



## Big book-assisted talking stick learning for elementary students

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### Abstract

This study aims to describe big book-assisted talking stick learning for elementary students conducted in October 2017. Implementation big book-assisted talking stick learning have steps as below: 1) the teacher set up a stick and subject matter that will be studied; 2) Teacher divides groups are heterogeneous and gives the opportunity to the group to relearn the lesson material has been delivered; 3) Teacher gives the task group for discussion, members who already understand earlier help group to solve the problems together; 4) Students shut down the textbooks and take the stick from master; 5) Doing the game stick while singing, students holding the stick should answer the questions with the help of the big book, and so on until the entire students get questions from teachers; 6) Students along with teachers conclude the subject matter; 7) Teacher evaluation written individually and close the lesson. The methods used in this research is descriptive qualitative research. Based on the results of this study found that students actively in the learning process where students can convey ideas or opinions through the help of big book. The result of these findings, it is recommended that to increase the liveliness of elementary students in learning can be applied big book-assisted talking stick learning.

**Keywords:** talking stick, big book

### 1. Introduction

In general educators are the ones who have the responsibility to educate; the educator is the person who influenced the development of the person. Because education is a process, no doubt aka tone many people who influenced the development of student (Helmawati, 2016:147) <sup>[6]</sup>. In the practice of learning, teachers are required to always improve competencies in accordance with the development of the curriculum itself, the development of science and technology, community development, the development of the psychology of learning, and the development of science education. Teachers should have the professional competence, the competence, the competence of pedagogy, personal, and social abilities in a balanced and integrated. Everything is done by teachers and delivered to students must comply with the demands of the curriculum that apply (Arifin, 2014:15) <sup>[2]</sup>. The observation is carried out in SD Negeri Tunggal Wulung 02 in October 2017 on learning activities, learning generally performed is still centered on the teacher. The teacher explained the learning material to students and give a few examples, then students are given drills and duties as an example has been given. Students are not given the opportunity to ask. Students who have not or do not understand just forward to meet his teacher to ask. This activity lasted until the turn of the charge the next lesson.

Invisible anyway how do students observe something of a learning activity can stimulate students to ask and menalar, activities to associate and communicate learning. Activities that should be carried out in the current study, namely thematic learning where the application of scientific approaches in the implementation of learning need to be looked at in class.

After the study is completed, the teacher and the author discusses about how to choose and determine the appropriate learning and how to apply them in the classroom. The selection of the approach and model what can make the learning becomes more meaningful. One approach is to choose a school or teacher is lesson study. Lesson study is an educational movement committed teachers are meant to implement the "teaching to student-centered" (Syamsuri and Ibrohim, 2007:1) <sup>[9]</sup>.

The learning model cooperative activities in lesson study will give more attraction and liveliness of the students in the study which resulted in the results of the study are also better than ever, the expected compliance with the learning objectives to be achieved so learning is directed into a meaningful. Cooperative learning model that can be applied one is big book-assisted talking stick learning. Implementation big book-assisted talking stick learning in lesson study is the creativity of a learning community or group of people who share the

values of goodness or trust each other to learn from others to improve his knowledge, in hopes to correct the learning process that is evidenced by the achievement student learning outcomes (Syamsuri and Ibrohim, 2007:1) <sup>[9]</sup>. This is done in accordance with the procedures or steps of the selected model and implemented systematically in organizing the learning experience to achieve the learning objectives (Wisudawati and Sulistyowati, 2013:104) <sup>[12]</sup>.

Some research results related to this paper among others, namely research by Fujioka (1998) <sup>[5]</sup> saying that the Talking Stick can increase the frequency of speech and mendengrakan for Asia University ESL classes in which the student has a diversity of different cultures and Nations. Warsini (2013) <sup>[11]</sup> add to that an increase in social science learning activities through the implementation talking stick in grade the fifth at SDN 02 Delingan Karanganyar Regency Years Lessons learning activities where students 2012/2013 from 7 students (22%) up to 26 students (81%) actively ask, of 9 students (28%) up to 28 students (87%) of active discussions, of the 9 students (28%) up to 26 students (81%) who listened to an explanation, of the 11 students (34%) up to 28 students (87%) that answers the question. While the study results of students who finished his studies before the results of the implemented actions as much as 8 students (25%) to the cycle II second meeting becomes as many as 29 students (91%).

