



# Talking Stick Learning Model Assisted by Song Media: Influence on Social Science Knowledge Competence

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## ARTICLE INFO

### Article history:

Received November 29, 2022

Accepted May 20, 2023

Available online June 25, 2023

### Kata Kunci:

Kompetensi Pengetahuan IPS, Lagu (Nyanyian), Talking Stick

### Keywords:

IPS Knowledge Competence, Song, Talking Stick



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## ABSTRAK

Hingga saat ini siswa di sekolah dasar masih memiliki kompetensi pengetahuan Ilmu pengetahuan sosial yang rendah. Hal tersebut diakibatkan oleh model pembelajaran yang diterapkan tidak sesuai dengan karakteristik siswa, sehingga proses pembelajaran terasa membosankan. Oleh karena itu penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran Talking Stick berbantuan media lagu (nyanyian) terhadap kompetensi pengetahuan IPS siswa sekolah dasar. Jenis penelitian ini ialah quasi experiment dengan rancangan penelitian non-equivalent control group design. Populasi penelitian ini 753 siswa. Sampel penelitian ditentukan dengan teknik cluster random sampling. Metode pengumpulan data yang digunakan penelitian ini adalah metode tes dan instrumen yang digunakan berupa soal tes pilihan ganda. Data hasil penelitian dianalisis menggunakan teknik analisis statistik deskriptif dan teknik analisis statistik inferensial. Pengujian hipotesis dengan Uji-t diperoleh hasil yaitu terdapat perbedaan yang signifikan model pembelajaran Talking Stick berbantuan media lagu (nyanyian) terhadap kompetensi pengetahuan IPS siswa sekolah dasar. Dengan demikian dapat disimpulkan bahwa model pembelajaran Talking Stick berbantuan media lagu (nyanyian) berpengaruh dalam meningkatkan kompetensi pengetahuan IPS siswa sekolah dasar. Implikasi dari penelitian ini adalah perlu dikembangkannya secara berkelanjutan model pembelajaran yang inovatif seperti model pembelajaran Talking Stick berbantuan media lagu (nyanyian) sehingga berpengaruh positif dan signifikan terhadap peningkatan kompetensi pengetahuan IPS siswa sekolah dasar.

## ABSTRAK

Until now, students in elementary schools still have low competence in social science knowledge. It is caused by the applied learning model rather than by the characteristics of students, so the learning process feels boring. Therefore, this study aims to analyze the effect of applying the Talking Stick learning model assisted by song media (singing) on elementary school students' social studies knowledge competence. This type of research is quasi-experimental with a non-equivalent control group design. The population of this research is 753 students. The research sample was determined by cluster random sampling technique. The data collection method used in this research is the test method, and the instrument used is in the form of multiple-choice test questions. Research data were analyzed using descriptive and inferential statistical analysis techniques. Testing the hypothesis with the t-test showed a significant difference in the Talking Stick learning model assisted by song media (singing) on elementary school students' social studies knowledge competencies. Thus, the Talking Stick learning model assisted by song media (singing) affects increasing the competence of social studies knowledge of elementary school students. This research implies that it is necessary to continuously develop innovative learning models, such as the Talking Stick learning model assisted by song media (singing), so that it has a positive and significant effect on increasing the competence of social studies knowledge of elementary school students.

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## 1. INTRODUCTION

Education is the main sector that will determine the progress or setback of a country. So education becomes very important for human life as a form of effort to progress in civilization (Fatimah & Syahrani, 2022; Tsoraya dkk, 2022). One component of education is the curriculum. The curriculum is part of education and guides educational programs in each unit (Martin & Simanjorang, 2022; Sari, 2021). In this regard, the right curriculum is needed to be implemented in Indonesia to produce quality for future generations. According to the concept, the 2013 curriculum is a foundation for organizing educational and fun learning programs (Asnarni & Nazriani, 2020; Marwiyah, 2018). One form of competency that can be developed in the 2013 curriculum is knowledge competence. A learning process in the education system is said to be successful if the students can achieve the predetermined knowledge competency targets. In education, an assessment is carried out to measure each individual's abilities, knowledge, and skills. The national guidelines are the Benchmark Reference Assessment or PAP guidelines (Agung, 2020; Wahyudi, 2022). Based on the Benchmark Reference Assessment (PAP), students are declared passed if they have a minimum mastery of 65% with an adequate predicate. Referring to this, it is hoped that students will be able to have knowledge competencies of at least 65% mastery of knowledge competencies with sufficient predicates, and it would be nice if students were able to have 80% to 90% mastery of knowledge competencies with good to very good predicates.

