



Application of Talking Stick-Based Learning Media to Improve Students' Critical Thinking

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Abstract: The reason for this study is learners' low critical thinking ability on the material "economic activity". This study aims to describe the results of the application of Talking Stick-based learning media to students' critical thinking skills on the material of economic activities carried out in class VII I of Al Maksu Stabat Private Junior High School. This research method uses a qualitative method with a descriptive approach. The data collection techniques used are interviews and documentation. The research acts as a data collection instrument. According to Miles and Huberman, the data analysis techniques used are data reduction, data presentation (data display), and conclusion drawing/verification. The research subjects used are students of class VII I of the 2022/2023 school year. The number of students is 25 people. The results of this study showed learners' critical thinking ability on the material of economic activity. Seven participants in Students were able to answer when they got their turn in the talking stick game, while 2 students were still reluctant to answer questions. Researchers use questionnaires to discover the development and influence of the application of Talking Stick learning media.

Abstrak: Alasan penelitian ini adalah rendahnya kemampuan berpikir kritis peserta didik pada materi "kegiatan ekonomi". Tujuan penelitian ini adalah untuk mendeskripsikan hasil dari penerapan media pembelajaran berbasis *Talking Stick* terhadap kemampuan berpikir kritis peserta didik pada materi kegiatan ekonomi yang dilakukan di kelas VII I SMP Swasta Al Maksu Stabat. Metode penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data yang digunakan adalah wawancara dan dokumentasi. Peneliti bertindak sebagai instrumen pengumpulan data. Teknik analisis data yang digunakan adalah menurut Miles dan Huberman yaitu reduksi data (*data reduction*), Penyajian data (*data display*), dan *conclusion drawing/verification*. Subjek penelitian yang digunakan adalah peserta didik kelas VII I tahun ajaran 2022/2023. Jumlah peserta didik sebanyak 25 orang. Hasil dari penelitian ini menunjukkan bahwa kemampuan berpikir kritis peserta didik pada materi kegiatan ekonomi, 7 peserta didik mampu menjawab ketika mendapatkan giliran permainan *talking stick*, sedangkan 2 peserta didik masih sungkan untuk menjawab pertanyaan. Peneliti menggunakan angket untuk mengetahui perkembangan dan pengaruh dari penerapan media pembelajaran *Talking Stick*.

A. Introduction

Social Sciences (IPS) is a science that discusses and studies people's lives, according to (Uno & Ma'ruf, 2016). The main purpose of social science is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mentality towards all inequalities that occur, and are skilled in overcoming every problem, both problems that occur in themselves and problems that occur in their environment. Social studies integrate social science disciplines (Arif, 2016). Social science disciplines include sociology, history, geography, economics, politics, law, and culture.

According to (Melinda et al., 2018), social studies learning at the junior high school level is very important in an effort to instill social values in students in solving the problems faced so that it will make them more understanding and understanding of the social environment of the community. The environment is a place for students to grow and develop into part of society by facing various problems that exist and occur in the surrounding environment. As stated in the objectives of national education in Law No. 19 of 2013 concerning the national education system, which reads: the development of the potential of educational students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, and become independent and responsible citizens. Pendidikan merupakan salah satu faktor terbesar untuk memajukan generasi penerus bangsa demi terbentuknya perkembangan intelektual individu, perkembangan intelektual tersebut yang akan membentuk kepribadian anak atau karakter anak (Sadri, 2021).

According to (Anshori, 2016), social studies learning, theories, concepts, and principles are a study in the social sciences. It contains a lot of abstraction, so students need help understanding. Students will need help understanding the material if learning is done conventionally. According to (Endayani, 2017), the material contained in social studies is used as a basis for implementing educational and teaching programs in schools. However, students find it difficult to understand and lack enthusiasm because social studies subjects are abstract. In the social studies learning process of economic activity material that occurred at Al Maksum Stabat Private Junior High School, the initial observations showed that in the learning process, teachers still use the lecture method in teaching.

