



## INCREASE IN SELF-CONFIDENCE AND CRITICAL THINKING SKILLS USING THE TALKING STICK METHOD

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### ABSTRACT

This study aims to determine the improvement of self-confidence and critical thinking skills of grade II students at SD Negeri 1 Kedungbanteng through the application of the talking stick learning method in Civic Education lessons. This type of research is classroom action research which is carried out in 2 cycles. The research instruments used were in the form of observation sheets for confident attitudes and tests for critical thinking skills. The results of the study showed that the self-confidence attitude of grade II students increased through learning using the talking stick. The percentage of students with a minimum self-confidence attitude was in the high category in the first cycle of 70.4%, increasing in the second cycle to 77.8%. Students' critical thinking skills have improved each cycle. The improvement of students' critical thinking skills from the average pre-action score of 64.25 to 69.63 in the first cycle and increased to 78.25 in the second cycle. Students who achieved the completeness criteria increased from 43.75% in the pre-action to 62.5% in the first cycle and increased to 87.5% in the second cycle. The results of the observation also showed an increase in student activities from cycle I to cycle II, namely as many as 25% of students increased their activities, including activeness in learning, students were more free to search and collect the desired information, and students also had more opportunities to learn with friends.

**Keywords:** Self-Self-confidence, Critical Thinking Skills, Talking Stick.

### INTRODUCTION

Based on Permendikbud number 12 of 2024, it is explained that learning carried out at the education level unit in Indonesia must develop the character profile of Pancasila students through projects. The six profiles of Pancasila students include rhyming, fearing God Almighty, and having noble character, working together, critical reasoning, global diversity, independence, and creativity. One of the important profiles is critical thinking. According to Kalelioglu and Gulbahar (2014) explained that the skills that must be possessed to face the challenges of the times include critical thinking, creativity, and problem-solving. Critical thinking skills are defined as basic thinking in decision-making, condition analysis, providing interpretation of analysis results, and evaluation of information obtained comprehensively (Ennis, 2011; Nuryanti *et al.*, 2018). A person who has good critical skills will be able to analyze, evaluate, and interpret the information he obtains. According to Syafitri *et al.* (2021) explained that the condition of students' critical thinking skills in Indonesia is still classified as lacking. This is supported by data from the International Trends in International Mathematics and Science Study

(TIMSS) which explains data that Indonesia's ranking with other countries is included in the lower cluster. In the TIMSS assessment, the problems presented include a high level of ability by measuring the components of students' critical thinking skills in solving the problem (Karim & Normaya, 2015). There needs to be real innovation to improve students' critical thinking skills in the learning process.

Self-self-confidence is included in a person's component of achieving success. A student who has self-confidence will be able to carry out the learning process completely and well (Fitri *et al*, 2018). According to Tanjung and Amelia (2017) explained the definition of self-self-confidence, which is the ability of a person who believes and is confident in his potential, whether related to emotions, actions, or spirituality in achieving success. In the research, Fitri *et al*. (2018) One of the factors that affect a person's self-confidence is optimism. This attitude has an impact in eliminating fear and always being oriented far ahead. According to Pangestu and Sutirna (2021), the indicators of self-self-confidence include belief in one's own abilities, not depending on people (independent), positive self-concept (not hesitant, optimistic, not arrogant), and daring to act.

Based on the results of the analysis of observations that have been made in class II PKn learning at SD Negeri 1 Kedungbanteng, it shows a low level of critical thinking of students in the PKn learning process. Students' confidence is also less visible, when doing presentation activities, students scramble and point to each other's friends. In addition, the learning model used is still monotonous or has not varied, meaning that when teachers carry out the process of teaching and learning activities in the classroom, they still often use the lecture model or are teacher-centered, while schools already have learning media that teachers can use to help in delivering subject matter but are not used properly by teachers to help students in the teaching and learning process in the classroom. It is necessary to make changes in the learning methods implemented. One of them is by applying the talking stick learning method.

According to Astuti *et al*. (2015) The talking stick method has the advantage of making learning more fun and meaningful. Students become happier in solving the problems given by the teacher. In the research of Alfiyana *et al*. (2018) conducted a combination of the ARCS (Attention, Relevance, Self-confidence, Strategy) learning method and talking stick both have advantages in increasing learning motivation, confidence, and learning outcomes. The technical implementation of the talking stick method is to use a small stick as a medium for playing and learning which is carried out in turns by students (Suprijono, 2011; Andreyani, 2015). According to Shoimin (2014), one of the advantages of the talking stick method is that students become brave in conveying ideas and students' understanding becomes easier and faster. This is in line with each indicator of confidence and critical thinking skills. Based on the background explanation, this study aims to increase confidence and critical thinking skills using the talking stick method of elementary school students on civic education materials.

