



Talking Stick Versus Direct Instruction Method and Learning Style of Critical Thinking Skills

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ABSTRACT

This study aimed to determine the popularity of tourist destinations in Lombok Timur with three investigated categories; the destination for islands, nature, and beaches. We use descriptive statistical approaches with univariate and bivariate methods. A random survey using google forms was distributed to 196 respondents within a particular time. Some The aims of this study were to determine (1) to examine the differences between the Talking Stick Versus Direct Instruction method on critical thinking skills, (2) to examine the differences in learning styles to critical thinking skills, and (3) to examine the effect of the interaction between the Talking Stick Versus Direct method. Instruction and learning styles on critical thinking skills in Indonesian subjects. This quantitative research uses experimental methods. The researcher used SPSS 26 to calculate the two-way analysis of variance. The research design used is a 2x3 factorial design. Because this research was conducted in four classes, namely 2 experimental classes and 2 control classes. The experimental class was treated with the Talking Stick method while the control class was given the Direct Instruction learning method. In each control class and experimental class, they were divided into three groups, namely the audio, visual and kinesthetic groups. The data analysis technique in this study is a two-way analysis of variance with a significance level of = 5%. Based on the results of the data analysis, they are: (1) There are differences in the Talking Stick Versus Direct Instruction method on Critical Thinking Skills, (2) There are differences in learning styles on critical thinking skills, (3) There is an interaction effect between the Talking Stick Versus Direct Instruction method and the learning style. learn critical thinking skills. Based on the results of the study, it was concluded that using the Talking Stick Method and Learning Styles could improve Critical Thinking Skills. The implication of this research is that the Talking Stick Method can be used as a way to improve students' critical thinking skills.

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1. INTRODUCTION

Educators are required to be more professional in their fields and master a variety of appropriate teaching methods. The use of inappropriate methods will cause the child's enthusiasm to learn to be weak and educational goals not be achieved. If the goals of education are not achieved, it means that an educator and parents have not succeeded in creating moral children. Once the importance of a method in the learning process, it is necessary to review again the appropriate and good method for the educational process.

Basically, if educators apply learning methods that focus on activity and creativity, students will become critical in receiving information as the results of several studies which explain that learning methods are able to generate critical and creative thinking skills so that they can solve the problems they face. Efficiently, it can also improve the education of educators and students to receive a thorough introduction to critical thinking skills (Anggriani et al., 2019; Astuti et al., 2021; Winata et al., 2020).

The teaching and learning process carried out by educators has not maximized the application of learning methods in accordance with theory. Learning activities seem to only complete teaching obligations, and in the end students' mastery of the competencies to be achieved is not realized. As a result, students do not understand the concept of Indonesian being taught. One of the tools available in learning is applying the learning method. This learning method can later support the development of students' critical thinking skills. One of the many appropriate learning methods to do is game methods such as Talking Stick and Direct Instruction (Hajar et al., 2020; Nagara et al., 2020; Sofiani et al., 2020).

The world of teenagers is the world of play. From playing children learn various things about the real world and teenagers can also develop their potential through playing. For children, playing is a serious but fun activity. Through play activities, various jobs are realized. Playing is an activity that is chosen by children, because it is fun, not because it gets gifts or praise. Play is one of the main tools that become training for its growth. Play is a medium, where children try themselves, not only in their fantasies but also in real life actively. When children play freely, according to their abilities and at their own pace, then they practice their abilities (Assagaf et al., 2021; Marlina et al., 2020; Wahyuni & Azizah, 2020).

Learning using the Talking Stick and Direct Instruction methods aims to train students to be more responsive in communicating, make students more active, fully involved in learning and discussion in class. This is what makes researchers interested in conducting research on the application of the Talking Stick and Direct Instruction method in learning Indonesian subjects because the use of learning methods by an educator based on the characteristics of students will greatly affect the learning activities of students. An educator can use various teaching methods or methods to achieve teaching goals, where the learning methods or methods used can attract the attention of students so that they can increase the activity and learning outcomes of students in the learning process (Suriyaningsih & Sarjani, 2020; Susanto, 2020).

The method used in learning Indonesian language education must be considered by educators of Indonesian subjects, by using good methods, educators will find it easier to transfer knowledge of Indonesian subjects and instill a commitment to students to practice it in their lives. The game method applied in the sense of the game, students carry out activities (games) in the context of the teaching and learning process to acquire or gain knowledge, train dexterity and produce a valuable experience for students (Istiamin, 2020; Jaya, 2020; Simanullang, 2020).

