in learning the material, because students will feel embarrassed and anxious if they cannot answer questions from the teacher when the stick is given. In addition, the talking stick method provides broad opportunities for students to be able to actively participate in learning activities so that the learning atmosphere will be more meaningful and enjoyable for students.

Based on the background described above, a study entitled: "Improving Students' Understanding on Theme 1 of the Human and Environmental Subtheme through The Talking Stick Method V-B Class MI Wachid Hasjim Sidoarjo".

Comprehension is one level in the cognitive domain of bloom taxonomy. Understanding according to Nana Sudjana is interpreted as learning outcomes, in other words understanding is also interpreted as understanding about something and being able to see it from various aspects (Rachmawati, 2010). A student is said to understand something if he can provide a more detailed explanation or description related to what has been learned by using his own language.

Understanding according to Muri Yusuf is interpreted as the ability to understand the relationship or capture the meaning and meaning between concepts and facts about a thing. The purpose of the form of understanding can be tested with learning outcomes tests for example by the relationship analysis test (Yusuf, 2017).

Students can be said to understand a material if it meets several indicators. The following is an Operational Verb Table that can be used to develop indicators and evaluation instruments in the aspect of cognitive competency at the level of understanding:

Table 1. Operational Verb Table

Undestanding		
Estimate	Discussing	Conclude
Categorize	Dig	Spell out
Compare	Example	Explain
Decipher	Explain	Grouping
Distinguish	Express	Classified

Thematic Learning can be interpreted as a learning activity that combines several materials from different subjects in one theme or topic of discussion that are interrelated to one another, thus creating a more meaningful learning experience for students. The theme here is a vehicle for introducing students to various concepts of subject matter as a whole so as to create a learning experience that is meaningful and easily understood by students (Rusman, 2015).

Talking stick is one of the learning methods. Talking stick learning method is carried out with the help of a stick, students holding the stick are required to answer questions from the teacher after students are given the opportunity to learn the subject matter. This learning method is to practice speaking, create a pleasant atmosphere and make students active (Mukrimah, 2014).

METHODS

This study uses a class action research method (CAR) or also called classroom action research, which means research conducted in a class that aims to determine the effect of actions that have been applied to a research subject in that class (Trianto, 2012). Classroom action research (CAR) is a study conducted as an effort aimed at solving problems encountered by teachers in the teaching process and improving the learning process (Mulyasa, 2010).

The Classroom Action Research (CAR) was conducted in class V-B MI Wachid Hasjim Sidoarjo located on Jl. H. Syukur No. 4 Sedatigede Sedati District Sidoarjo Regency. This Classroom Action Research (CAR) consists of two cycles. Each cycle has four

stages in accordance with the procedure, namely: planning, action, observation, and reflection. Through some of these cycles it can be observed an increase in students' understanding of human motion organ material in thematic subjects 1 theme subtheme 2 learning 2 using the talking stick method.

The subjects in this study were students of class V-B MI Wachid Hasjim Sedatigede Sidoarjo in the academic year 2018/2019 with 40 students, consisting of 18 male students and 22 female students. Data collection techniques used in this study were interviews, observation, documentation, and tests. The indicators used in this classroom action research are:
1. The final value obtained from the observation of teacher activities and student activities is ≥80.

2. If ≥ 70% of the total number of class V-B MI Wachid Hasjim Sidoarjo students have reached the KKM ≥75.

RESULTS AND DISCUSSION
Application of the Talking Stick Method in Improving Students Understanding Theme 1 Human and Environmental Subthemes

From the research results obtained through observing the activities of the teacher during the implementation of the talking stick method which is done in the first cycle and second cycle, it can be implemented well after the improvements made in each cycle. From these results obtained a significant difference between cycle I and cycle II. From these results it is known that the increase in teacher activity has met the specified performance indicators. The increase in teacher activity in the second cycle is known in the following figure:
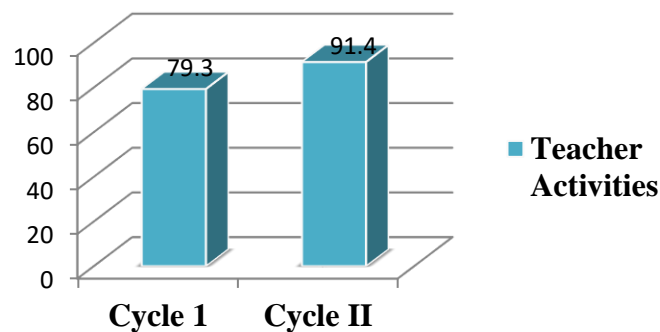

Figure 1 Teacher Activity Diagram

From this figure, it can be seen that the value of teacher activity increased from initially 79.3 in the first cycle which was included in the sufficient category, increasing to 91.4 in the second cycle which was included in the category very well. Based on the results of teacher observations in the first cycle during learning in class, there are still some aspects that have not been done optimally by the teacher and must be improved in the next cycle. After the improvement in the value of teacher activity was proven to increase to 91.3. Judging from the increase in teacher activity, the application of the talking stick method in cycle II is said to be successful because it has reached the performance indicators in this study which expects the percentage of teacher activity success to increase to 80%. Therefore, this second cycle is

considered successful and no further action is needed in the next cycle.