## RESEARCH METHODS

This research is a classroom action research carried out at SD Negeri 1 Kedungbanteng with the research subject being grade II students in the first semester of the 2023/2024 school year. This research aims to improve students' critical thinking skills and confidence (Asrori & Rusman., 20009). This research was carried out in two cycles. The details of the implementation of learning for each cycle are presented in table 1:

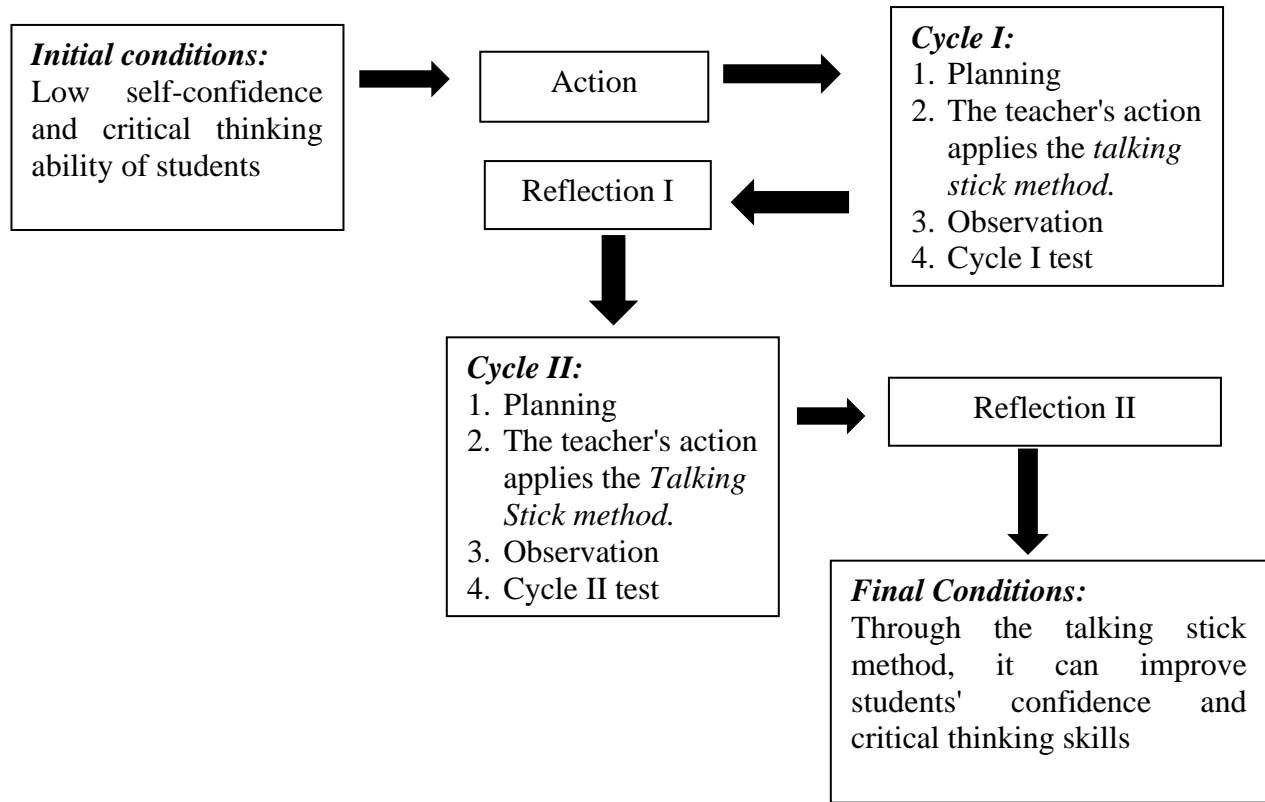
**Table 1. Classroom Action Lesson Plan**

No	Cycle	The Meeting	Material	Time Allocation
1	I	1	Understanding the material	2 x 45 minute
		2	Understanding the material	2 x 45 minute
		3	Evaluation of cycle I	2 x 45 minute
2	II	1	Understanding the material	2 x 45 minute
		2	Understanding the material	2 x 45 minute
		3	Evaluation of cycle II	2 x 45 minute

Each cycle consists of four stages of activities, namely the planning stage, the implementation stage, the observation and evaluation stage, and the reflection stage. Some of the factors studied are student and teacher factors. The student factors observed were an increase in students' confidence and critical thinking skills through the talking stick method. The teacher factor observed is the suitability of the learning implementation with the learning implementation plan that has been made in applying the talking stick method.

Observation was used to observe students' confidence using the talking stick method. Students' confidence attitudes are measured using observation techniques that are arranged based on the following indicators of self-confidence: (1) Confidence in one self; (2) not dependent on others; (3) Not hesitating; (4) Feeling self-worth; (5) Not boasting and (6) Daring to act (Anita, 2004).

