

## INTERPERSONAL COMMUNICATION AND STUDENT GEOGRAPHY LEARNING OUTCOMES THROUGH THE TALKING STICK TYPE COOPERATIVE LEARNING MODEL

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**Abstract:** One of the problems faced by the world of education is the problem of weakness of the learning process, especially during the COVID-19 pandemic which disrupts the student learning process. Learning activities are a supporting factor for the success or failure of the learning activities carried out. Learning activities can connect the lessons that have been learned with the knowledge they already have. This study aims to describe efforts to improve interpersonal communication and student geography learning outcomes through the talking stick type of cooperative learning model. The method used is a Systematic Literature Review (SLR). The data sources analyzed by the literature can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and so on. The results obtained concluded that the better the students' interpersonal relationships, the more open people were to express themselves. Through the Talking Stick Type Cooperative learning model, after students receive their learning experience and the results can be used by the teacher to be used as a measure or criterion for achieving an educational goal.

**Keywords:** Interpersonal Communication, Geography, Learning Outcomes, Talking Stick Type Cooperative Model.

### 1. INTRODUCTION

Education is a process that is needed to get balance and perfection in individual development. Education is the basic capital for humans to carry out various useful activities in their lives. For the development of the nation to increase, good human resources are also needed to support its implementation. One of the efforts that can be made to improve human resources is to improve the quality of education, both student achievement and the ability of teachers to carry out the learning process. Improving the quality of education is directed at all fields of education to improve the quality of the whole human being.

Triwiyanto (2014) explains that education is an effort to attract something in humans as an effort to provide programmed learning experiences in the form of formal, non-formal, and informal education at school and outside of school, which lasts a lifetime aimed at optimizing abilities. the individual's ability so that in the future he can play the role of life appropriately.

Fatmawati (2013). states that education is believed to be a strategic tool for improving human life. Through education, humans become intelligent, have skills, and have good attitudes to life so that they can get along well in society and can help themselves, their families, and society. Education is an

investment that provides social and personal benefits that make the nation dignified and make its individuals

become human beings with degrees.

Geography is one of the subjects in SMA (High School) separately. Zain & Susilawati (2021) argues that learning geography is learning about the spatial aspects of the earth's surface which are the overall phenomena of nature or human life and regional variations, which are taught in schools and adapted to the level of mental development of children at each level of education.

The world of education will never be separated from educators (teachers) and students. The teacher is one of the human elements in the educational process. Hidayat (2013) stated that in the education process in schools, teachers have a dual-task, namely: as teachers and educators. As a teacher, the teacher is tasked with pouring several learning materials into the brains of students, while as an educator, the teacher is in charge of guiding and fostering students to become social human beings who are capable, active, creative, and independent.

One of the problems faced by the world of education is the problem of weakness of the learning process, especially during the COVID-19 pandemic which disrupts the student learning process. In the learning process, children are not encouraged to develop thinking skills, and students are not required to understand the information they remember and relate it to everyday life, so students tend to be passive in learning activities. The learning process is more often interpreted as teaching to explain the subject matter and students listening passively. However, it has been

found that the quality of learning will increase if students in the learning process get ample opportunity to ask questions, discuss, and actively use the new knowledge gained.

Slamet (2010) explained that in learning activities many things will be a supporting factor for the success or failure of the learning activities carried out. Among these factors are family background, motivation, curriculum, learning methods or strategies, student learning discipline, quality of educators, media used during learning, learning environment, and others. The teaching and learning process that involves teachers, students, methods, or strategies must be able to complement each other and work together in harmony.

Applying the learning strategies described in several studies that have been carried out by several researchers, by applying learning strategies with efforts to improve interpersonal communication and student geography learning outcomes through the talking stick type cooperative learning model, is expected to create a learning process where students can learn by remembering information from reading material and can help teachers to activate students' abilities in understanding a subject matter so that students can be active in learning.

Learning activities can connect the lessons that have been learned with the knowledge they already have. Referring to several studies that have been carried out, researchers are interested in studying efforts to improve interpersonal communication and student geography learning outcomes through the talking stick type cooperative learning model.

## METHODS

The type of research used in efforts to improve interpersonal communication and student learning outcomes of geography through this talking stick type cooperative learning model is A SLR. a literature review method that identifies, reviews, evaluates, and interprets all available research. This method is used to

review and identify journals in a structured manner which in each process follows the steps that have been set (Fitriyani & Mukhlis, 2021). Information is collected by reading literature relevant to the topic being discussed. The data sources, namely literature, can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and others related to efforts

to improve interpersonal communication and student geography learning outcomes through the talking stick type cooperative learning model.