2. RESEARCH METHOD

In this study used experimental research (Jaedun, 2011) post-test. The research design was chosen on the grounds that this study seeks to reveal a causal relationship by involving

the control group in addition to the experimental group. The research design with 2 x 3 factorial analysis with reference to the existing variables (1) independent variables, consisting of the Talking Stick Method, Direct Instruction, (2) the moderator variable is Learning Style and (3) the dependent variable is Critical Thinking Skills for Indonesian Language Learning .

The population in this study were students of class X Ma Miftahul Ulum and Ma Bustanul Arifin. The sample is part of the number and characteristics possessed by the population. So the sample taken from the population must be truly representative or representative.

The research instrument is a tool used to obtain, process, and interpret the information obtained from the respondents using the same measuring pattern, so it can be said that a good research instrument at least meets five criteria, namely: validity, reliability, sensitivity, objectivity, and visibility (Siregar, 2013. Instruments in quantitative research can be in the form of tests, interview guidelines, observation guidelines, and questionnaires). In this study the instruments used were learning questionnaires and Critical Thinking Skills tests.

This research includes quantitative research. Data analysis is an activity after data from respondents or data sources are collected. According to (P. Sugiyono, 2011), the activities in data analysis are: grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the hypothesis that has been proposed. The data analysis technique in quantitative research uses SPSS 25, in this case the two-way 2 x 3 analysis of variance (ANAVA) technique.

3. RESULTS AND DISCUSSIONS

Hypothesis testing in this study used the 2-way Anova test, with the following results. The descriptive results of the two classes are as follows.

Table 1. Description of Indonesian Critical Thinking Skills

Descriptive Statistics				
Dependent Variable: KETRAMPILAN BERPIKIR KRITIS				
METODE	GAYA BELAJAR	Mean	Std. Deviation	N
TALKING STICK	VISUAL	66.2500	4.27816	20
	AUDIO	68.6500	5.14296	20
	KINESTETIK	74.8000	6.60622	20
	Total	69.9000	6.45375	60
DIRECT INSTRUCTION	AUDIO	62.4516	1.84099	31
	KINESTETIK	62.6552	1.87609	29
	Total	62.5500	1.84506	60
Total	VISUAL	66.2500	4.27816	20
	AUDIO	64.8824	4.62881	51
	KINESTETIK	67.6122	7.46329	49
	Total	66.2250	5.99645	120

From the table above, it can be seen that there are differences in the average Indonesian Critical Thinking Skills in each class using the Talking Stick Method or using Direct Instruction for students with Audio, Visual and Kinesthetic Learning Styles.

Based on the table above, it can be seen that the Talking Stick Method with Audio, Visual and Kinesthetic Learning Styles has greater Critical Thinking Skills when compared to the Talking Stick Method for students with Audio, Visual and Kinesthetic Learning Styles. Likewise, Direct Instruction with Audio, Visual and Kinesthetic Learning Styles has greater Critical Thinking Skills than Direct Instruction with Audio, Visual and Kinesthetic Learning Styles. In this case, the Talking Stick Method has a better Critical Thinking Skill value compared to Direct Instruction. However, to ensure its significance, the results are as follows. Further details can be seen in the following table.

After the prerequisite test has been carried out, then the 2-way Anova test is carried out, to determine the interaction of the learning methods and learning styles possessed by students. The results of the two-way Anova test are as follows.

Table 2. Results of 2-way ANOVAe test

Tests of Between-Subjects Effects

Dependent Variable: KETRAMPILAN BERPIKIR KRITIS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2399.196 ^a	4	599.799	36.695	.000
Intercept	494966.406	1	494966.406	30281.563	.000
METODE	2017.943	1	2017.943	123.456	.000
GAYA_BELAJAR	641.774	2	320.887	19.632	.000
METODE * GAYA_BELAJAR	212.067	1	212.067	12.974	.000
Error	1879.729	115	16.345		
Total	530569.000	120			
Corrected Total	4278.925	119			

a. R Squared = .561 (Adjusted R Squared = .545)

