

The Efforts to Strengthen Student Character Value Through the Talking Stick Method in Social Studies Learning

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Abstract. This study aims to strengthen the value of character in students. Strengthening the value of characters early on in students is very important because students are the next generation of the nation. Only a generation of good character who can carry out their duties and responsibilities with confidence in the future. Generations that are only smart without good character are likely to abuse their authority. For example, the practice of corruption that occurs in Indonesia is carried out by smart people and highly educated. For this reason, research is carried out as an effort to strengthen character values that focus on the values of disciplined, religious, and Hard-working in Social Studies Learning. This research was an action research study by applying the Talking Stick method in learning. This research was conducted at State Middle School 3 Mentaya Hilir Utara with the subject of the research being seventh-grade students, a total of 27 students. Data collection techniques used the method of observation. The results show that the value of the character of discipline, religious, and hard-working that was originally in the not good category strengthened to be in a good category. The average value of discipline character which was originally 73.62 strengthened to 77.56 means an increase of 3.94; the average value of religious characters, which was originally 74.65, strengthened to 76.75, which means an increase of 2.1; and the average value of the Hard-working character which is originally 69.43 strengthened to 75.68 means an increase of 6.25.

Keywords: *Discipline, Religious, Hard-working, Talking Stick Method.*

I. INTRODUCTION

Education is something very important. Through education, the quality of human resources can be improved. Education can be obtained through formal and no formal pathways. In the formal course, there are several levels of education, namely elementary school, high school, and higher education.

The measure of the success of education in schools, in general, is the learning outcomes of students. The higher students' learning outcomes can be said to be more

successful in school to educate their students. Schools that succeed in scoring smart students and have high grades will become favorite schools.

Obtaining good learning results is a dream for every student and parent. Parents will be very proud when their children obtain high scores. The pride they show by giving a certain gift to his child, not even a parent who shares about the success of his child on social media.

The low level of student learning results is one of the benchmark success of the learning process. However, what is needed today is not only the students who obtain high scores but also the students who have character. Good characters are indispensable for the nation's successors to fill the current independence.

The problem of character has become a warm issue in education. In some social media, we often find news that there have been laughs, fights, bullying, harassment, drug abuse and other crimes committed by teenagers. That, of course, illustrates how very much a teenager's attitudes and behaviors are.

In the school environment, the character problem can be seen from the behavior: 1) not immediately the line when hearing an Apple bell sound; 2) do not immediately enter the class when the bell goes off; 3) do not carry out the class picket; 4) not immediately work on the assignment given by the teacher; 5) Cheating a friend's job; 6) often out of entry during the learning process; 7) Answering the teacher's question with an odd answer; 8) say rude to a fellow friend; 9) Dare to skip during lesson hours; 10) remained noisy even though the teacher was already in front of the door, and 11) Not the time of prayer.

First and second behaviors illustrate that students are less disciplined. Third behavior illustrates that students are less responsible and lacking a sense of togetherness. Forth behavior illustrates that students are less responsible and less appreciative of achievement. Fifth behavior illustrates that students are less self-reliant, dishonest and do not work hard. Sixth behavior illustrates that students are less

disciplined and less responsible. Seventh and tenth illustrate that students are lacking respect for others. Eighth behavior illustrates that students are less friendly and peace is less love. Ninth behavior illustrates that students are less disciplined, less responsible and less curious. Tenth behavior illustrates that students are less religious. These behaviors imply that the values of the character are less strongly embedded in the students.

There are eighteen character values that each student must-have. It is certainly a challenge for teachers to strengthen the character's values for their students. A teacher should not only transfer knowledge for the students to earn high scores, but also have to be good at tucking the value of the character in each learning process.

Strengthening character values early on is very important because only those who are a good character who can carry out their duties and responsibilities with the trust. People who are just smart without having a good character will likely misuse authority. For example, the practice of corruption occurring in Indonesia is done by smart people and highly educated.

Good characters will be formed if one has a strong religious character because on the religious character it teaches all the other characters. The value of religious characters reflects the impartiality of the Almighty God manifested in the conduct of implementing religious teachings and beliefs adopted. The value of religious characters includes an individual relationship with God, an individual relationship with each other, and an individual relationship with the environment.

Nowadays, Indonesian people need people who have high discipline, religious and willing to work hard so that the nation can compete in the era of modernization but not ignore the values of deity and humanity. Therefore, the spirit of discipline, religious and hard-working must be spread to students early on. One of the ways teachers can do is to slip the character values in the learning process.

With the above reason, it is researched with the title "Strengthening character value discipline, religious and hard-working in learning IPS in class VII students at SMP Negeri 3 Mentaya Hilir Utara".

Character Values Discipline, Religious and Hard-working

The language or etymological characters are derived from the Latin *karakter*, *kharassaein*, *kharax*. In Greek, the character derives from the word *charassein* which means making sharp and making in [1]. In the Big Dictionary of Indonesian Language, the word character is interpreted as a habit, character, psychological trait, and morality or character that distinguishes one another [2].

