

# Implementation of Talking Stick Cooperative Learning Model to Increase Interest in Learning Social Studies Content of Grade V Students of Elementary School 131/IV, Jambi City

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| ARTICLE INFO                                                                                                                                                                                                       | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Received:</b><br/>18 August 2025</p> <p><b>Revised:</b><br/>31 December 2025</p> <p><b>Accepted:</b><br/>15 March 2026</p> <p><b>Keywords:</b><br/>Interest in learning, talking stick cooperative model</p> | <p>This study aims to determine efforts to increase interest in learning social studies content of grade V elementary school students using the talking stick cooperative learning model at SD Negeri 131/IV Jambi City and to determine the process of implementing the talking stick cooperative learning model. This study is a classroom action research (CAR) consisting of two cycles, where the data taken is in the form of observation data through student learning interest questionnaire sheets and also teacher observations using the talking stick cooperative learning model. This study was conducted in 4 stages, namely planning, implementation, observation, and reflection. The results of this study showed an increase in students' interest in learning social studies as seen from the questionnaire sheet in cycle I, student learning interest was 32.83%. Increased in cycle II to 76.50% with category B (good). Based on the findings of the research results, it can be concluded that students' interest in learning social studies of grade V students of SD Negeri 131/IV Jambi City can increase after the talking stick cooperative learning model is implemented.</p> <p><b>How to Cite:</b> Julia, L. (2026). Implementation of Talking Stick Cooperative Learning Model to Increase Interest in Learning Social Studies Content of Grade V Students of Elementary School 131/IV, Jambi City. <i>Indonesian Journal of Pedagogy and Research Development</i>, 2(1), 7-13. <a href="https://doi.org/10.66272/0zdkbj31">https://doi.org/10.66272/0zdkbj31</a></p> |

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## 1. INTRODUCTION

Education is part of a process aimed at helping students adapt to their environment as best as possible. This includes changes within students that enable them to function optimally in community life. In the 1945 Constitution Article 31, it is stated that every citizen has the right to receive instruction. This means that every individual, regardless of group, position, or family standing, has equal rights to obtain an education that aligns with their personality and respective abilities.

The educational process conducted consciously and in a structured manner creates classroom environments and learning activities aimed at increasing students' abilities in various aspects, such as religious-spiritual capabilities, self-preservation, character, intelligence, noble character, and social roles. The learning and teaching process between teacher and students is an integral part of education, where students experience changes in knowledge, interest, and learning outcomes.

Learning activities carried out by active, engaged, and enthusiastic students require good instructional design from the teacher. Teachers are responsible for planning, assessing, and implementing effective teaching and learning activities. Each student has unique needs to achieve learning goals, so teachers must choose an approach that matches the intelligence, interest, talent,

and trait of each student. This process aims to provide satisfying results and make it easier for students to receive subject matter effectively.

A supportive learning environment is key in developing student potential, both in enhancing creativity and independent personality. This is in line with the Regulation of the Minister of Education and Culture Number 16 of 2022 concerning Process Standards in Early Childhood Education, Basic Education Level, and Medium Education Level, which emphasizes the importance of appreciating student talents, interests, and abilities in the learning process.

To raise education standards in schools, teachers must be able to manage, select, and provide appropriate teaching materials, learning models, media, and learning resources. One subject that requires special attention is Social Studies (IPS). Social Studies learning aims to help students understand social conditions and develop skills in solving social problems.

Student learning interest is an important factor in the teaching and learning process. High interest will motivate students to maintain good study habits. This interest is influenced by internal factors such as physical and psychological conditions, as well as external factors such as family and school environments.

Based on observations and interviews with the fifth-grade homeroom teacher at SDN 131/IV Jambi City, it was found that differences in student character, learning style, intelligence level, and active participation affected their learning interest. Symptoms such as lack of attention during lessons, boredom, failure to complete assignments, and noise in the classroom indicated low student learning interest. One of the causes was the lack of application of appropriate learning models.

In an effort to increase student learning interest, this study proposes the use of the Talking Stick cooperative learning model. This model actively involves students in the teaching and learning process, making the classroom more enjoyable and livelier. With this method, students are expected to better understand subject matter and feel more interested in the teaching and learning process.

Based on the background outlined, the formulation of the problem in this study is: "How is the implementation of the Talking Stick learning model to increase interest in learning Social Studies content among fifth-grade students of State Elementary School 131/IV Jambi City?"

## 2. METHODS

### 2.1 Research Subjects

This study was conducted on fifth-grade students at SDN 131/IV Jambi City, consisting of 29 students with a composition of 13 male students and 16 female students. The selection of fifth-grade students as research subjects was based on observations that students at this level often do not follow the learning process well and are not provided facilities to develop their creativity skills. Monotonous learning causes students to be less interested and their learning interest to be low. The use of the Talking Stick learning model is expected to increase student learning interest because they are at a more mature level of understanding.

### 2.2 Data and Data Sources

#### 2.2.1 Data

This study is classroom action research (CAR) using qualitative and quantitative approaches. Qualitative data consist of words or descriptions describing observation findings regarding the use of the Talking Stick cooperative model to increase fifth-grade student learning interest. Quantitative data consist of numbers or outcome scores to assess changes in student interest in studying Social Studies material.

#### 2.2.2 Data Sources

The data sources in this study were the teacher and fifth-grade students of SDN 131/IV Jambi City. These data were used to assess the development of student learning interest through the Talking Stick cooperative learning approach.

## 2.3 Data Collection Techniques

### 2.3.1 Observation

This study used participant observation, where the researcher participated in the activities being studied. This technique was used to observe the learning process and how students and the teacher interacted during teaching and learning activities using the Talking Stick cooperative learning model.