Based on interviews with several students, they want an interesting and varied learning environment, especially in economic activities focusing on science. According to (Grasindo, 2017), economic activities consist of several sub-material activities: production, distribution, and consumption. The teacher explains the subject matter in this material and provides sample and practice questions. At the same time, students only hear and record explanations from the teacher without any active role from students. This certainly does not spur students' critical thinking on the material presented because the teacher's way of teaching still uses one-way communication where the teacher acts as a giver of knowledge. In contrast, students act as passive recipients of knowledge.

According to (Syaparuddin et al., 2020), critical thinking solves a problem in the learning process. It means thinking systematically in judging, solving problems, and

drawing decisions. Teachers can at least use tools or media to help explain the material, which is necessary to achieve the expected teaching goals. According to (Jamaludin, 2016), for communication between teachers and students to take place well and for the information conveyed by teachers can be received by students, teachers need to use learning media. Besides being able to use the available tools, teachers are also required to develop skills using the learning media they will use, and teachers are also required to be able to apply learning methods that are expected to create an active and fun classroom atmosphere. According to (Sari, 2020), teachers should focus on using multiple methods in teaching and learning activities. Still, teachers should use various methods to make the learning course exciting but can attract students' attention.

According to (Melinda et al., 2018), learning media is a tool that can make it easier for teachers to realize a direct relationship between the work of a subject developer and students. However, many teachers still need more competence/expertise in using media and methods available in the learning process. So the media and learning methods that have been available are only complementary and not as learning resources that should be used for the learning process. The importance of education practitioners to always develop creativity in innovating to improve the quality of education in Indonesia by striving to create innovations that can foster student motivation and realize learning goals, namely realizing students who can think critically and creatively and have high thinking skills (Noverita & Siregar, 2020)

Therefore, according to (Khoerunnisa & Aqwal, 2020) a learning model is needed that makes students appear confident in expressing their opinions. One of the media that can be used related to this is talking stick learning media. Therefore, the Talking Stick learning model can encourage students to express opinions with more confidence to improve students' critical thinking skills by increasing concentration and responsibility in learning through stick games.

As for the advantages and disadvantages of talking stick learning media, In testing students' readiness, teachers must be able to condition how readiness to learn. "Learning readiness is a test conducted at an early stage before starting learning activities, to determine a person's readiness to give a response or answer that is in oneself to achieve the teaching goals". Thus, testing students' happiness through the application of talking stick media can arise when the teacher asks a question during learning activities. Train learners to read and understand the material quickly. The application of talking stick learning media can train students to read and understand the material. In the application of talking stick media, students are trained to learn the material by testing their understanding and compliance of students. The application of talking stick media can make students more active in learning, and this is because they must understand the subject matter taught. With the application of talking stick media, students can express their opinions about the material taught with their understanding. Every time they receive a stick, students must answer questions from the teacher. But there are some disadvantages of talking stick media: making heart gymnastics, fearing difficult questions, and not all students are ready to receive questions.

By developing critical thinking skills in the learning process of students, teachers instruct students to be able to think critically. Still, the constraint on students is the need for more ability in the thinking process, and the students' knowledge is now active. Because teachers have yet to utilize the learning model optimally. According to (Dewi & Jatningsih, 2019), the teacher's explanation of the concept is intended for teachers only. Students are only listeners and are not suitable for improving students' critical thinking skills.

To address the problems and realities in social studies learning material for economic activities of Al Maksum Stabat Private Junior High School, what needs to be done is to apply appropriate learning media, namely by using talking stick media. According to (Safitri, 2018), talking stick learning media can train students to test student readiness, train students' skills in reading and understanding learning material quickly, and require students to always be ready in any situation. This learning media is carried out with the help of a stick. Who holds the stick is obliged to answer questions from the teacher with the material that has been delivered before. However, according to (Faradita, 2018), there are several areas for improvement in the application of the talking stick learning method, one of which is to make students tense because they are afraid to ask questions that must be answered.

According to (Nurmalulidyalh et al., 2019), If each student has a turn to speak, the baton is returned to the group leader. The talking stick will pass to another person when he wants to speak or respond. Thus the stick passes from one person to another if the person wants to express his opinion. According to (Pasaribu et al., 2017), learning using sticks affects the critical thinking ability of learners because they participate more actively in their learning process. Talking Stick learning is very suitable for elementary, junior high, and high school / vocational students. In addition to practicing speaking, this learning will create a fun atmosphere and make students active.