While the acquisition of student activity research results obtained from observations of student activities during the implementation of the talking stick method conducted in the first cycle has not yet reached the indicator of success. This is because there are deficiencies that need to be fixed in the next cycle. After improvements were made in the second cycle, the results of student activity increased and managed to reach the specified performance indicators. From these results obtained a significant difference between cycle I and cycle II. The increase in student activity on the second cycle is known in the following figure:
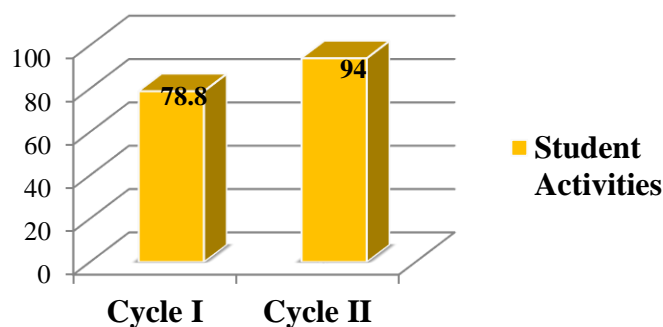
Figure 2. Student Activity Diagram

From this figure, it can be seen that the value of student activity increased from initially 78.8 in cycle I, increasing to 94 in cycle II. Judging from the increase in activity, the application of the talking stick method in the second cycle is said to be successful because it has reached the performance indicators in this study that expect the percentage of student activity success to increase to 80%. Therefore, this second cycle is considered successful and no further action is needed in the next cycle.

Improving Student Understanding on Theme 1 of Human and Environmental Subthemes through The Talking Stick Method

Data Improvement of students understanding of the material of human motion organs in the theme of one human and environmental sub-theme after the application of the talking stick method was obtained based on the results of students' understanding tests from the documentation of student scores on pre-cycle, first cycle test, until the second cycle test. From these data it can be seen that in every action starting from pre-cycle, cycle I and cycle II experienced a significant increase. Improved students' understanding of the material of human motion organs in the theme of one human and environmental sub-theme after applying the talking stick method can be seen in the following figure:

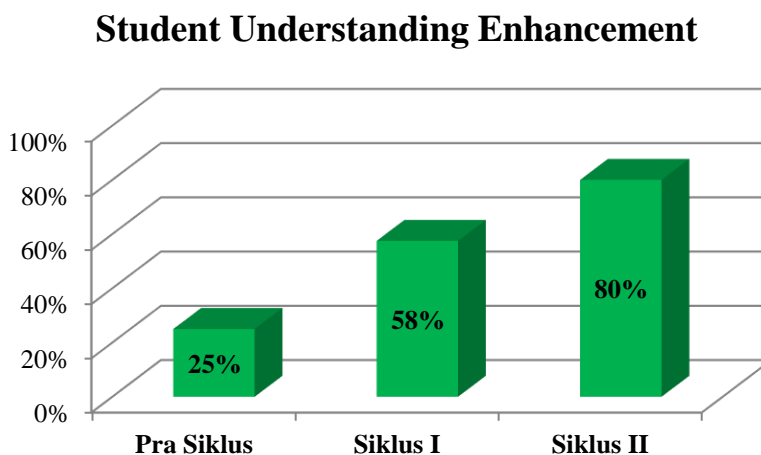## Student Understanding Enhancement

Figure 3. Diagram of Increase in Percentage of Number of Students Completed

From the diagram drawings, it can be seen that the students' understanding increased from initially only 25% of students who completed the pre-cycle with an average value of 63.6, in the first cycle the number of students who completed increased to 57.5% which was included in the category of sufficient with the average grade average 73.6. Although an increase in the percentage of students completeness, but these results still have not reached the performance indicators in this study which expects the percentage of student success to increase to 70%.

After evaluating and improving in the second cycle students' understanding has increased from the initial 57.5% of students who completed the first cycle with an average grade of 73.6, in the second cycle the number of students who completed increased to 80% which is included in both categories with good grades an average of 85.3. Judging from the increase in the percentage of students completeness, learning in the second cycle is said to be successful because it has reached the performance indicators in this study which expects the percentage of student success to increase to 70%. Therefore, this second cycle is considered successful and no further action is needed in the next cycle. This success proves that the talking stick method can improve students' understanding of V-B MI Wachid Hasjim Sidoarjo class on human motion organ material in Theme 1 of the Human Subtema and the second learning environment.

CONCLUSION

The research conclusion is presented the results that: 1) the application of the talking stick method can be implemented well as evidenced by the results of the observation of teacher activity increased from a value of 79.3 (enough) in the first cycle increased to 91.4 (very good) in the second cycle. The results of observation of student activities get a final value of 78.8 (enough) in the first cycle increased to 94 (very good) in the second cycle. 2) The increase in students' understanding after applying the talking stick method increased from 25% of students who completed the pre-cycle, in the first cycle increased to 57.5% (enough) and in the second cycle increased to 80% (good).

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