One of the lesson content that is integrated into the 2013 Curriculum is social studies lesson content. Social science is a scientific discipline that examines life problems that often occur in social life (Siska, 2016; Susanto, 2014). It should be social science as a source of knowledge that is interesting and fun to learn. However, in reality, the content of social studies lessons could be more exciting and manageable for students with several rote concepts. Students who understand social studies material well can implement their knowledge by interacting with their social environment. Thus, teachers must pay attention to their students' competence in social science knowledge. Competence in social science knowledge can be interpreted as the overall ability possessed by individuals to know matters related to the content of social science material (Setiadewi, 2019; Umbara dkk, 2020).

The results of observations made in fifth grade at several Saraswati Denpasar College People's Foundations show that students tend to feel bored when listening to the subject matter delivered by the teacher. Most of the students looked busy talking with their friends. Some showed expressions of not being enthusiastic about participating in learning activities. It causes a class atmosphere that could be more conducive and exciting. The impact of this is to reduce students' knowledge competence. It is supported by the results of interviews with several teachers who support social studies content for grade five at the Saraswati Denpasar Community College Foundation so that several conditions are found, the management of the learning process carried out by teachers in social studies subjects is more focused on the process of memorizing subject matter with communication patterns. one way, from teacher to student or in other words the learning process is more centered on the teacher (teacher center).

Teachers tend to use the lecture method combined with questions and answers, discussions, and giving assignments. It is because the social studies subject matter is a lot and tends to be memorized, so in the learning process, student activity becomes very low. The results of these observations and interviews were supported by recording social science knowledge competency data for fifth-grade students at the Saraswati Denpasar Community College Foundation. It was found that the number of students who had not achieved PAP with 65% mastery of knowledge competencies was higher than those who had achieved PAP with 65% mastery of knowledge competencies. It indicated that most students had low knowledge competence. Several factors trigger this, the learning process, which tends to be monotonous and boring, and the teacher needs to be more precise in selecting and applying learning models that are by the characteristics of teaching materials and students.

The gap between expectations and reality in schools indicates serious problems in the learning process that must be addressed immediately. For this reason, teachers must be able to create a pleasant learning atmosphere and arouse children's readiness and enthusiasm for learning. In creating a fun learning process, the teacher must prepare everything well and determine and apply a learning model that engages students optimally and is by the teaching material (Mulyasa & Aksara, 2021; Sinabariba, 2017). One of the learning models that can be applied is the Talking Stick learning model.

The Talking Stick learning model is a learning model that can create an interesting and appropriate learning process to be applied to elementary school students, especially in social studies content. It is because, in its application, the Talking Stick model requires students to always answer questions or express opinions without submitting themselves or being appointed beforehand, but is guided by the stopping of the stick that has been rotated by the student (Ayuni dkk, 2017; Lubis, 2022). In addition to applying the right learning model, the learning process is much more meaningful and enjoyable when supported by using learning media that is in harmony with the learning model used. In

line with this, learning media not only helps students learn but can also prevent students from getting bored easily while studying (Rahmanda & Maharani, 2022; Sujana dkk, 2021).

Using songs or chants in learning activities can create an encouraging atmosphere for students. It can stimulate children to be more active in learning (Febriyona dkk, 2019; Ningsih, 2022). Social studies lesson content, where most of the material is rote, can be presented interestingly with the Talking Stick learning model assisted by the media of songs students sing. Therefore, students tend to interact more easily, work together, increase learning motivation, explore knowledge, help students be brave in expressing opinions, train students to respect members' opinions and provide space to participate in learning. The 4C competencies are currently a requirement for students to be competitive and adapt in the 21st century. This 4C competency is often referred to as the 4C skill, which consists of the ability to communicate (communication), collaboration (collaboration), critical thinking (critical thinking), and creativity (creativity) (Susanti & Arista, 2019; Suprpto dkk, 2021).

