

THE EFFECTIVENESS OF AUDIO-BASED TALKING STICK METHOD IN CIVICS EDUCATION TO IMPROVE STUDENTS' COMMUNICATION SKILLS IN GRADE V ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study was to determine the effectiveness of the Audio Media-Based Talking Stick Method in Civics Learning to Improve the Communication Skills of Grade V Elementary School Students. This research uses a quantitative approach method. To improve the communication of grade V (Five) elementary school students, researchers used the audio media-based talking stick learning method. This research was conducted at SD 02 Bakalrejo with a sample size of 20 students. Researchers get results where there is an increase in the ability to communicate class V (Five) students with the Audio Media-Based Talking Stick learning method can be seen from the results of a significance value that is smaller than the probability value of the Independent Sample T Test test ($0.000 < 0.05$), meaning that there is an average difference in the results of students' communication skills between the Audio Media-based Talking Stick learning method and conventional / ordinary methods. The difference can also be seen from the average value of the control class results of 45.80 and there is an increase seen from the Experiment class of 63.50. So the resulting effectiveness of the Audio Media-Based Talking Stick method in Civics learning provides an increase in communication of grade V (Five) students by 17.7%. It is hoped that the results of this study can be used to help teachers and other researchers in presenting more inclusive and interactive learning.

KEYWORDS

Improving Communication, Control Class, Experimental Class



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INTRODUCTION

The current learning system has changed, where students' interests and creativity have become fundamental elements in producing enjoyable learning experiences. During class, it's not only the teacher who actively guides the learning process, but students also play a significant role. Teacher creativity poses a common challenge and issue in every classroom, particularly concerning teaching methods. Not all students can actively engage during lessons due to underlying issues that diminish their interest. Consequently, many students become passive learners. It's not new that conventional teaching methods often render students inactive and reluctant to communicate and interact during lessons. This correlation leads to a decrease in students' communication abilities in the classroom. Additionally, the role of schools and teachers in implementing social competency development strategies varies widely and is irreplaceable. Most students experience similar issues such as learning fatigue, which, like boredom in other activities, is generally caused by a monotonous (lack of variation) and longstanding process. Therefore, teachers can integrate learning with a game to avoid student boredom.

Previously, speaking was a skill that required more interaction and motor skills than oral language (Yahya, 2023). Thus, teachers should prepare teaching methods to develop students' skills for the present and future. Future specialist preparation for the formation of educational communication skills for elementary schools (Karasheva, 2021) is crucial, as it can enhance both motor and cognitive skills. With the advancement of modernization, teachers can also utilize technology and digitalization as tools to improve students' learning outcomes. According to (Elenein, 2019), digitalization can affect the development of Oral Communication Skills for Grade 5 Students in Elementary School. The results of character education implementation in Civics Education classes can be seen in classroom teaching and learning activities, demonstrating various attitudes such as mutual respect, timely task submission, seeking permission to leave the classroom, maintaining silence, and independent learning (Rakhmawati, 2023).

The development of students in elementary school (SD) is crucial and must be considered. This is because elementary school students will carry good habits and enhance cognitive and linguistic growth. Cognitive ability is the basis of communication. Cognitive skills greatly assist the development of students who are still in the developmental stage, allowing them to interact and socialize with classmates. Education is an important means of socialization (Rashid, 2010). In light of this issue, teachers in education must have attractive creativity to create teaching materials (Arafat Lubis, 2018). Through specific subjects in school, whether in content or features for teaching and learning activities as situations for communication, teachers can develop communication skills in students by using various vocabulary, employing specific language, and using language in general communication descriptions (Muste, 2016).

A decrease in student motivation and interest in learning a subject prompts every subject teacher to find ways to renew learning concepts in the classroom. This applies to Civics Education subjects as well. According to (Iasha, 2018), the concept and material, as well as the use of interactive teaching media, make students interested and motivated to learn Civics Education. Many Civics Education teachers provide teaching experiences where one indicator of students' unwillingness to respond to lesson material in class is their reluctance to answer questions in their own words. Finding that the most challenging indicator for students is explaining how to answer on their own, this indicates a problem with vocabulary (Sari, 2017). Many learning activities can boost self-confidence so that students can interact with good speaking skills. Classroom learning concepts can be implemented using enjoyable teaching methods and media. According to (Sembiring, 2019), the classroom atmosphere becomes livelier and more enjoyable after teachers apply

the Talking Stick method. The Talking Stick method was developed by Slavin in 1995. With the help of a short stick, students can be more interactive during lessons. This method trains students to learn independently and makes them more enthusiastic about learning, which is a characteristic of student-centered learning (Isnaini, 2020). However, there is research conducted by (Noviana, 2018) where the implementation of the cooperative learning model, specifically the Talking Stick type, did not significantly affect student learning outcomes.