This research is expected to provide solutions for teachers who have difficulty presenting economic material in class VII I SMP Private Al Maksum Stabat to improve the learning process so that students can receive the material taught by the teacher.

The objectives of this study are divided into two, namely, general and specific objectives. The general objective of the research was to find the effectiveness of the application of talking stick learning media to students' critical thinking in the subjects of Economic activities in class VII I Private Junior High School Almaksum Stabat. And the specific purpose of this research is to increase teacher creativity in delivering material so students can accept and absorb it well.

B. Method

In conducting this study, researchers used descriptive qualitative research methods. The subjects in this study were 25 students of Al Maksum Stabat Private Junior High School. The research at this location is because researchers found low critical education participants when carrying out field practice, especially in class VII I. The time of this study was carried

out for 4 months, starting from October to February, since data collection was carried out, which began with the observation of the research location. This research was carried out in class VII I SMP Private Al Maksum Stabat. Class VII consists of classes VII I, VII II, and VII III. The sample of this study only used one class, namely VII I.

As a first step in the implementation of this action, researchers, together with subject teachers, prepare everything necessary, especially regarding the following:

1. Researchers identify problems in the classroom and school environment and then consult with the principal and teachers.
2. Analyze the syllabus and plan learning implementation tools (RPP) based on the competencies to be achieved.
3. Compile and prepare research instruments, teacher observation sheets, student observation sheets, question grids, and test instruments.
4. Prepare media and learning materials for class use and plan class conditions according to groups based on the learning model to be applied.

According to (Siyoto & Sodik, 2018), qualitative research is research that emphasizes aspects of deep understanding of a problem, and this method is closer to the use of in-depth technical analysis, which is to examine problems in a structured manner so that they can find differences from each nature and other problems. Quality research is an approach to conducting research oriented to natural phenomena or symptoms (Ali & Asrori, 2014). Qualitative research studies the researcher's point of view with various interactive strategies such as direct observation, participatory observation, or qualitative data collection carried out by close observation, in-depth interviews, documents, and complementary techniques. Data analysis carried out is inductive based on facts found in the field, which are then developed into hypotheses or theories (Sugiyono, 2016)

This research instrument is the researcher with validation of qualitative research, mastery, insight into the field under study, and the readiness of researchers to the object of research (Sugiyono, 2016).

The interview guidelines that the author has compiled are:

Table 1. Interview Guidelines Grid

No	Aspects	No Item
1	Understanding the Application of social studies learning media in Class VII I	1,2
2	Understanding the application of learning media to economic activity material using talking stick media	3, 4, 5, 6, 7, 8, 9
3	Obstacles in social studies learning economic activity materials using talking stick media	10
4	Efforts to improve critical thinking of economic activity	11

Data collection techniques:

1. Researchers use interview (interview) Interviews as data collection if researchers want to conduct preliminary studies to find problems that must be researched.
2. Questionnaire (questionnaire) questionnaire is a data collection technique carried out by providing respondents with questions to answer.
3. Observation
4. Observation as a data collection technique has specific characteristics regarding the implementation process.

The data analysis technique used in this study, according to Miles and Huberman, consists of data reduction, data presentation (data display), and conclusion Drawing/Verification. According to (Sugiyono, 2015), data reduction is a series of activities consisting of summarizing, sorting out important things, and then looking for themes and patterns and discarding unnecessary ones. Presentation of data conducted in qualitative research in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like (Sugiyono, 2016). After doing both stages then, the data can be concluded. By displaying data, it will be easier to understand what is happening and plan the next work based on what has been understood (Sugiyono, 2016).

Qualitative research uses a descriptive approach. Descriptive qualitative research is defined as research that examines natural social action events, emphasizing how people interpret and understand their experiences to understand a social reality so that individuals can solve their problems (Mohajan, 2018). The descriptive approach is that the researcher has two main goals, namely describing and expressing, and the second goal, which is to describe and explain. This research focuses on the application of talking stick-based learning media in social studies learning economic activity material in class VII. The design contained in this study is phenomenology. According to (Alase, 2017) phenomenology is a qualitative method that allows researchers to apply and apply their personal and interpersonal abilities in exploratory research poses.