Applying the Talking Stick learning model assisted by song (singing) media can help students build and develop these 4C skills simultaneously. So indirectly, having the ability to communicate when expressing opinions or answering questions (communication), students tend to think critically when given questions (critical thinking), and students who are unable to answer questions can be assisted by other students (collaboration). Students tend to be creative in exploring their knowledge individually and in groups (creativity). Based on this, this research was conducted to analyze the effect of applying the Talking Stick learning model assisted by song media (singing) on elementary school students' social science knowledge competence.

## 2. METHOD

This research was conducted in the fifth grade of SD Saraswati 6 Denpasar and SD Saraswati 4 Denpasar. The research was conducted in the odd semester span of the 2022/2023 school year. This research is quantitative with a quasi-experimental design, and the research design used is a non-equivalent control group design. The population is all complete and clear research objects with relatively similar characteristics (Firmansyah & Dede, 2022; Ulfah, 2021). The population in this study was the entire study group of fifth-grade students at the Saraswati Denpasar Community College Foundation for the 2022/2023 school year, Saraswati 1 Elementary School Denpasar to Saraswati 6 Elementary School with a total population of 753 students. The components of the population that are used as objects for research are called samples. The sample is a component of the population taken because it represents the entire population and is taken using a certain method (Widiasih dkk, 2020; Ulfah, 2021).

The research sample was determined using a cluster random sampling technique by lottery. After conducting a draw for the six schools in the Saraswati People's College Foundation, the sample was obtained, fifth-grade students at SD Saraswati 6 Denpasar as the experimental group with a total of 44 students and fifth-grade students at SD Saraswati 4 Denpasar as the control group with 32 students. Something that is determined by the researcher and becomes the object of attention that the researcher studies to obtain information about it and concludes it is called a variable (Sahir, 2021; Sugiyono, 2017). This study has two variables: the independent variable, the Talking Stick learning model assisted by song media (singing), and the dependent variable, social studies knowledge competency. The data analyzed in this study is students' social science knowledge competence data. To obtain these data, a test method related to IPS knowledge competency was carried out as an objective test (multiple choice) with four answer choices (a,b,c,d). Making a test instrument begins with making an instrument grid. It is because the instrument grid is a reference in formulating instrument items. The IPS knowledge competency instrument lattice table is presented in Table 1 as follows.

**Table 1. Social Science Knowledge Competency Instruments**

Basic competencies	Indicator	Question Number	Cognitive Process Levels					
			C1	C2	C3	C4	C5	C6
3.3 Analyze the role of the economy in efforts to improve people's lives in the social and cultural fields to strengthen	3.3.1 Analyzing the types of economic enterprises in Indonesia	2, 6, 10, 13, 27				√		
	3.3.2 Comparing the economic activities of the Indonesian people	3, 9, 18					√	
	3.3.1 Finding the types of individual economic enterprises	4, 15, 22, 30, 40				√		
	3.3.2 Determine the types of group	32, 35, 38				√		

Basic competencies	Indicator	Question Number	Cognitive Process Levels					
			C1	C2	C3	C4	C5	C6
national unity and integrity	economic businesses							
	3.3.3 Choose examples of production activities	24, 26						√
	3.3.4 Choose examples of consumption activities	8, 25, 36						√
	3.3.5 Choose examples of distribution activities	1, 16						√
	3.3.6 Finding ways to appreciate the business of economic activity actors	21, 34, 39					√	
	3.3.7 Analyzing the consequences of not appreciating the efforts of other people's activities	14, 17					√	
	3.3.8 Summarize the types of businesses in the surrounding environment	19, 37						√
	3.2.1 Determine examples of interaction between individuals	5, 7					√	
3.2 Analyzing the forms of human interaction with the environment and their influence on social development	3.2.2 Determine examples of human interaction with the natural environment	11, 33					√	
	3.2.3 Analyzing the influence of human interaction with nature on the natural environment	23, 28					√	
	3.2.4 Choose examples of interaction between groups	20, 29						√
	3.2.5 Determine examples of interaction between individuals and groups	31, 12						√

Before the test instrument is used, instrument testing is first carried out, which includes: First, the validity test includes (1) content validity refers to the ability of a tool to assess and measure the content that should be (Mahendra, 2019; Saifuddin, 2020). (2) item validity is a level that indicates the extent to which an item can consistently measure what it measures (Tarjo, 2021; Triana, 2020). The formula used to test the validity of the multiple choice test items for competence in social science knowledge is the product-moment correlation formula. The scores obtained from the item validity analysis were compared with those obtained from the table. Each test item is said to be valid if the count  $\geq$  table with a significance level of 5%, and if the rxy count < rxy table with a significance level of 5%, then the item test item is declared invalid. Of the 40 questions that have been tested, five questions are invalid, and 35 questions are valid. Second, do the reliability test. The formula used is Kuder Richardson 20 (KR-20). Based on the analysis of 35 declared valid questions and the reliability test, the results obtained were  $r_{1.1} = 0.94$ . It stated that this study's multiple choice test items were classified as reliable with a very high degree of reliability criteria.