The issue addressed in this study is the Effectiveness of the Talking Stick Method Based on Audio Media in Civics Education to Improve Communication Skills of Grade V Elementary School Students. The purpose of this research is to determine the Effectiveness of the Talking Stick Method Based on Audio Media in Civics Education to Improve Communication Skills of Grade V Elementary School Students. The researcher utilized a quantitative research method to facilitate this experiment with the Talking Stick-based Audio Media learning method in Civics Education to enhance the communication skills of fifth-grade students in Elementary School. The study found that there was an improvement in the communication skills of fifth-grade students with the Talking Stick Method Based on Audio Media, as indicated by the significance value of the Independent Sample T Test and the increase in communication skills seen in the post-test of the control group compared to the experimental group, as derived from descriptive statistical data.

RESEARCH METHOD

This research method employs systematic data collection on various aspects and phenomena, as well as causality, commonly referred to as quantitative research. By utilizing the audio-based Talking Stick learning model and observing its correlation with the Quasi-Experimental Design, it is expected that fifth-grade students in Elementary School can enhance their communication skills in Civics Education. The data collection technique in this study was adapted from research by Septina Kristanti, which investigated the communication skills of fifth-grade elementary school students. Data collection in this research used a questionnaire distribution technique with a comparison before and after implementing the Talking Stick learning method, comprising 20 questions. The research utilized the SPSS tool to process the questionnaire data using Likert scales, which facilitated the researchers in analyzing the pre-test and post-test results.

The research was conducted at Elementary School 02 Bakalrejo located on Bakalrejo Street, Susukan Subdistrict, Semarang Regency, Central Java 50777. The research subjects were fifth-grade students with a sample size of 20 students, representing the entire fifth-grade population at SD 02 Bakalrejo. The sample consisted of 12 male students and 8 female students. SD 02 Bakalrejo implemented the Merdeka Curriculum as the reference for the education program established by the Ministry of Education. The experiment focused on the Civics Education subject with sub-material on Cultural Diversity in Indonesia. The researcher conducted the experiment with two sessions, each lasting 2 teaching hours (2x35 minutes). The experiment compared two study groups: the first group received conventional teaching methods (without using the Talking Stick method), while the second group received the same material with the Talking Stick teaching method. The study chose cultural diversity as the material so that songs or audio could be tailored to various regional songs. Additionally, other materials and teaching methods could incorporate trending songs or audios liked by children to make learning more interactive and enjoyable.

RESULT AND DISCUSSION

There are many teaching models that can make teaching and learning activities interesting for students (Adela, 2021). One of them is the talking stick method with audio media, which can provide significant improvement and allow students to interact more with their study group, thus resulting in a significant improvement in communication skills. The issues faced by Civics Education teachers are similar to those of teachers in other subjects. Therefore, Civics Education teachers can also change their teaching methods to enhance students' communication skills. Each country has different policies regarding Civic Education implementation. As an independent country, Indonesia conducts Civic Education separately through a special subject called "citizenship education" or PPKn (Nurdin, 2015). Civic education teachers internalize nationalist values in elementary school students (Saputro, 2021).

Changes in the education curriculum initiated by the Ministry of Education and Culture include enhancing the quality of educators' character, which requires teachers to work extra hard to increase students' interest in learning and motivate them to remain interactive in class. The Ministry of Education and Culture (Kemendikbud) asserts that instilling character education in students can be realized through policies issued by Kemdikbud, which are centralized efforts to realize Pancasila students from elementary to higher education levels (Ismail et al., 2021). According to (Nabila, 2022), there are six competency descriptions of Pancasila students: (1) Faithful, devout to Almighty God and noble-minded; (2) Global diversity; (3) Mutual cooperation; (4) Independent; (5) Critical thinking; (6) Creative. These competencies can be interpreted as mutually synergistic and evolving provisions. Structured education based on basic educational concepts serves as the benchmark in this research (Nasution, 2021).