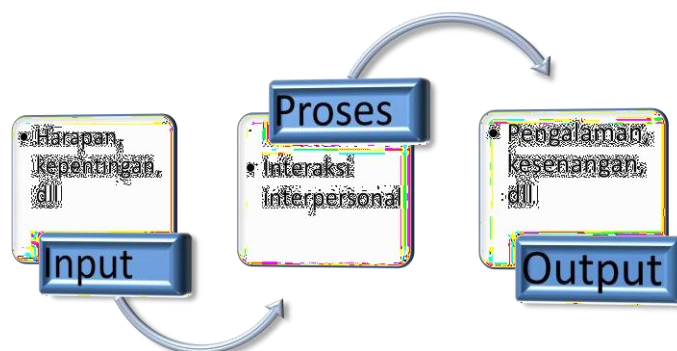
## 2.METHODS

### 2.1 Interpersonal communication

Interpersonal communication is communication between people face-to-face, which allows each participant to capture the reactions of others directly, both verbally and non-verbally (Sukitman, 2016). Effendy (2003) who cites Hovland in his book Science, Theory and Philosophy of Communication, that communication science is: "A systematic effort to formulate most appropriately the principles of conveying information and forming opinions and attitudes".

Fig 1 explains that the occurrence of interpersonal relationships is caused by input, namely certain desires that drive behavior (Goleman, 2018). From a communication psychology perspective, we can say that the better interpersonal relationships, the more open people are to expressing themselves, the more careful their perceptions of others and their perceptions of themselves, and the more effective the communication between the communicants (Jalaludin, 2009).

Fig 1. Interpersonal relations as a system (In Indonesia)



The characteristics of Interpersonal Communication are spontaneous interpersonal communication, two-way communication, a non-formal atmosphere, and immediate feedback. Communication participants are nearby Communication participants send and receive messages simultaneously and spontaneously, both verbally and nonverbally (Mulyana, 2007). Interpersonal communication is a type of communication that occurs quite high in everyday life. If observed and compared with other types of communication, the characteristics of interpersonal communication can be stated, including two-way message flow, informal atmosphere, immediate feedback, communication from participants nearby, and communicant participants sending and receiving messages simultaneously and spontaneously, both verbally and non-verbally (Aw, 2011).

From some of the explanations above, effective communication is characterized by good interpersonal relationships. Secondary communication failure occurs, when the content of our message is understood but the relationship between the communicant is broken. Effective interpersonal communication includes many elements, but interpersonal relationships are perhaps the most important. Many causes of communication barriers have little effect if there is a good relationship between the communicant. On the other hand, the clearest, most emphatic, and most comprehensive message cannot avoid failure in the event of a bad relationship. If we observe and compare it with other types of communication, From the psychology of communication, we can say that the better the interpersonal relationship, the more open people are to expressing themselves, and the more careful their perceptions of others and their perceptions of themselves, the more effective the communication between the communicants.

## 2.2 Learning outcomes

Learning in a broad sense can be interpreted as a psychophysical activity leading to complete personal development (Am, 2011) as stated by (Maulana & Saputra, 2018) that: learning is a learning effort to develop the whole personality, both physically and psychologically. Learning is also intended to develop all aspects of intelligence so that students become complete human beings, intelligently intelligent, emotionally intelligent, psychomotor intelligent, and have skills that are useful for their lives.

Learning is also a change in behavior as a result of the interaction of individuals with their environment in meeting their needs. Santrock & Yussen (1992) defines learning as a relatively permanent change due to experience. Furthermore, Restian (2020) defines learning in two senses. First, learning is a process of acquiring knowledge, and second, learning is a relatively lasting change in the ability to react as a strengthened exercise. Abdillah & Hartono (2015)

argues that the principles of learning that must be considered by a teacher in designing learning methods are as follows: 1) The principle of practice or practice; 2) The principle of association or linking; 3) The principle of effect; 4) The principle of readiness or readiness to learn; 5) The principle of appreciation or learning objectives; 6) The principle of gradual sequence or sequence; 7) The principle of respect for the individual or individualization; 8) The principle of adequate learning opportunities; 9) The principle of the outcome is known immediately or evaluated; and 10) The principle of context.

In preparation for learning, it is necessary to have the desire and potential of each individual to feel ready to learn. In the learning process, motivation, interests, and talents are needed so that the learning process becomes a fun thing. Meanwhile, after learning, it is necessary to give an evaluation to measure the extent to which the learning process can be applied in life. From some of the definitions above, learning is a change in behavior that is formed due to experience and knowledge possessed by someone. The experience is obtained from interaction with the environment and through the knowledge gained. From the explanation above, learning is a behavior change.