Third, test the difficulty level of the test items. The difficulty level of the test instrument is an index that provides the average proportion of tests that can answer all of the tests. Based on the test analysis of the difficulty level of the social science knowledge competency test items, the results obtained were that of the 35 items declared valid and reliable, 31 items stated in the easy category, and four items stated in the medium category. Fourth, a different power test is carried out. Discriminating power is a way to distinguish students with high and low abilities. Based on the differential power analysis of 35 items, there were 15 items in a fairly good category, 3 in a good category, and 17 in a very good category. IPS knowledge competency data collected will be analyzed using parametric inferential statistical tests.

Some conditions must be met first before carrying out a parametric inferential statistical test. The first requirement is testing the normality of data distribution using the chi-square formula. The test criteria are if with a significance level of 5%, then  $H_0$  is accepted, which means the data is normally distributed, and if with a significance level of 5%, then  $H_0$  is rejected, which means the data is not normally distributed. The second prerequisite test is the homogeneity of variance test. The provisions in this test are if  $F \text{ count} \leq F \text{ table}$ , then the two data groups are declared homogeneous. Conversely, if  $F$

count > F table, then the two data groups are said to be heterogeneous. Test the hypothesis of this study using the t-test with the pooled variance formula. With the provision that if t-count ≤ t-table, then H0 is accepted and H1 is rejected, and if t-count > t-table, then H0 is rejected and H1 is accepted at a significance level of 5% with dk = n1+n2-2.

### 3. RESULT AND DISCUSSION

#### Results

The social science knowledge competence data is then analyzed using descriptive statistical analysis to know the mean, median, mode, standard deviation, and variance. The summary of the pre-test descriptive statistical data analysis results in the experimental group is presented in [Table 2](#).

**Table 2.** Description of the Experimental Group's Pre-Test Knowledge Competency Social Science Data

Statistic	Competency Knowledge of Social Sciences
Mean	15.36
Median	15.17
Modus	14.30
Standard Deviation	5.10
Variance	26.01

Based on the table above, it can be seen that the mode is smaller than the median, and the median is smaller than the mean, thus forming a positive squint graph. It shows that most of the scores tend to be low. The average social studies knowledge competency pre-test score of the experimental group students with M = 15.36 was converted into the PAP calculation category on a scale of 5 (five) in the less category. Pre-test control group social science knowledge competency data. Can be presented in [Table 3](#) as follows.

**Table 3.** Description of the Pre-Test Data on the Control Group's Knowledge of Social Science Competence

Statistic	Competency Knowledge of Social Sciences
Mean	14.88
Median	14.50
Modus	13.30
Standard Deviation	4.62
Variance	21.34

Based on the table above, it can be seen that the mode is smaller than the median, and the median is smaller than the mean, thus forming a positive squint curve. It shows that most of the scores tend to be low. Furthermore, the average social studies knowledge competency pre-test score of the control group students with M = 14.88 was converted into the PAP calculation category on a scale of 5 (five), which was in the less category. Social science knowledge competency data post-test experimental group. Can be presented in [Table 4](#) as follows.

**Table 4.** Post-Test Data Description of Social Science Competence Experimental Group

Statistic	Competency Knowledge of Social Sciences
Mean	26.20
Median	27.74
Modus	29.60
Standard Deviation	5.01
Variance	25.10

Based on the table above, it can be seen that the mean is smaller than the median, and the median is smaller than the mode, thus forming a negative squint curve. It shows that most of the scores tend to be high. Furthermore, the average post-test score of social studies knowledge competency of the experimental group students with M = 26.20 was converted into the PAP calculation category on a scale of 5 (five), which was in the sufficient category. Social Sciences knowledge competency data post-test control group. Can be presented in [Table 5](#) as follows.