This research was conducted at Elementary School 02 Bakalrejo, where the researcher chose class V (Five) as the research sample. Data collection involved distributing several statements that would become important data for this research. This research used a Likert scale questionnaire with positive questions, comprising 20 questions. The criteria for good questions are: 1) concise and clear; 2) inspiring answers; 3) focused; 4) probing or divergent; 5) validating or strengthening; 6) giving students the opportunity to rethink; 7) stimulating an increase in cognitive demands; and 8) stimulating interaction processes (Lestari, 2015). This research used one class as a sample from the research object, consisting of 20 students. The researcher divided them into 2 groups to compare the differences between the audio-based talking stick method and the conventional method. Pre-tests and post-tests were conducted to obtain comparative scores for teaching methods. At the initial stage of Civics Education class, the researcher conducted a Pre-Test before delivering the cultural diversity material with the conventional teaching method to one group, while the other group was given the same material with the Audio-Based Talking Stick method, and concluded with a Post-Test.

A comparison between conventional teaching and talking stick-based audio media can be seen from the following Table 1:

Table 1: Comparison of Conventional Learning with Audio-Based Talking Stick

No.	Information	Conventional Method	Audio-Based Talking Stick Method
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1	The resulting learning	Various information that is not easily found elsewhere	Able to assess students' readiness
2	Student interest and engagement	quickly delivers information to arouse interest in information	Students actively convey information and communicate with other students.
3	Sensory aspects	Teaching learners whose best learning method is auditory listening Easy to use in the learning process.	Train their skills in reading and understanding lesson material quickly.
4	Media usage	Special props according to the learning material in the classroom (Generally not available)	Using special props such as sticks, and Audio Media
5	Multi-group learning system	Generally teaching is not in groups	Teaching using group learning

The comparison between conventional teaching methods and audio-based talking stick methods yields different learning outcomes. In conventional methods, students mainly receive information from the teacher, resulting in a one-way system where the teacher is the sole provider of information. Conversely, with the audio-based talking stick method, teachers can assess students' readiness in the material through a two-way learning system. Another comparison lies in student interest and engagement. While conventional methods may quickly capture students' interest in the information provided, the talking stick method with audio media not only sparks interest but also encourages active participation in communication and information sharing among students.

Another comparison involves the enhancement of sensory perception and the development of students' reading and comprehension skills. The focus on audio media in the talking stick method enables students to quickly grasp and understand lesson material, whereas conventional methods rely on listening to the teacher, potentially leading to student boredom. The most noticeable difference lies in the use of media, which enhances the attractiveness of learning materials, a feature not present in conventional teaching methods.

Designing a research study is crucial to creating a well-structured research concept. Table 2 illustrates the research design focusing on two classroom groups: the experimental group and the control group. In this design, the experimental group undergoes learning using the talking stick method based on audio, while the control group serves as a parameter for improvement, receiving conventional teaching methods. This comparison serves as the basis for assessing changes in behavior, learning enhancement, and communication and interaction among students.

Table 2: Research Design Layout

Group	Pre-test	Treatment	Post-test
Exsperiment Class	O ₁	X	O ₂
Control Class	O ₃		O ₄

Information: O₁ : Pretest for the experimental class
O₂: Learning outcomes of the experimental class

- O₃: Pretest for the experimental class
- O₄: Learning outcomes of the control class
- X: Treatment using the Talking Stick method aided by audio media

Elementary school education outlines Civics Education (PPKn) where students are demanded to cultivate noble character based on Pancasila values and to foster nationalist and patriotic attitudes based on the 1945 Constitution (Putri Octaviana, 2022). This research employs Civics Education subject in class V (Five) of Elementary School to observe an improvement in students' communication skills. According to (Alpusari, 2020), one can effectively communicate when they have an understanding of the cause and effect relationships contained within a material or topic. Table 3 illustrates the descriptive statistical data in this research. From the results of this research, it is found that the Pre-Test Control (Conventional) yielded a minimum score of 43 points and a maximum score of 48 points, with an average score of 44.60 points among students, based on a twenty-item questionnaire. In the post-test control (Conventional), students obtained a minimum score of 44 points and a maximum score of 49 points, with an average score of 45.80 points. In the subsequent testing using the audio-based talking stick method, the Pre-Test Experiment (Audio-Based Talking Stick) yielded a minimum score of 43 points and a maximum score of 47 points, with an average score of 44.80 points. Meanwhile, the Post-Test Experiment (Audio-Based Talking Stick) resulted in a minimum score of 60 points and a maximum score of 67 points, with an average score of 63.50 points. This indicates an improvement in students' communication skills in class V (Five) of Elementary School.