Research Wahyuni, Kundera, and Gagaramusu (2014) <sup>[10]</sup> in the implementation of the talking stick to improve the results of the study showed that the ipa on a cycle I students who finished 12 of 22 students, percentage of the achievement of the learning results of classical 54.55% less category, so that needs to be done siklus II with the results research students who finished 18 of 22 students, percentage of the achievement of the learning results of classical 81.82% category. Based on the results of research carried out using two cycle concluded with the implementation talking stick of the method can improve the results of studying the natural sciences grade IV in SDN 2 Posona. While Ermiyanto (2013) <sup>[3]</sup> stated that an increase in the results of the learning history grade X E SMA Negeri 1 Kaliwungu Kendal lesson 2011/2012 year by applying the talking stick where the results of a study of 63.625 became 64.50. It can be said to be experiencing a rise of 0.875, from the average value of the I-cycle to cycle II i.e. 64.50 became 73.625.

The results of other research related to the use of the media the big book in learning (Fitriani and Cahyono, 2012) <sup>[4]</sup> shows that the activities and achievements of the learn to read write count students who follow a thematic story-assisted learning better than on the activities and achievements of the learn to read write count students who follow learning with a learning model conventional. While Anggis (2016) <sup>[1]</sup> in the implementation of model-based lesson jigsaw cooperative study to improve skills and collaborative learning cognitive results demonstrated at the cycle I skills and cognitive learning outcomes collaborative increased from 83.7% to 85.2% in cycle II.

## 2. Materials and methods

Research methods used in this research is descriptive

qualitative data collection techniques, with observations and notes field. The data analysis being done are: (1) investigate data, (2) present the data, and (3) draw conclusions and verification data (Miles and Huberman, 1992) <sup>[8]</sup>.

Investigate data is the process of selecting activities, focusing, and simplify all your data, which have been obtained, starting from the initial data collection to the preparation of the research report.

Presentation of data can be done in order to organise the reduction by way of composing a narrative in a bunch of information that has been obtained from the results of the reduction, so as to provide the possibility of conclusions and taking action.

The withdrawal of the conclusions was to give a conclusion against the results interpretation and evaluation. These activities include data search for meaning as well as provide further explanation, i.e. verification activities conducted test of truth, robustness, and match the meanings that arise from data. Data presented in this research is descriptive qualitative data in the form of the activity of the teachers and students are obtained from observations when the learning process takes place as well as the Notes field and documentation.

Stages of third way data analysis research on top that is investigating the data is done with the selection of data according to the needs of research based on instruments that have been prepared, while the presentation of the data is done to get results reduction of data can provide the possibility of the conclusions and action, giving a code on the data, and then convert the quantitative data being qualitative data, then the last step apply qualitative data.

## 3. Results & Discussion

As for activities performed along with collaborators (friends of the associate) in the activities of lesson study is divided into three phases, namely:

Stages of Plan: According to Ibrohim (2010) <sup>[7]</sup> planning phase aim to produce a draft study is believed to be able to enable students in learning and good planning cannot be done alone, but in cooperation with the team. So at this stage, there are some activities that are carried out with the team, namely:

- a. The dismal season permits the research,
- b. A joint discussion with the principal SDN Tunggal Wulung 2 and master class IV to class division based on a schedule of learning as well as the preparation of the other,
- c. Determine the focus of the problem to choose a learning model that will be applied
- d. Discussion for the Division of teaching practice of project-based lesson study (teachers model and observer),
- e. Preparing the observation sheet for teachers and students,
- f. Designing the RPP including LKPD, as well as the instrument rating,
- g. Media design learning be used i.e. media big book.

Schedule details lesson study, discussion, and activities of the plan of implementation of the plan-making lesson study can be seen in table 1, Figure 1, and Figure 2 below:

**Table 1:** Project implementation schedule lesson study

Theme	PBL	Teacher Models	Observer	Schedule		
				Plan	Do	See
3 / 1	1-2	Rafiuddin	Rahma K.	25/9/17	6/10/17	6/10/17
	3-4	Wahayu W.S.A.	Amalia R. A.	2/10/17	13/10/17	13/10/17
	5-6	Suci W. W.	Elithania B. P.	9/10/17	20/10/17	20/10/17



**Fig 1:** Discussion with master class



**Fig 2:** Make the design of the lesson study

Stages of Implementation (do): Implementation big book-assisted talking stick learning for grade the fourth at SDN Tunggul Wulung 2 Malang (theme 3, subtheme 1, Learning 1

and 2) looks very active and enthusiastic students when compared with the results of observations made by researchers when conducting master class with learning methods lectures.



**Fig 3:** Group Work



**Fig 4:** Big book-assisted talking stick

Learning groups in lesson study not only focused to teams of teachers in composing and designing learning devices only. Lesson study more interesting if implemented in a given learning a model of learning. One of the learning models that can be given is a type of cooperative learning model of the Talking Stick usually with the help of a Big Book. Cooperation in this regard is the group work for students is highly recommended before teachers ask questions to students to communicate orally about the answer to the question through the help of a Big Book.