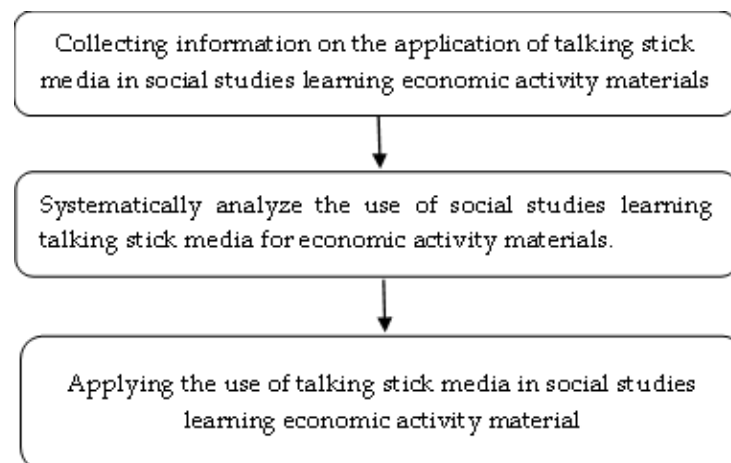


Figure 1. Research Design Application of Talking Stick-Based Learning Media to Improve Students' Critical Thinking

C. Result and Discussion

Result

As explained above, to obtain data on existing problems, the author distributes questionnaires to respondents to be answered truthfully. A questionnaire is used to obtain structured answers to several questions about the effectiveness of using talking stick learning media and economic activity materials. The statement in the questionnaire revolves around the delivery of material by teachers using talking stick learning media. To obtain this data, trials were carried out through the distribution of questionnaires. Questionnaires are distributed to respondents, who are sampled first and must be tested for validity and reliability.

1. Validity Test

Validity is the level of validity and validity of the instrument's measuring instrument. Said valid means showing that the instrument used to obtain data is valid or can be used to measure what should be measured. This is because many teachers who fill out the questionnaire need help understanding and to understand every question listed in the questionnaire. So after testing, the items declared drop is not used and only used the number of valid question items.

Table 2. Analysis of Exam Results Validity of Talking Stick Media Application

The number of questionnaire items before being tested	The number of questionnaire items after being tested	Number of invalid/dropped poll items
20 items of the questionnaire	20 items of the questionnaire	0 items questionnaire

Based on the table data above, before the questionnaire items were tested, the validity and reliability of the total number of questionnaires were 20. After being tested for validity and reliability, the questionnaires remained at 20 items, and none were invalid or void.

2. Reliability Test

Reliability is a series of measurements or measuring instruments that have consistency (fixed values) when measurements are made repeatedly. This is evidenced by the consistency of using the same measuring instrument, which is carried out repeatedly, provides relatively the same results, and does not violate. Validity tests and reliability tests certainly have different meanings. This means that measurements have reliability and can measure consistently, but they do not necessarily measure what should be measured.

Table 3. Analysis of Talking Stick Media Reliability Test Results

The number of questionnaire items before being tested	The number of questionnaire items after being tested	Number of questionnaire items tested for Reliability
20 items of the questionnaire	20 items of the questionnaire	0.82 questionnaire items

The table above shows that an instrument is trusted enough to be used as a data collection tool because the instrument is good enough. The results were obtained after testing the reliability of the instrument used as a data collection tool (0.82). Judging from the R Table Product Moment with a level of 5% (0.207) and 1% (0.270), it was concluded that the instrument was reliable.

Table 4. Analysis of Talking Stick Media Reliability Test Results

The number of questionnaire items before being tested	The number of questionnaire items after being tested	Number of questionnaire items tested for Reliability
20 items of the questionnaire	20 items of the questionnaire	0,76 items of the questionnaire

The table above shows that an instrument is trusted enough to be used as a data collection tool because the instrument is good enough. After testing the reliability of the instrument used as a data collection tool, the results obtained (0.76), judging from the R Table Product Moment with levels of 5% (0.207) and 1% (0.270), can be concluded that the instrument is reliable.