Based on the [Table 5](#), it can be seen that the mode is smaller than the median, and the median is smaller than the mean, thus forming a positive squint curve. It shows that most of the scores tend to be

low. Furthermore, the average post-test score of social studies knowledge competence of experimental group students with  $M = 22.31$  was converted into the PAP calculation category on a scale of 5 (five) in the less category.

**Table 5.** Description of Post-Test Data of the Social Science Competence Control Group

Statistic	Competency Knowledge of Social Sciences
Mean	22.31
Median	22.07
Modus	21.00
Standard Deviation	4.68
Variance	21.90

The social studies knowledge competency data that has been collected is then analyzed using parametric inferential statistical analysis. Before carrying out the analysis, a prerequisite test was first carried out, which included a test for normality of data distribution and a test for homogeneity of variance. The results of the analysis of the normality test for the distribution of pre-test and post-test data for the experimental and control groups are presented in Table 6 as follows.

**Table 6.** Data Distribution Normality Test Results

Social Science Knowledge Competency Data Group	$\chi^2_{count}$	$\chi^2_{table}$	Conclusion
Pre-Test Experiment	7.37	11.07	Normal
Pre-Test Control	6.01	11.07	Normal
Post-Test Experiment	2.91	11.07	Normal
Post-Test Control	7.39	11.07	Normal

Based on the table above, it can be seen that the pre-test and post-test data scores of the experimental and control groups are normally distributed. The results of the analysis of the homogeneity of variance test of the pre-test and post-test of the experimental and control groups are presented in Table 7 as follows.

**Table 7.** Variance Homogeneity Test Results

Data	Fcount	Ftable	Conclusion
Pre-Test Experimental and Control groups	1.22	3.97	Homogenous
Post-Test Experimental and Control groups	1.15	3.97	Homogenous

It means that the pre-test and post-test data homogeneity of the variance test for social studies knowledge competence in the experimental and control groups is homogeneous. After obtaining the results of the data analysis prerequisite test, it is followed by testing the research hypothesis. Testing the hypothesis using t-test analysis. Before carrying out the t-test analysis, the score gain was analyzed from the pre-test and post-test data of the Social Sciences knowledge competence of the experimental and control groups of students. A summary of the results of the hypothesis testing is presented in Table 8 as follows.

Based on the table above, it shows that  $count > table$  so that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is an effect of applying the Talking Stick learning model assisted by song media (singing) on the social studies knowledge competence of fifth-grade students at the Saraswati Denpasar Community College Foundation for the 2022/2023 academic year.

**Table 8.** Summary of t-Test Calculation Results

Group	Number of subjects (n)	Average Score ( $\bar{X}$ )	Variance ( $s^2$ )	Degrees of freedom (dk)	$T_{count}$	$t_{table}$ (t.s. 5%)
Experiment	44	0.574	0.034	74	4.267	1.993
Control	32	0.382	0.029			

**Discussion**

The analysis of social studies knowledge competency data showed significant differences between students who were taught using the Talking Stick learning model assisted by song (singing) media and students who were not taught using the Talking Stick learning model assisted by song (singing) media. This significant difference indicates that the Talking Stick learning model assisted by song media (singing) influences elementary school students' social studies knowledge competence. The Talking Stick learning model has learning model steps, which through the Talking Stick learning model steps assisted by song media (singing), can have a positive impact on students' social studies knowledge competencies.

Applying the Talking Stick learning model with the help of song media (singing) in the Social Studies lesson content for fifth-grade students begins with the teacher informing all students about the subject matter, which is the topic of discussion in the learning process. The teacher then conveys the steps of the Talking Stick learning model to all students. Beginning, the teacher forms students into several study groups, one group of 4-5 students. Then the teacher encourages all students to understand the subject matter in groups by reading books or discussing. While students understand the material, the teacher can go around to check the condition of each group so that the class remains in a conducive state. After students have finished reading and conducting discussions, the teacher encourages all students to close their reading books and sit neatly in one group.

Then the teacher prepares a stick and plays a song. The song is heard and sung together. The songs played connect with the subject matter so that students are easier to remember and interested in learning the subject matter. While listening and singing the song, the stick that the teacher has prepared will be given to one of the students at random, then the student who gets the stick immediately passes it or rotates it to his friend. When the song finishes playing, the last student holding the stick must answer the question given. The questions given are also Higher Order Thinking Skills (HOTS) in nature. The question is in the form of a statement delivered orally by the teacher and requires student analysis. Other students can assist students who have yet to be able to answer. And so on until almost all groups have had the opportunity to answer questions. Applying the Talking Stick learning model with the help of song media (singing) can increase students' knowledge competence which begins with creating a fun and joyful learning atmosphere that certainly makes students more interested and enthusiastic in participating in the learning process.