On stages of implementation (do), the teacher models the

shared learning activities of students, where the material in theme care with living beings on the theme of animals and plants in the environment rumekhu includes charge Indonesia language lessons, natural sains, and civic education that have been adapted to the the design of learning programs. While the learning model used was the model of the Talking Stick by utilizing media book planned together on the stage of the plan contained in the RPP and LKPD. Implementation big book-assisted talking stick learning have steps as below: 1) the teacher set up a stick and subject matter that will be studied; 2) Teacher divides groups are heterogeneous and gives the

opportunity to the group to relearn the lesson material has been delivered; 3) Teacher gives the task group for discussion, members who already understand earlier help group to solve the problems together; 4) Students shut down the textbooks and take the stick from master; 5) Doing the game stick while singing, students holding the stick should answer the questions with the help of the big book, and so on until the entire students get questions from teachers; 6) Students along with teachers conclude the subject matter; 7) Teacher evaluation written individually and close the lesson.

The following described some of the things about the ability of students to mention the activity of human work that

resulted in the destruction of the environment and human activity and the results of its work at the high altitude, low, and the beach. Some groups still looks of confusion to name the result of human activities on the area of the Highlands and lowlands. The teacher eventually assist with guiding questions that can provide help for remembering and reconnecting his knowledge about the characteristics of the plateau area, is low, and the beach. As for the dialogue that took place between teachers and students as well as students with the students to solve the problems facing the Group seven game do the talking stick time on the field is as follows:

- Student G7 : Mr. After we watched the pictures on LKPD last we cannot distinguish the activity of people living the lowlands and the highlands because of the same plant the plants.
- Teacher : True, but the kind of plants that are cultivated or planted it there is the same and there are different. Now try you guys watch the pictures on big book the teacher show! Are there any plants that were planted a type? Or different?
- Student G5 : Who is Sir (while demonstrating plant chilies, is grown in an area of lowland and Highland)
- Student G8 : Instead, it was only in the area of the Highlands of the time I'm into Rock I see there.
- Teacher : Come on, which is true?
- Student G5 : Mine Sir.
- Teacher : Properly designated G5. If so, then the plant can grow chillies where?
- Student G8 : In the same lowland Highlands, Sir.
- Teacher : All right (while requesting a G5 for mentioning the types of plants that can be grown in the uplands and low).
- Student G5-8 : Spontaneously answered "vegetables"
- Teacher : Correctly, the applause for all of us.

Almost all the groups are having the same problem as experienced by the Group of seven, so the teacher eventually accompany them as done in the Group of seven. This led a group that haven't gotten service from teachers is so blatant. There is a brawl to discuss the issue at hand, but not a bit of a fuss the group discussing personal issues. Not just difficult plant species grown stated in lowland areas as well as in the Highlands, but the impact for the environment associated with human activities have also become problems faced by students. But to grow the liveliness of the students, the teacher then throw questions that can build up curiosity with the help of a big book.

Stages reflection (See): On stages reflection (see) done based on the results of observation of the teacher's classroom

observers and three friends, colleagues as well as the video as a comparison. There are a few things that need to be fixed, namely:

1. The teacher model must be more creative in delivering problem or motivation especially on apersepsi activities in order to make students more active to ask
2. There are some students who play while learning process in progress. Therefore, it takes a special approach to students who concerned
3. At the time of the Working Group of the time spent by students is limited, it is also inseparable from the time that has been set by the school. The expected inputs can be minimised on the next learning by teachers in other models.



**Fig 6:** See joint teacher model, observer, moderator, and court reporter

#### 4. Conclusions

Teachers want to provide the best learning for students. Sometimes a teacher alone cannot provide the strategies and models of what is good for the students as well as the selection of the medium. One of the activities to be able to design the learning is by learning lesson study. Lesson study is designed with a system of team work (teachers). Teachers can learn between fellow in giving ideas to determine the best learning to the students. This is one answer to answer the challenges of the future for someone who chose a profession as a teacher.

Lesson study can be carried out by applying a model of cooperative learning, for example the Talking Stick usually with the help of the media of the Big Book. The Talking Stick-type cooperative learning-assisted Big Book study group is formed of students who are heterogeneous nature in accordance with the steps. With cooperative learning type Talking Stick assisted Big Book-based lesson study, expected activities and results obtained studying the appropriate students with learning objectives that are desired by current curriculum nor for the upcoming.

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