Assessment of the process and learning outcomes learning is the implementation of Government Regulation (PP) Indonesia No. 19/2005 on "National Education Standards (SNP)" (Lt & Fatmawati, 2006). The determination of the SNP has implications for educational assessment models and techniques. Planning for process assessment and learning and learning outcomes includes external and internal assessments. In the learning process, there must be a goal to be achieved, there are several things that become the goal of learning. Classification of learning outcomes, namely: 1) Cognitive domain, about intellectual learning outcomes consisting of six aspects which include knowledge, understanding, application, analysis, synthesis, and evaluation; 2) Affective domain, about an attitude which consists of five aspects which include acceptance, response, assessment, organization, and internalization; and 3) Psychomotor domain, about learning outcomes in the form of skills and the ability to act, covering six aspects, namely reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, and expressive and interpretative movements (Ikhsan et al., 2017). Based on the above understanding, it can be concluded that learning outcomes are abilities possessed by students after they receive their learning experiences and these results can be used by teachers to be used as measures or criteria in achieving an educational goal and this can be achieved if students already understand learning is accompanied by a change in behavior for the better.

## 2.3 Geography learning

Geography is a science to supports life throughout life

and encourages the improvement of life. The field of study of geography covers the earth, the aspects and processes that shape it, the causal and spatial relationships of humans with the environment, and human interactions with places. As an integrative discipline, geography combines the dimensions of the physical realm with the human

dimension in studying human existence and life in places and their environment. The essence of Geography as a science is always looking at the whole phenomenon in space, by paying close attention to each aspect that is a component of the whole. natural and human factors that shape spatial integration in the area concerned. Symptoms of interrelation, interaction, and spatial integration are the essence of the main framework in geography and geographical studies (Nursid, 1981). According to Ferdinand Von Richthofen in (Harmanto, 2008).

Geography learning is learning about the spatial aspects of the earth's surface which is a whole symptom of nature and human life with variations in its territory, F. 2019). Based on PERMENDIKNAS No.22/2006 concerning "Standard Content (SI)", learning geography builds and develops students' understanding of the variations and spatial organization of society, places, and the environment on the face of the earth, students are encouraged to understand the physical aspects and processes that make up the pattern of the face the earth, the characteristics and spatial distribution of the ecology on the earth's surface. In addition, students are motivated actively and creatively to examine how culture and experience influence human perceptions of places and regions responsibility in dealing with social, economic, and ecological problems.

#### **2.4 Think pair share type cooperative learning model**

Various teaching styles are carried out specifically by each teacher in his class in carrying out learning activities. Starting from the combination of methods used, different techniques and tactics are used but with the same goal, namely to achieve learning objectives. When this is done by the teacher in his class, at that time a teacher is implementing a learning model. A learning model is a form of learning that is described from beginning to end and is presented specifically by the teacher (Komalasari, 2011). The learning model is a pattern that is used as a guide in planning learning in class or tutorials. The learning model is defined as a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning objectives (Suprijono, 2011).

Trianto (2010) suggested that the purpose of the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning objectives, and serves as a guide for learning designers. According to (Suprijono, 2011), the learning model can

be defined as a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning objectives. The learning model is used by the teacher to help students get information, ideas, skills, ways of thinking, and express ideas. The learning model serves as a guide for teachers in planning teaching and learning activities. The learning model is a way of organizing learning based on learning theories to create an effective learning situation.

The cooperative learning model can be used in the learning process: Cooperative learning is social- based learning (Suprijono, 2011). The cooperative learning model is group work learning that is directed by the teacher. Teachers assign assignments and questions and provide materials and information to help students solve problems. A cooperative learning model can foster effective learning. Cooperative learning is a learning model that is currently widely used to realize student- centered learning activities, especially to overcome the problem of teachers activating students who cannot cooperate with others (Isjoni, 2010). Cooperative learning is a learning strategy through small groups of students who work together to maximize learning conditions to achieve learning objectives (Depdiknas, 2003).

According to Davidson and Warsham (Isjoni, 2010), cooperative learning is a learning model that groups students to create an effective learning approach that integrates social skills with academic content. Cooperative learning (cooperative learning) is a learning approach that focuses on the use of small groups of students to work together in maximizing learning conditions to achieve learning goals. Sugianto et al (2014). The cooperative learning model is a structured learning model of group work

(Anita, 2008). Cooperative learning provides opportunities for students to work together with fellow students in structured tasks. The cooperative learning model was developed to equip students with responsibility for the success of their group and also to help others to succeed together.