Good characters are very important to be possessed by students as generations of the nation's successors. Only students who have a good character can carry their duties as future leaders. Simon Pilips says the character is a collection of values that lead to a system, which lubricated the thought, attitudes, and behaviors displayed [3]. Therefore, it takes efforts to embed character values in students known as character education.

Character education is an education to form one's personality through ethical education, whose results can

be seen in the real action of a person, namely good behavior, honest, responsible, respecting the rights of others, Hard-working and so on [1]. Character Education is another name of value education, ethical education, moral education, character education and instilling good attitudes that can be applied in everyday life. Character education is a teacher's effort to instill the values to form a good personality for their students to be applied throughout their lives so that they have a positive impact on their environment.

There are eighteen character values in character education. The values are: 1) religious; 2) Honest; 3) tolerance; 4) discipline; 5) Hard-working; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) national spirit; 11) Love of Homeland; 12) appreciate achievements; 13) friendly/communicative; 14) Peaceful love; 15) fond of reading; 16) caring for the environment; 17) Social care; and 18) Responsibilities [4]. The eighteenth value of the character must be firmly rooted in the students, making it a great challenge for teachers to teach.

In this study, there were three values of character that is the main focus, which were the character values of discipline, religious and hard-working. A discipline is an act that demonstrates orderly behavior and is obedient to various provisions and rules. The indicator of discipline values in school are; 1) obedience to learning time; 2) Obedience to the duties of the lesson; 3) adherence to the use of learning facilities; and 4) The obedience of time to come and return [5].

Religious is an obedient attitude and behavior in carrying out the religious teachings adopted. The value of religious characters reflects the impartiality of the Almighty God. The value of religious characters includes an individual relationship with God, an individual relationship with each other, and an individual relationship with the ward [6].

Hard-working means never giving up. Hard-working is an activity that is undertaken seriously without getting tired and stopping before the objectives that are subjected to achieve. Hard-working in a school environment can be done by 1) enterprising and passionate about learning; 2) be active in learning; 3) Not easy to despair in working on the task given by the teacher; 4) Not dependent on other people in the work of the school duties [7].

Talking Stick Type Cooperative Learning Model

The Learning Model is a whole series of teaching materials presentation that encompasses all aspects before, during and after teacher learning and all related facilities used directly or indirectly in the process Learn to Teach [8]. There are various learning models that teachers can use in the teaching and learning process. The chosen learning model is tailored to the students' characteristics, school conditions and material characteristics to be delivered. In this study, the learning model used was the Talking Stick Type Cooperative learning model.

The Talking Stick Type Cooperative learning model is a group learning model using the help of sticks. Members of the group holding the rod are obliged to answer questions from the teacher after students learn the

material. The activity was repeated continuously until all groups had a turn to answer questions from the teacher [9]. The pros of the Talking Stick Type Cooperative Learning Model are as follows: Test students' readiness in learning. Train students to understand the material quickly. The spur that students are more active learning because students never know the stick will come in turn. Students dare to submit opinions.

Steps to use cooperative learning Model of Talking Stick type to reinforce the character values of discipline, religious and hard-working in the learning of IPS in students, as follows: The teacher comes on time, to instill the value of discipline; Students and teachers say greetings, to impart the value of courtesy and care; Students and teachers do respect the flag, to embed the value of the spirit of nationality and love of homeland; Students and teachers of prayer, to instill religious value; Teachers check the cleanliness of the class, to instill the value of environmental care; Teachers check students' attendance, to embed disciplinary value; Teachers check students' readiness, to embed social care value; The teacher gives early questions, to instill the value of curiosity; Teachers convey learning topics and objectives, to instill the value of curiosity; Teachers convey learning materials to instill the value of responsibility and communicative; Teachers divide students into groups, to instill democratic values and peace of love; The teacher divides the material that must be learned by each group, to instill self-value; The teacher allows students to read and study the material, to instill the value of being read and creative; Students are required to close the book upon completion of reading and learning, to instill the value of Hard-working; The teacher took the rod and gave to the students, after which the teacher gave the question and the student holding the stick should answer it, so on until the majority of students got a part to answer questions from the teacher, To instill the value of Hard-working, independent, confident, communicative and tolerance; Teachers and students make conclusions, to instill independent and creative value; Teachers evaluate, to instill honest, confident, responsible and rewarding achievements; The teacher closes the lesson by giving him and greetings, to instill religious and polite value.

II. METHOD

This study was held in September to November 2019 in SMP Negeri 3 Mentaya Hilir Utara with the research subject is a grade VII student totaling 27 students. This research is an action research study by applying the Talking Stick method in learning. Data collection techniques using observation methods. The aspect in the observation is the character values of discipline, religious and hard-working in students with a value range of 0-100. Data analysis techniques using quantitative descriptive techniques.