The author is given a document in the form of data on the results of social studies learning assessment of economic activities using talking stick learning media. The documentation provided in the form of a soft file based on the grades given by the teacher can be presented in the form of the following table:

Table 5. Class VII Social Studies Learning Value Category 1

Category	Amount
High score	100
Lowest value	70
Average	81
>KKM (75)	96%
<KKM (75)	4%

Based on the total number of students, which is 31 people, the teacher only gave a sample of 25 people. Based on these data, from 25 samples, it was seen that 7 students got a score of 100, then 14 students got a score above KKM, and the rest, namely 1, got a score less than KKM. The ability to think critically of students in social studies learning material for Economic activities in class VII I SMP Private Al Maksu Stabat can be categorized in the following table:

Table 6. Success Indicators of Critical Thinking Ability

Indicator	Student Success Rate	Meaning
Formulate the problem	84%	Very high
Reveal the facts	96%	Very high
Choose the right argument	68%	High
Defining different view	68%	High
Draw a conclusion	68%	High

Based on the table above, the success of critical thinking skills in social studies learning material for economic activities of grade VII I student when learning is carried out using talking stick media is described as follows:

1. Formulating problems The ability of learners to formulate problems about the material of economic activity is very high. This ability refers to how learners formulate problems after the explanation given by the teacher. The material provided by the teacher is economic activity. Based on the sample the teacher gives, some students cannot formulate the problem correctly because the answers are not appropriate and need to be completed.
2. Revealing facts, the ability of class VII I students of Al Maksum Stabat Private Junior High School to express facts can be summarized very highly. The teacher directs students to reveal the facts of the material provided related to economic activities. Based on the samples obtained, many students can already answer correctly, and only some students need to correct in answering questions.
3. Choosing the right argument, the ability of students in class VII I SMP Private Al Maksum Stabat to argue can be high-bound, as seen in one of the questions the teacher gave to give his argument about work based on the type of economic activity appropriately. Based on the samples obtained, some students still need to express their arguments correctly. Therefore, learners' ability to choose the right argument still requires guidance.
4. Defining different points of view, the ability of students of class VII I SMP Private Al Maksum Stabat in identifying can be said to be high, it can be said to be high, it can be seen from one of the questions that lead students to identify different points of view. Some students can answer appropriately. However, some other learners still need to be guided in identifying divergent thoughts.
5. In conclusion, the ability of class VII I students of Al Maksum Stabat Private Junior High School in concluding is highly seen from the teacher who provides questions that direct students to conclude the material related to the type of economic activity. Based on these samples, some students have been able to conclude well. However, there are still some students who still need guidance in summing up well.

Based on the explanation above, students' critical thinking ability on economic activity material when learning using talking stick media can be concluded very well. Only

some students have not done perfectly to master the indicators of critical thinking ability. However, overall, students can master critical thinking skills in economic activity material.