Cooperative learning is learning refers to various teaching methods where students work in small groups to help each other in learning the learning material (Slavin, 2010). Cooperative learning is not intended to replace a competitive approach. The atmosphere of competition in the classroom will be very good if applied healthily. This cooperative approach is a choice in filling the weakness of competition, that is, only some students become smarter, while others are getting immersed in stupidity. Sometimes children's competitive motivation becomes unhealthy if students want other students to be unable. This mental attitude needs to be improved. The practice of cooperative learning will reap friendship and peace because cooperative learning views students as social beings.

Cooperative learning is a learning strategy where students learn and work in small groups collaboratively whose members consist of 2-5 people, the group structure is heterogeneous (Slavin, 2010). Cooperative Learning is a learning model where students learn in small groups collaboratively whose members consist of 2 to 6 people with a heterogeneous group structure (Personal et al., 2020). The learning process using the Cooperative Learning model can stimulate students' potential optimally. Learning with this model makes it easier for students to understand the material being studied compared to learning competitive or individual because, in the learning process using a cooperative model, peer group learning patterns are developed a collaborative learning process. During discussions, students will use a higher level of thinking. An open atmosphere between students can develop during group discussions. Work Ama will build positive relationships between group members because each group member will help each other in solving problems. This kind of learning has benefits for students with low learning outcomes. Based on the opinions of the experts above, it can be concluded that the application of cooperative learning models in the classroom will be able to increase student learning activities which will affect student learning outcomes because in this cooperative learning model students are grouped with various characteristics. and abilities, so that fewer students will be greatly helped and motivated by more students. As well as allowing students to work together to maximize their learning and the learning of other members in the group.

### 2.5 Talking stick type cooperative learning model

The talking stick learning model is a learning model in which students will use sticks in their activities. The first thing the teacher does is take the stick and give it to the students, after that the teacher gives a question and the student holding the stick must answer the teacher's question. And so on until all students have a turn to answer questions. Talking Stick is a group learning method with the help of sticks. Sticks are used as part or turn to give opinions or answer questions from the teacher after students learn the subject matter (Kurniasih & Sani, 2015). Talking Stick is a group learning model with the help of sticks (Huda 2014; Ana et al., 2019). Talking stick is a long-lived term because this method originated from the habit of Native Americans inviting everyone to speak or express opinions in a forum (inter-tribal meeting) (Kurniasih & Sani, 2015). With the development of information and technology, this model was adopted for use in the learning system in schools.

Suyatno (2009) explains examples of activities with talking stick learning are: the teacher prepares the stick, presents the main material, students read the complete material in the discourse, the teacher takes the stick and gives the stick to students, and students who get sticks answer questions from the teacher, sticks are given to students. another and the teacher gives another

question and so on, the teacher guides-reflection-evaluation. The Talking Stick learning model begins with the teacher's explanation of the main material to be studied. Then with the help of a rolling stick, students are led to reflect or repeat the material they have learned by answering questions from the teacher. Whoever holds the stick, it is he who is obliged to answer the question (speak).

Supriyono (2011) mentions the steps in applying the talking stick model are: 1) Learning with the talking stick model begins with the teacher's explanation of the main material to be studied; 2) Students are allowed to read and study the material; 3) Students are given sufficient time to study the material; 4) The teacher then asks the students to close their books; 5) The teacher takes the stick that has been prepared previously. The stick was given to one of the students. Students who receive sticks must answer questions from the teacher and so on; 6) When the stick is rolled from one student to another, it must be accompanied by music; 7) The last step of the talking stick model is the teacher provides opportunities for students to reflect on the material they have learned; and 8) The teacher reviews all the answers given by the students, then together the students formulate conclusions. The model that can be concluded is the talk stick type cooperative learning model which is a learning model that can make students understand and master the material taught by the teacher faster because in this learning model students are directly involved in the learning process. Then there is time given to students to repeat the material before discussing the questions that have been prepared by the teacher.

### 3. CONCLUSIONS

Based on the analysis, it can be concluded that the better the students' interpersonal relationships, the more open people are to self-expression, and the more careful their perceptions of other people and their perceptions of themselves, so the more effective the communication that occurs between communication. Through learning the Talking Stick Type Cooperative Learning Model after students receive their learning experience and these results can be used by the teacher to be used as a measure or criterion in achieving an educational goal and this can be achieved if students already understand learning accompanied by better behavior changes.

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