III. RESULTS AND DISCUSSION

The Talking Stick method is a group learning using the help of sticks. Members of the group holding the rod are obliged to answer questions from the teacher after

students learn the material. The activity is repeated continuously until all groups have a turn to answer questions.

The Talking Stick method requires students to be more active in learning because students never know whether the stick will come to him so that the student must prepare well by the time given to be able to answer questions and convey opinions with straightforward. When the friend gets a turn then the other students should focus on listening because it relates to the next question. The learning steps that have been implemented include: Teachers submit learning topics; Teachers convey learning materials; Teachers divide students into groups; The teacher divides the material to be learned from each group; Teachers provide opportunities for students to read and study the material; Students are required to close the book upon completion of reading and learning; The teacher took the rod and gave to the students, after which the teacher gave the question and the student holding the stick should answer it, so on until the majority of students got a part to answer questions from the teacher; Teachers and students make conclusions; Teachers evaluate; The teacher closes the lesson.

After the measurement with the help of the instrument in the form of observation sheet obtained the following data:

TABLE 1. DATA DESCRIPTION

Character Values	Before			After		
	Mean	Lowest value	Highest value	Mean	Lowest value	Highest value
Discipline	73.62	50.00	93.75	77.56	62.50	93.75
Religious	74.65	59.38	87.50	76.75	68.75	87.50
Hard-working	69.43	50.00	93.75	75.68	62.50	93.75

The value of the discipline character before the action has the lowest value 50.00, the highest value is 93.75, mean 73.62. After the action, has the lowest value of 62.50, the highest value is 93.75, which mean 77.56. The value of religious characters before the action has the lowest value 59.38, the highest value is 87.50, mean 74.65. After the action, has the lowest value of 68.75, the highest value is 87.50, which mean 76.75. The Hard-working character value before the action has the lowest value of 50.00, the highest value is 93.75, mean 69.43. After the action, has the lowest value of 62.50, the highest value is 93.75, which mean 75.68.

From data analysis is known to increase the value of disciplinary character, religious and hard-working in students, respectively as follows:

TABLE 2. INCREASED CHARACTER VALUE

Character Values	Before	After	Increased
Discipline	73.62	77.56	3.94
Religious	74.65	76.75	2.10
Hard-working	69.43	75.68	6.25

The obtained values are categorized based on the following scales:

a. Discipline

The observation instrument of character discipline consists of 4 items and the categorists are:

Not good : 4 (total items) x 1 (ideal score) = 4 (25) *

Less good : 4 (total items) x 2 (ideal score) = 8 (50)

Good : 4 (total items) x 3 (Ideal score) = 12 (75)

Very good: 4 (total items) x 4 (Ideal score) = 16 (100)

b. Religious

Observation Instrument Religious character value consists of 8 items so the categorists are:

Not good : 8 (total items) x 1 (ideal score) = 8 (25)

Less good : 8 (total items) x 2 (ideal score) = 16 (50)

Good : 8 (total items) x 3 (Ideal score) = 24 (75)

Very good: 8 (total items) x 4 (ideal score) = 32 (100)

c. Hard-working

The observation Instrument of the Hard-working character value consists of 4 items and the categorist is:

Not good : 4 (total items) x 1 (ideal score) = 4 (25)

Less good : 4 (total items) x 2 (ideal score) = 8 (50)

Good : 4 (total items) x 3 (Ideal score) = 12 (75)

Very good: 4 (total items) x 4 (Ideal score) = 16 (100)

$$*) \text{ Value conversion} = \frac{\text{Total Score}}{\text{Ideal Highest Score}} \times 100$$

Based on the scale then it can be known that the value of the discipline character that was originally in the category of less good with the mean 73.62 strengthened to be in the category good with the mean 77.56 with an increase of 3.94 points. The value of religious characters originally in the category of less well with the mean 74.65 strengthened to be in the category good with mean 76.75 with an increase of 2.1 points. The value of the Hard-working character originally in the less good category with a mean 69.43 strengthened to be in the category good with mean 75.68 with an increase of 6.25 points.

IV. CONCLUSION

Conducting learning by Talking Stick method can help strengthen the character values of discipline, religious and hard-working in junior high school students 3 Mentaya Hilir Utara. The Talking Stick method requires students to be more active in learning because students never know whether the stick will come to him so that the student must prepare well by the time given to be able to answer questions and convey opinions with straightforward. When the friend gets a turn then the other students should focus on listening because it relates to the next question. The results showed that the value of discipline, religious and hard-working that was originally in the category of less good strengthened to be in a good category. The average value of disciplined characters originally 73.62 strengthened to 77.56 means an increase of 3.94; the average value of religious characters originally 74.65

strengthened to 76.75 means an increase of 2.1, and the average value of the Hard-working character that was originally 69.43 strengthened to 75.68 means it has increased by 6.25.

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