Table 7. Trial of Teacher Teaching Method

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	3	4	3	3	3	3	3	2	2	2	3	2	2	2	3	2	3	3	4	2	3	3	3	2	3	68
2	3	4	3	3	3	3	2	3	2	2	2	2	2	2	3	2	4	3	4	2	3	2	2	2	4	67
3	3	4	3	4	3	3	3	2	2	2	2	2	2	2	3	2	3	3	4	3	2	2	3	2	3	67
4	2	3	3	4	3	3	3	2	2	3	2	3	2	2	3	1	3	4	3	3	2	2	2	2	4	66
5	2	3	3	3	3	2	3	3	3	2	1	3	2	3	3	1	3	4	3	2	2	2	2	2	3	63
6	4	4	4	4	3	4	4	3	3	2	2	4	2	1	4	4	4	4	2	2	3	3	2	3	4	79
7	4	3	3	2	2	3	3	3	2	3	2	2	2	2	3	2	2	3	3	3	2	2	2	2	2	62
8	4	4	4	4	4	3	4	4	3	4	4	4	2	2	4	2	4	4	4	3	3	2	3	3	3	88
9	4	4	2	4	4	3	4	4	3	4	4	4	2	2	4	3	4	4	4	3	3	2	3	3	3	84
10	4	4	3	4	3	3	4	4	3	4	4	4	2	2	4	3	4	4	4	4	3	3	3	2	3	85
11	3	2	3	3	3	2	2	3	3	2	2	4	2	2	4	2	4	2	2	3	2	2	2	2	3	64
12	2	2	3	3	4	3	2	2	2	2	3	2	2	2	3	2	4	2	2	2	2	2	2	3	3	61
13	2	3	3	3	4	2	3	2	2	3	2	3	3	3	3	2	3	4	2	2	2	2	2	3	3	66
14	4	3	2	3	3	3	4	3	2	2	3	4	2	1	4	1	4	4	4	3	2	2	3	3	2	71
15	3	3	3	4	3	3	3	3	2	3	2	4	2	1	1	3	4	3	4	2	3	3	3	2	2	69
16	4	3	3	4	3	1	3	2	2	3	2	4	2	1	4	1	4	3	4	3	3	3	3	2	2	69
17	4	4	3	3	4	3	3	4	2	4	2	2	2	2	4	2	4	4	4	3	2	3	2	3	3	76
18	3	4	4	4	4	4	4	4	3	4	4	4	3	2	4	3	4	3	3	3	2	3	3	2	3	84
19	4	4	4	4	3	3	4	4	3	4	4	4	3	2	4	3	4	4	4	3	3	3	3	3	3	77
20	3	4	4	4	4	3	4	4	3	4	4	3	3	2	4	2	3	3	4	2	3	3	3	3	3	82
21	4	4	4	4	3	3	4	4	1	4	3	4	2	1	4	2	4	3	4	2	3	2	3	3	3	78
22	4	4	3	4	3	3	2	3	1	3	2	4	3	1	1	4	3	3	3	3	3	3	2	3	3	71
23	2	3	3	3	4	3	4	3	3	3	2	3	4	4	3	3	2	4	3	3	2	3	2	2	2	73
24	1	1	3	3	3	2	3	2	2	2	2	2	2	2	3	1	3	3	3	2	3	3	3	2	2	58
25	4	3	3	4	3	3	2	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	62
26	3	4	4	4	2	3	3	3	3	3	2	2	4	2	2	1	3	3	2	4	3	2	3	2	3	70
27	2	3	3	3	4	2	3	2	2	3	2	3	2	3	3	2	3	3	2	2	2	2	2	2	3	63
28	3	3	3	3	3	3	3	3	3	3	2	4	2	2	3	4	4	3	4	3	3	3	3	3	2	75
29	3	4	3	3	4	3	3	2	2	3	2	2	2	1	3	2	2	3	4	2	3	2	3	3	3	67
30	4	3	3	2	4	3	3	3	2	3	2	2	2	2	3	2	2	3	3	2	2	2	3	2	3	65

Based on the total number of students, 31 researchers only provided a sample of 25 people. With the data above, it can be concluded that the teaching method applied by teachers when teaching is still inappropriate, judging from the responses/answers given through questionnaires testing teacher teaching methods in the classroom. That way, teachers can change learning methods even better not monotonous, so that students feel energized following learning, especially on the material of economic activities.