Based on the table above, it can be explained that: (1) the application of the Talking Stick and Direct Instruction Method with a significance value smaller than < 0.05 , i.e. 0.000, so it can be explained that there are differences in the Critical Thinking Skills of Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin who are taught using the Talking Stick Method and Direct Instruction, (2) Audio, Visual and Kinesthetic Learning Styles of students with a significance value less than < 0.05 , i.e. 0.000, meaning that there is a difference in students' Indonesian Critical Thinking Skills. class XI IPA at MA Miftahul Ulum and MA Bustanul Arifin, and (3) Interaction of the Talking Stick and Direct Instruction Methods with a significance value less than < 0.05 , which is 0.000, so there is an interaction between the Talking Stick Method and Direct Instruction and Audio Learning Styles, Visual and Kinesthetic towards Critical Thinking Skills of Class XI Science Students at MA Miftahul Ulum and MA Bustanul Arifin.

Based on the results of the calculations above, it can be explained that the hypothesis proposed by H_0 is accepted or H_1 is rejected. This means that there are differences in Critical Thinking Skills and test results as well as significant interactions between student learning outcomes in classes using the Talking Stick Method and classes using Direct Instruction and students with Audio, Visual and Kinesthetic Learning Styles in Indonesian subjects. Class XI Science at MA Miftahul Ulum and MA Bustanul Arifin.

3.1 The Effect of Using Talking Stick and Direct Instruction Methods on Students' Critical Thinking Skills in Indonesian Language Subjects

Based on research reports, data presentation, and data analysis on the Influence of Using Talking Stick and Direct Instruction Methods and Audio, Visual and Kinesthetic Learning Styles on Students' Critical Thinking Skills in Indonesian Language Subjects for Class XI Science Students at MA Miftahul Ulum and MA Bustanul Arifin, can then be analyzed and interpreted as follows.

Based on the results of the calculations and the results of tests carried out in each class, it can be explained that the Indonesian Critical Thinking Skills of Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin, at the beginning of learning (before being treated with the Talking Stick Method or Direct Instruction) have the same ability, where the average Critical Thinking Skill is the same, this is indicated by the homogeneity test. After treatment using the Talking Stick and Direct Instruction Methods, there were differences in learning outcomes in each class, where the differences were quite significant or significant, there was an increase in Indonesian Critical Thinking Skills in Class XI IPA students at MA Miftahul Ulum and MA Bustanul Arifin.

This illustrates that learning using the Talking Stick Method provides Learning Styles for students to learn and improve Critical Thinking Skills (Sitepu et al., 2021; Susanto et al., 2022; Verrawati et al., 2021). Likewise, students who use Direct Instruction also have a better average after treatment on Critical Thinking Skills. This can be explained that students are actively involved in the learning process, so that the material can be absorbed properly.

The average difference between classes using the Talking Stick Method with Direct Instruction has significantly different Critical Thinking Skills, this is indicated by the average value of learning outcomes obtained by each class, where using the Talking Stick Method has an average value The average is higher than the scores using Direct Instruction (Hulawa, 2021; Phalguna & Saputra, 2020; Rahmatullah, 2021). Statistically this is also indicated by the t-count value is greater than the t-table and the significance value of the difference between the two learnings is below 0.05.

The results of this calculation indicate that the proposed hypothesis is acceptable, where there are differences in the Indonesian Critical Thinking Skills of Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin between classes taught using the Talking Stick Method and classes taught using Direct Instruction.

3.2 The Effect of Audio, Visual and Kinesthetic Learning Styles on Students' Critical Thinking Skills in Indonesian Language Subjects

Furthermore, the Learning Styles possessed by students in the learning process are very likely to be different, where students have Audio, Visual and Kinesthetic Learning Styles, the differences in the Learning Styles possessed by these students have their own influence on students' Indonesian Critical Thinking Skills. This is also shown by the average difference test, where the achievement results of both (students with Audio, Visual and Kinesthetic Learning Styles) with different learning methods, on the Talking Stick Method the results are significantly different between students who have Audio Learning Styles, Visual and Kinesthetic indicated by the value of $t_{count} > t_{table}$ and the significance value is less than 0.05, while the Direct Instruction also shows the value of $t_{count} > t_{table}$, meaning that there is a significant difference in the Critical Thinking Skills of students who have Audio, Visual and Kinesthetic Learning Styles.

Based on calculations using 2-way analysis of variance, the FA value (F calculated for the Talking Stick and Direct Instruction method factors) obtained results greater than F table, meaning that there is an effect of Critical Thinking Skills between the Talking Stick Method and Direct Instruction applied to students in Indonesian subjects for Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin.