### 2.3.2 Questionnaire Sheet

Questionnaires were used to collect data from respondents regarding various aspects of student interest in learning. Indicators for assessing student learning interest included feelings of enjoyment, attention, participation, interest in subject matter, and teacher attitude.

### 2.3.3 Documentation

This method complemented observation and questionnaires by collecting information from written sources or documents, as well as using photographs, interview video recordings, and other forms of evidence to support the accuracy of research data.

## 2.5 Data Validity Testing Techniques

### 2.5.1 Technique Triangulation

Technique triangulation was used to check the truth of information by utilizing various data sources, such as documents, observations, and interviews with various informants. This was done to increase the accuracy of the data obtained.

### 2.5.2 Time Triangulation

Time triangulation was conducted by collecting data at different times. This study used technique and time triangulation to ensure data validity. Technical triangulation included confirming information obtained through observation and completing questionnaires from different informants.

## 2.6 Data Analysis Techniques

This study used qualitative and quantitative descriptive data analysis techniques. Quantitative analysis was in the form of test results of increased learning interest in Social Studies content with the theme "Healthy Food", which were compared in each cycle to see development. Qualitative descriptive analysis was in the form of descriptions of observation results of the learning process in increasing fifth-grade student learning interest using the Talking Stick model. The performance indicator of this study was an increase in student learning interest in Social Studies content, with success criteria defined as 75% of students having interest in the good category.

## 2.7 Research Procedures

This study followed the classroom action research (CAR) cycle consisting of planning, implementation, observation, and reflection. If unresolved problems were found, the next cycle was conducted using the same steps. The researcher continued with planning, implementation, observation, and reflection based on results and experiences from the previous cycle.

### Cycle 1

#### 1) Planning

1. Designing a lesson plan appropriate for the learning model used.
2. Preparing research instruments and observation sheets to observe students and teacher activities in the classroom.

#### 2) Implementation

1. Initial activity: The teacher opened the lesson with greetings, prayer, attendance check, explaining learning objectives, and motivating students.

2. Core activity: Students listened to teacher explanations, collaborated in groups to complete tasks, and provided solutions to given problems.

3. Final activity: The teacher and students summarized the material studied, assigned homework, and prepared for the next meeting.

3) Observation

Observation was conducted during teaching and learning activities to document the ongoing process.

4) Reflection

Reflection was used to assess the process and learning outcomes and decide whether to proceed to the next cycle.

Cycle 2

Cycle II was a refinement of Cycle I with the same stages of planning, implementation, observation, and reflection. The reflection results from Cycle I served as the basis for executing Cycle II.

### 3. RESULTS AND DISCUSSION

This study was conducted in two cycles, namely Cycle I and Cycle II. Each cycle consisted of two meetings applying the Talking Stick cooperative learning model.

#### 3.1 Results of Cycle I Research

In Cycle I, student learning interest was still low. The results of the student learning interest questionnaire showed an average of 39.34% with a category of D at the first meeting, and 53.36% at the second meeting. Classically, the percentage of student learning interest in Cycle I was 32.83% in the very poor category. This was caused by several factors, such as students not being accustomed to the Talking Stick learning model, and the teacher still being rigid in implementing the steps of the model.

#### 3.2 Results of Cycle II Research

In Cycle II, an increase in student learning interest occurred after improvements were made based on Cycle I reflections. The average student learning interest at the first meeting of Cycle II was 60% and increased to 76% at the second meeting. Classically, the percentage of student learning interest in Cycle II was 76.50% in the good category. In Cycle II, 24 out of 25 students (97.26%) achieved the success criteria with high learning interest.

The research results show that the application of the Talking Stick cooperative learning model can increase student learning interest in Social Studies content in grade V at SD Negeri 131/IV Jambi City. The increase in student learning interest occurred after the teacher made improvements in implementing the learning model according to reflections in each cycle.

In Cycle I, student learning interest was still low because students were not accustomed to the Talking Stick learning model and the teacher was still rigid in applying its steps. However, after improvements were made in Cycle II, student learning interest increased significantly. This is in line with the view of Andre (2019:41), who states that the Talking Stick learning model can encourage students to express their ideas and actively engage in the learning process.

The increase in student learning interest in Cycle II was caused by several factors, including: (1) students were accustomed to the learning process applied and found it easier to understand subject matter, (2) group learning activities added to student learning interest, and (3) the teacher had mastered the Talking Stick learning model and was thus able to manage the classroom and learning process effectively.

Based on the results of this study, it can be concluded that the application of the Talking Stick cooperative learning model can increase student learning interest in Social Studies content in grade V at SD Negeri 131/IV Jambi City. Therefore, this learning model can serve as an alternative for teachers in efforts to increase student learning interest.

#### 4. CONCLUSION

Based on the results of classroom action research, it can be concluded that the implementation of the Talking Stick cooperative learning model can increase student learning interest in Social Studies content in grade V at SD Negeri 131/IV Jambi City. The increase in student learning interest is evident from the fulfillment of all learning interest indicators, such as interest, feelings of enjoyment, attention, and student participation in learning.

In Cycle I, the classical success rate was 32.83%, with a first-meeting average of 28.03% and a second-meeting average of 42.7%. However, in Cycle II, a significant increase occurred, with the classical success rate reaching 76.50% and falling into the good category. The average at the first meeting of Cycle II was 66.00%, which increased to 77.00% at the second meeting.

The implementation of the Talking Stick cooperative learning model provides positive impacts for students, such as increased learning interest, participation in groups, courage in answering questions, and decreased negative behavior such as playing around and walking to other groups during learning. Thus, this study successfully increased student learning interest in Cycle II according to the established success criteria.

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