Table 8. Learning Media Trials

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	2	2	2	2	4	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	3	2	49
2	3	2	2	2	4	3	2	2	3	2	2	2	2	2	3	3	2	2	2	2	2	3	52
3	2	2	2	2	4	2	2	2	2	2	3	3	2	3	3	2	2	2	2	2	2	3	51
4	2	1	2	2	4	2	3	2	2	1	3	2	2	2	2	3	2	2	2	2	2	4	49
5	2	2	3	3	4	2	4	4	2	2	3	3	2	3	4	3	3	2	3	2	2	4	62
6	1	2	1	1	4	2	3	3	3	4	3	2	1	3	3	3	2	2	1	2	1	3	50
7	2	2	2	2	4	3	3	3	3	3	3	2	3	2	4	3	2	3	3	3	2	4	61
8	2	1	2	1	4	2	2	4	2	3	3	2	2	2	3	3	2	2	2	2	3	3	52
9	4	2	4	3	4	2	3	2	3	3	3	3	2	3	4	4	4	3	3	4	2	4	69
10	4	2	4	2	4	3	3	2	3	3	3	3	2	3	3	4	4	3	3	3	2	4	67
11	2	2	2	2	4	2	2	3	3	3	3	3	2	2	3	4	2	2	2	2	2	3	55
12	2	2	2	2	3	2	3	4	3	3	3	3	2	2	4	4	1	2	2	2	2	3	56
13	2	2	2	2	3	2	2	4	2	3	3	3	2	2	4	4	2	2	2	2	3	2	55
14	2	2	2	2	4	2	2	3	2	3	3	2	2	2	2	3	2	2	2	3	2	3	52
15	2	2	2	2	4	2	2	3	3	3	3	2	2	2	4	4	2	2	2	3	2	4	57
16	2	2	2	2	4	2	2	3	3	3	3	2	2	2	4	4	2	2	2	3	2	4	57
17	3	1	1	1	3	2	2	2	3	3	3	2	2	2	2	3	2	2	2	2	3	3	49
18	4	4	1	4	4	3	3	2	3	4	3	3	2	3	4	4	4	2	2	2	3	3	67
19	3	1	1	1	3	2	2	2	2	3	3	2	2	2	3	3	3	2	2	3	2	4	51
20	4	2	2	3	4	2	2	2	2	3	2	2	3	3	2	2	2	2	2	2	3	4	55
21	4	2	2	2	4	2	2	2	3	4	3	2	3	3	3	4	3	3	3	4	3	4	65
22	4	2	3	2	4	2	3	4	3	4	2	3	3	3	3	3	4	2	2	3	3	4	66
23	2	2	2	2	4	2	2	3	4	3	3	3	3	3	3	3	2	4	3	3	3	3	62
24	2	2	1	2	4	2	2	3	2	3	1	2	2	2	2	2	3	2	3	3	2	1	48
25	2	2	2	2	3	3	2	2	3	3	3	2	2	3	4	3	3	3	2	4	4	4	61
26	3	2	3	2	3	2	3	2	3	3	2	3	2	3	2	3	3	4	2	3	2	2	57
27	2	2	2	2	3	2	2	3	3	3	3	3	2	3	4	4	2	2	2	2	3	2	56
28	2	2	3	2	4	2	2	3	3	3	3	2	2	2	2	4	2	2	2	3	2	4	56
29	2	2	2	2	3	2	2	2	3	2	3	3	2	2	3	3	2	2	3	2	2	3	52
30	3	2	2	2	4	3	3	3	3	4	3	3	3	2	4	4	2	2	3	3	2	4	64

Based on the table data above, researchers only provided a sample of 22 people. Based on these data, researchers found that teachers still need to apply learning media to

learning materials. It also resulted in students needing more critical thinking in class VII I on the material of economic activities.

Discussion

The learning activities applied by the teacher consist of three activities: the initial stage, the core stage, and the final hold by the RPP that has been prepared. In the initial activity, the researcher acts as a teacher who starts learning by saying greetings, praying, and attending to students. Before delivering the material, the teacher prepares the condition of the students so that they are ready to take part in the learning class. By preparing economics textbooks so that students are ready to follow learning. Furthermore, the researcher motivates students to participate enthusiastically in classroom learning. The researcher conveys the objectives of the learning to be achieved. After that, the researcher conveys apperception by giving questions on learning that have previously been learned in the form of questions and answers to students related to the surrounding environment with the material to be discussed.



Figure 2. The initial stage of learning in grade VII I of Al Maksum Stabat Private Junior High School

The next activity is the core activity: using or applying talking stick media. At this stage of learning, the activities carried out are in accordance with the steps and learning models of talking sticks that have been prepared. Before starting, the researcher asked students to form 5 groups of 5-6 students and to sit in a group that had been divided. After that, the teacher delivered the material. Researchers provide opportunities for students to read and learn the material, after which it closes it according to a predetermined time. The researcher prepared a stick and gave it to one of the students who acted as the first holder while singing. When the researcher stopped singing, the students who got the stick were obliged to answer the questions that the teacher would give. Group mates can help if group members can't answer. And so on until most get their turn holding sticks. Then researchers

provide the ability for students to deliver material that has yet to be understood. Then the researcher explains again about the material that has yet to be understood by students.