Table 3: Descriptive Statistical Data

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control (Konvensional/Biasa)	10	43	48	44,60	1,776
Post-Test Control (Konvensional/Biasa)	10	44	49	45,80	1,398
Pre-Test Eksperimen (Talking Stick berbasis Media Audio)	10	43	47	44,80	1,229
Post-Test Eksperimen (Talking Stick berbasis Media Audio)	10	60	67	63,50	2,121
Valid N (listwise)	10				

Source: Data processing, 2024

In the next stage, the researcher conducted a normality test to review whether the distribution values of this research data are normally distributed or not. As seen in Table 4, a normality test was conducted using the Shapiro-Wilk method as follows:

Table 4: Normality Test

Hasil	Class	Shapiro-Wilk	
		T-Statistik	Signifikansi
Hasil Kemampuan Berkomunikasi Siswa	Pre-Test Control (Konvensional/Biasa)	,821	,026
	Post-Test Control (Konvensional/Biasa)	,866	,089

Pre-Test Eksperimen (Talking Stick berbasis Media Audio)	,924	,389
Post-Test Eksperimen (Talking Stick berbasis Media Audio)	,953	,703

Sumber: Olah data, 2024

In testing for normality, the researcher utilized the results from the Shapiro-Wilk test to assess whether the research data follows a normal distribution. Table 4 displays the normality test data, where the obtained significance values are marked greater than the probability value of 5% (0.05). For the Pre-Test Control (Conventional), the significance value is 0.026, indicating it is greater than the probability value of 0.05, implying that the Pre-Test Control (Conventional) data is normally distributed. Similarly, for the Post-Test Control (Conventional), the significance value obtained is 0.089, indicating it is greater than the probability value of 0.05, and thus declared to be normally distributed. The Pre-Test Experiment data (Audio-Based Talking Stick), as shown in Table 4, yields a significance value of 0.389, meaning it is greater than the probability value of 0.05. Likewise, the Post-Test Experiment data (Audio-Based Talking Stick) shows a significance value of 0.703, indicating that all four datasets have normal distributions, enabling further testing in the subsequent stage.

After confirming that the processed data conforms to a normal distribution, the next stage involves testing for homogeneity. This test aims to determine whether the Post-Test data for both the Experimental and Control groups are the same or homogeneous.

Table 5: Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Students' Communication Skills Results	Based on Mean	1,440	1	18	,246
	Based on Median	,776	1	18	,390
	Based on Median and with adjusted df	,776	1	15,369	,392
	Based on trimmed mean	1,436	1	18	,246

Source: Data processing, 2024

Table 5 presents the results of the homogeneity test, indicating that the variance of the Post-Test data for both the Experimental and Control groups is the same or homogeneous. This is supported by the output results, which explain that the significance value of Based on Mean is 0.246, which is greater than 0.05.

The next stage of testing is the Independent Sample T Test. This test allows us to observe the difference between the means of two unpaired samples.

Table 6: Independent Sample T Test

		Sig. (2-tailed)
Results of Students' Communication Skills	Equal variances assumed	,000
	Equal variances not assumed	,000

Source: Data processing, 2024

Based on the output displayed in Table 6, the significance value (2-tailed) is 0.000, which is less than 0.05, indicating that there is a difference in the average communication skills of students between the Audio-Based Talking Stick learning method and the conventional method.

From the various tests conducted, it is evident that there is an effect resulting from the Audio-Based Talking Stick learning method in Civics Education to enhance students' communication skills. This aligns with the study conducted by (Asri, 2019), where the audio-visual aided talking stick learning method led to an increase in positive character traits among students in civic education. Similarly, the learning method has been tested by (Phalguna, 2020), showing that the talking stick method with audio-visual aids can improve students' competencies.

CONCLUSION

The findings from this research discussion lead to the conclusion that the Audio-Based Talking Stick method in Civics Education can enhance students' communication skills, as indicated by the equal variances assumed, with a significance value of 0.000, less than the probability value of 0.05, signifying a difference between the Conventional method and the Audio-Based Talking Stick method. Looking at the descriptive data, there is a 17.7% increase in communication skills among class V students of Elementary School 02 Bakalrejo, observed from the comparison between the Post-Test Control (Conventional) and Post-Test Experiment (Audio-Based Talking Stick) results. A limitation of this research is the relatively small sample size, which could be a consideration for future researchers conducting similar studies. A suggestion for future researchers is to utilize both positive and negative Likert scale questionnaire data collection or examine students' learning outcomes to further enhance the correlation between the compared teaching methods or models to be studied.

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