Coupled with the learning process in groups which directly fosters a sense of collaboration in groups to understand teaching material jointly, they creatively seek sources of information by reading books or discussing. Furthermore, by answering randomly assigned questions, students have good learning readiness and train students in communication skills in expressing their opinions and improving their high-level thinking skills or critical thinking because the questions given are analytical. So that the learning conditions certainly feel more fun and meaningful for students. Different things happened to the control group, which, in the learning process, did not use the Talking Stick learning model assisted by song media (singing). The learning process that takes place is less interesting and boring. The learning process is more dominated by lectures, question and answer, and assignment methods, making it more teacher-centered. Hence, students tend to be passive, listen more to the teacher's explanations, take notes, and do assignments. It certainly has an impact on the low knowledge competence of students.

This study's results are similar to the findings of several previous studies. Applying the Talking Stick learning model assisted by traditional song media affects elementary school students' mastery of knowledge competencies (Kusumayani dkk, 2019; Rani, 2019). It is proven by implementing the Talking Stick learning model, which has created fun learning conditions and actively involved students to improve their mastery of knowledge competencies. Furthermore, previous research showed that the Talking Stick learning model affected elementary school students' learning outcomes (Antari, 2020; Hasrudin & Asrul, 2020). Additionally, research conducted by (Oktavia & Eliyasni, 2021; Likus, 2018) shows the same thing, that the Talking Stick learning model applied to the learning process can positively impact student learning outcomes. Based on this explanation, it is proven that applying the Talking Stick learning model has created fun learning conditions and involves students actively so that indirectly students can have good knowledge competence.

The advantages of this study are the compatibility between the research objectives and conclusions. The research methods and designs are fully described and explained in detail. Various and relevant theoretical bases support this research according to the problems studied. The research data is presented in tabular form, equipped with a detailed explanation, making it easy to understand. The Talking Stick learning model, which is so interesting and combined with song media, can create a very enjoyable learning condition for elementary school students so that students become more enthusiastic and enthusiastic in participating in the learning process in class and the feeling of boredom while learning can be overcome properly. While the weakness of this study was that the sample used in the study was included in the fat class, so researchers experienced difficulties in providing treatment in the form of the

Talking Stick learning model assisted by song media. If this cannot be overcome, then, of course, it will cause noise in the class and feelings of tension among students.

Therefore, it is hoped that the teacher can apply the Talking Stick learning model with the help of song media as well as possible, pay attention to class conditions, create a pleasant learning atmosphere, and always provide rewards to students who can answer questions and not scold students if some have not been able to answer the questions given so that tension in students' minds can be minimized properly. This research implies that the Talking Stick learning model assisted by song media (singing) which is applied to this learning process, can be used by teachers to create an enjoyable learning atmosphere, attract students' enthusiasm for learning, help students remember learning material, and of course be able to increase students' knowledge competence. The implications of this research can also be used as a reference in choosing or implementing other learning models because if the teacher is right in selecting and implementing learning models that are supported by the use of appropriate learning media, students will become more interested, comfortable, and of course enthusiastic in learning so that learning objectives can be achieved properly.

#### 4. CONCLUSION

Based on the results of the analysis and discussion that has been previously described, a conclusion can be drawn that the competence of social studies knowledge of students who are taught with the Talking Stick learning model assisted by song (singing) media is better than the social competence knowledge of students who are taught not with the Talking Stick learning model assisted by song (singing) media. So it can be concluded that there is a significant influence from the Talking Stick learning model assisted by song media (singing) on students' social studies knowledge competence.

Based on the process and results of the research that has been done, suggestions that can be conveyed are, it is suggested to teachers be able to use the Talking Stick learning model assisted by song media (singing) as an innovative learning model so that it can create a fun learning process and increase mastery, especially social studies knowledge competencies and other knowledge competencies. It is suggested to school principals that the results of this research can be used as a reference in taking appropriate policies to develop the teachers under their guidance so that teachers have high professional abilities. It is suggested to other researchers that the results of this study can be used as a reference and source of information in conducting further research that is in line with this research to obtain better results in the future.

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