Figure 3. Core Stage of using Talking Stick Learning Media Material for Economic Activities of Al Maksum Stabat Private Junior High School

Final test assessment to measure student learning outcomes after researchers apply the class stick-talking learning media. Students are expected to be able to work on time. The test went well even though some students tried to see the answers or ask their deskmates. Researchers remind some students not to cheat on their deskmates and insist on completing their tasks with their respective abilities. This shows that some learners need more time to be ready to take the test. After completing the test, researchers invite students to summarize and provide moral messages so that students are more active in the next learning process. Researchers also convey lesson plans at the next meeting to prepare students to follow the learning. Furthermore, the researcher closed the learning by saying greetings, and students answered in unison.



Figure 4. The Closing Stage of the use of Talking Stick Learning Media Material for Economic Activities of Al Maksum Stabat Private Junior High School

Based on the results of interviews and observations conducted with teachers and students about how teachers teach in presenting material on economic activities in class VII I, the atmosphere that occurs during the learning process is that students tend to be passive. This is because teachers have yet to apply learning media that spur students to be active and think critically when economic activity material is delivered. Teachers tend to act as presenters of knowledge, and students act as recipients of knowledge. This makes activities in the classroom seem boring. The material delivered by the teacher is by basic competencies by learning objectives. It's just that the teacher needs to improve in applying learning media when teaching. The teacher delivers the material by using the lecture method, where the teacher explains the material and students listen to what is delivered by the teacher. After that, the teacher instructs students to record what important things are in the material of economic activities and then gives daily tasks to students.

D. Conclusion

Based on the results of research on the application of talking stick-based learning media in social studies learning material for economic activities in class VII I SMP Private Al Maksum Stabat, it can be concluded that the existence of these learning media is able to create a more interesting atmosphere in the classroom and make it easier for students to understand the subject matter. With the creation of this atmosphere, the class becomes more conducive and the attitudes of students change for the better, do not easily feel bored, and enthusiastic in the learning process. In addition, it can arouse students' critical thinking to better understand than the content on the material delivered by the teacher which is contained in the value of daily test results orally, and students are able to re-mention what has been conveyed correctly.

The critical thinking ability of students can be seen from the responses of students by looking at indicators of critical thinking skills such as active questioning, and enthusiasm when they do not understand the explanation from the teacher. Apart from that, the response can also be seen from the attitude during group discussions where students can exchange ideas about the learning material carried out to formulate the right answer from the results of joint discussions. Students know their respective responsibilities and roles in doing the given group assignments is one of implementing critical thinking skills.

Based on the results of the study, the following theoretical and practical implications can be put forward:

1. Theoretical Implications

- a. The selection of the right learning method can affect the achievement of student achievement. For subjects of economic activity. There are differences in students' critical attitudes between learning that applies talking stick learning media and before the implementation of the media.
- b. Learning media for students is very influential on the effectiveness of the learning process on economic activity material. Students who have a sense of interest in the material taught by the teacher will tend to be more active when in class.

c. It is expected that teachers can foster student learning motivation in various ways according to the teacher's ability and attract students.

2. Practical Implications

The results of this study are used as input for teachers and prospective teachers. Improve themselves in connection with the teaching that has been done and the critical thinking of students that has been achieved by paying attention to appropriate learning methods and student learning motivation that increases critical thinking on the material of economic activities

The researchers' suggestions are as follows:

1. In the application of talking stick media in the social studies learning process, economic activity material requires teacher preparation in advance in preparing strategies so that the learning process takes place optimally.
2. It is hoped that teachers, especially teachers of Al Maksum Stabat Private Junior High School, can consider the media used in the learning process as an effort to improve the quality of better students.
3. Further researchers are expected to develop and strengthen the results of this research by conducting further research using more creative and innovative media

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