Based on the results of research conducted in Class XI IPA at MA Miftahul Ulum and MA Bustanul Arifin, an illustration was obtained that students' learning styles tended to

be visual and auditory (Agung Rinaldy Malik et al., 2020; Noervadila & ., 2020; Utami, 2020). This is in accordance with the results of research conducted by (Delima & Budianingsih, 2020; Muminu et al., 2020; Suyanto, 2020) which also found that the most dominant learning style was the Visual learning style (40.91%)

According to (Prabanitha et al., 2020; Silitonga & Magdalena, 2020; Widodo et al., 2020) student learning styles are not fixed and permanent, but a tendency. Then students' mathematical literacy skills based on learning styles, it can also be concluded that students with visual and auditory learning styles have Indonesian language literacy skills with kinesthetic learning styles have Indonesian language literacy skills with connection competencies. It can be concluded that students with visual and auditory learning styles are only able to represent definitions and facts, as well as interpret simple representations and are only able to solve familiar or routine problems and can perform simple calculations. For groups of students who have a kinesthetic learning style, students are already students to integrate and connect all content, situations and representations of non-routine problem solving, interpretation of problem situations and Indonesian statements using several methods that are clearly involved in simple Indonesian reasoning. Students in this competency are able to work on questions that require students to perform procedures clearly, including procedures that require sequential decisions, work aesthetically with models for concrete but complex situations that may involve restrictions on making assumptions.

This means that the second hypothesis can be accepted, namely that there are differences in the Indonesian language learning outcomes of students in Class XI Science at MA Miftahul Ulum and MA Bustanul Arifin between those who have learning styles.

In addition, by using a 2-way analysis of variance, the FB value (F calculated for the level of Audio, Visual and Kinesthetic Learning Styles) shows that FB is greater than Ftable, this means that there is an influence of Critical Thinking Skills between students who have a Learning Style. Audio, Visual and Kinesthetic for students in Indonesian subjects for Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin.

3.3 The Interaction of Using Talking Stick and Direct Instruction Methods and Audio, Visual and Kinesthetic Learning Styles on Students' Critical Thinking Skills in Indonesian Language Subjects

Based on the description above, it can be explained that students with Audio, Visual and Kinesthetic Learning Styles using the Talking Stick Method have high Indonesian Critical Thinking Skills compared to the Critical Thinking Skills of students who have Learning Styles. Learners with Audio, Visual and Kinesthetic Learning Styles using Direct Instruction have Critical Thinking Skills which are also different from Critical Thinking Skills students who have Audio, Visual and Kinesthetic Learning Styles.

While the calculation using 2-way analysis of variance is also used to determine the interaction between factor A (Talking Stick Method and Direct Instruction) with factor B (students with Audio, Visual and Kinesthetic Learning Styles).

Based on the calculations carried out to determine the interaction between the two, the Talking Stick Method and Direct Instruction with students who have Audio, Visual and Kinesthetic Learning Styles, it can be explained that there is a significant interaction between learning methods (Talking Stick and Direct Instruction Methods) and students' learning styles. educate on Critical Thinking Skills. This is indicated by the calculated F value $< F$ table and the significance level is more than 0.05 (5%), so it can be explained that there is an interaction between learning methods and learning styles owned by students. This means that there is an interaction between the Talking Stick Method, Direct Instruction and Learning Styles on the Critical Thinking Skills of students in the Indonesian subject of Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin.

Learning through the Talking Stick learning method makes students feel happy in learning, especially students who are active in the learning process (Dwi Putri et al., 2021;

Fatkhan Amirul Huda & Munawar Thoharudin, 2021; Yopo et al., 2021). Students are no longer shy in asking questions, answering teacher questions, and expressing their opinions. Even students are scrambling to ask and answer questions from educators. The Talking Stick learning model requires students to be active and able to discuss and work together in groups, and be responsible for their own learning and the learning of others (Mustapa, 2021; Nurrahmatullah et al., 2021; Rakka et al., 2021).

In addition, this learning model can test students' mental readiness, train to read and understand quickly, make students more active in learning, increase student participation and activity in learning, and can improve student learning outcomes (Milana, 2021; Permatasari et al. al., 2021; Susilawati, 2021). Based on research conducted by (Alansah et al., 2021; Elu et al., 2021; Sayekti et al., 2021) where the results of the study show that the use of the talking stick learning model in learning can have a good influence on student learning activity. This is evidenced by the experimental class which has increased.

This can be explained that the interaction between learning methods and learning styles is the difference in the value of the learning test results possessed by students with learning styles of students when the learning process is applied using both methods. In other words, students have the same level of interest in the two learnings, so that learning styles also increase in the direction of the two learnings.

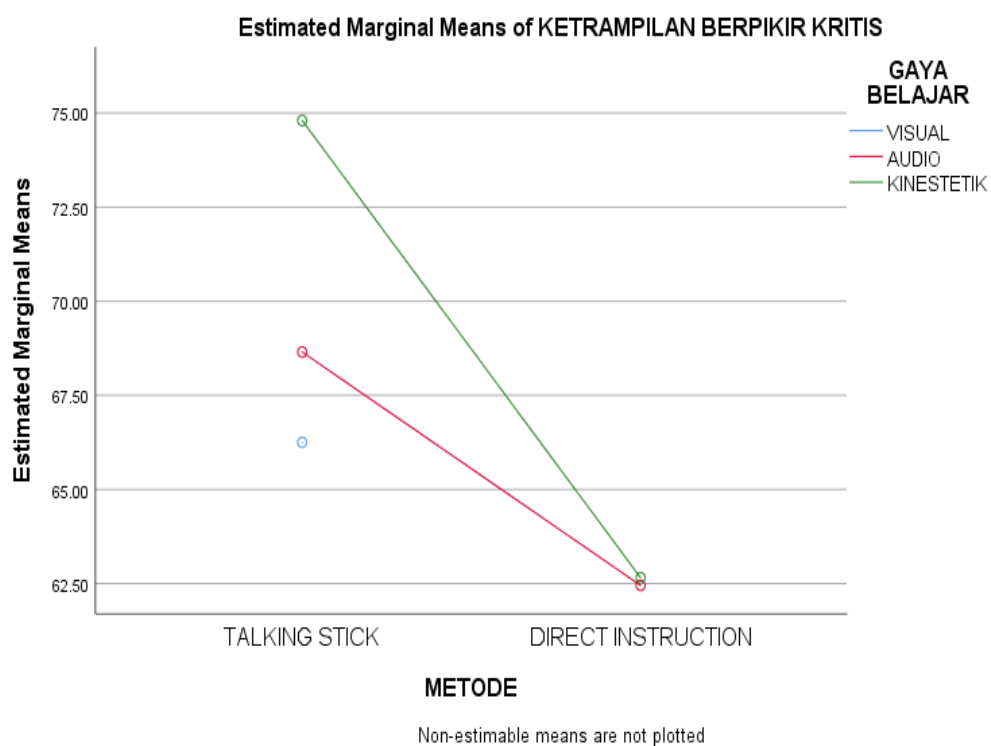


Figure 1 Interaction of Critical Thinking Skills and Learning Style

4. CONCLUSION

Based on the description, data analysis and discussion above, it can be concluded several things, as follows: (1) There is a significant difference between the use of the Talking Stick Method and Direct Instruction on Indonesian language learning achievement in students of class XI IPA at MA Miftahul Ulum and MA Bustanul Arifin, this can be proven by a significance value smaller than < 0.05 , which is 0.000, meaning that there is an effect of

Critical Thinking Skills between the Talking Stick Method and Direct Instruction applied to students of Class XI Science at MA Miftahul Ulum and MA Bustanul Arifin, (2) There is a significant difference between Audio, Visual and Kinesthetic Learning Styles of Class XI IPA students at MA Miftahul Ulum and MA Bustanul Arifin, from the results of the analysis it is known that the significance value is smaller than < 0.05 , i.e. 0.000, meaning that there is a difference Critical Thinking Skills between students who have Audio, Visual and Kinesthetic Learning Styles at school students in Indonesian subjects for Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin, (3) There is an interaction between the use of the Talking Stick Method and Direct Instruction on Indonesian Critical Thinking Skills in Class XI Science students at MA Miftahul Ulum and MA Bustanul Arifin, from the results of the analysis it is known that the significance value is smaller than < 0.05 , which is 0.000, meaning that there is an interaction between the use of the Talking Stick Method and Direct Instruction on Indonesian Critical Thinking Skills.

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