The students' critical thinking ability in this study was measured by providing a written test in the form of description questions that refer to the following indicators: (1) Providing a simple explanation; (2) Problem-solving skills; (3) Draw conclusions (Safrida *et al.*, 2018). The collected data is then analyzed in a quantitative descriptive manner to show a comparison of the research results of each cycle. The following Figure 1 explains the flow of classroom action research that has been described above.



**Figure 1. Classroom Action Research Flow**

## RESULTS AND DISCUSSION

This classroom action research was carried out to increase students' confidence and critical thinking skills by applying the contextual problem-based talking stick method at SD Negeri 1 Kedungbanteng. In its implementation, the learning carried out uses the talking stick method. The summary of the results of the observation of confidence in cycles I and II can be seen in table 2:

**Table 2. Summary of Observation Results of Student Confidence Attitudes Cycles I and II**

Confident Attitude Indicators	Cycle I	Cycle II
Confidence in yourself	74,1%	79,6%
No	76,5%	77,8%

Depends on others		
No hesitation	64,2%	69,1%
Feeling self-worth	66,7%	72,8%
Not boasting	78%	79%
Dare to act	45,4%	69,4%.

Table 2 shows that the number of students who met the self-confidence indicator in the first and second cycles increased from 74.1% to 79.6%, the indicator of not being independent of others increased from 76.5% to 77.8%, the indicator of not hesitating increased from 64.2% to 69.1%, the indicator of feeling self-valued increased from 66.7% to 72.8%, the indicator of not boasting increased from 78% to 79%, and the dare to act indicator increased from 45.4% to 69.4%. The explanation above illustrates that each confidence indicator in the first cycle to the second cycle has increased. Thus, the treatment using the talking stick model is able to increase students' confidence in learning Civic Education. This result is in line with the research conducted by Munthe *et al.* (2023) and Novianto *et al.* (2019) that the talking stick method has the potential to increase student confidence. The use of this method can be interactively applied in learning. In addition to students' confidence, the talking stick method can improve other affective aspects including self-discipline and interest in learning. Furthermore, Suryaningsih (2023) has conducted a trial in a learning classroom with a combination of a problem-based learning model assisted by the talking stick method in increasing self-confidence. The results obtained explain that students' confidence can be developed with the help of the talking stick method.

A summary of the results of the evaluation of critical thinking skills in cycles I and II can be seen in table 3:

**Table 3. Summary of the Results of the Assessment of Critical Thinking Skills of Students in Cycles I and II**

<b>Critical Thinking Indicators</b>	<b>Cycle I</b>		<b>Cycle II</b>	
	<b>Average score</b>	<b>Presented</b>	<b>Average score</b>	<b>Presented</b>
Identify and solve problems	2,78	69,62 %	3,16	78,99 %

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Giving a simple explanation	2,84	71,01 %	2,88	72,05 %
Making conclusions	2,76	69,10 %	3,09	77,26 %

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Based on table 3, it can be seen that the average score of students' critical thinking ability for each indicator increases in each cycle. This is because students have started to try to think higher in solving the given problems. The percentage of each critical thinking infector showed a figure of more than 60%. These results show that Shiva's critical thinking achievements are in the good category. In line with the results obtained by Arifin and Laili (2022) explained that learning that applies the talking stick method is quantitatively tested to improve students' critical thinking skills. The treatment was carried out in two different classes, the first class used the conventional method while the second class used the talking stick method. The significant difference proves that the scores of critical thinking skills that implement the talking stick method are higher than those in classes that apply conventional learning. These results are also in line with the research of Nurliyanti and Sari (2024) explaining the same thing about the talking stick method can be used as an alternative in developing students' critical thinking. The categories of critical thinking skills and students' confident attitudes with a minimum category can be seen in the following table 4:

**Table 4. Categorization of Critical Thinking Skills and Confident Attitudes Cycles I and II**

Cycle	Confident Attitude		Critical Thinking Skills	
	High number of categories	Presented	High number of categories	Presented
I	28	77,78%	29	80,56%
II	32	88,89%	32	88,89%

Based on table 4, it can be seen that students' confidence attitude and critical thinking ability increase every cycle with the percentage of students who have a minimum high confidence attitude from 77.78% in cycle I to 88.89% in cycle II and critical thinking ability from 80.56% in cycle I to 88.89% in cycle II. The results obtained in this study are supported by research conducted by Azzahra and Simatupang (2021) and Ifrianti *et al*, (2020) that the talking stick method is effective in improving students' critical thinking skills effectively. Learning becomes more fun and student-centered. This is because most students are used to analyzing problems first before solving problems and expressing

opinions in front of the class with presentations of group work results or explaining answers correctly and clearly. Thus, the optimal application of the contextual problem-based talking stick method can increase students' confidence and critical thinking skills.

## CONCLUSION

The results of the research and discussion gave the final conclusion that the application of the talking stick method can effectively increase the confidence and critical thinking skills of grade II students at SD Negeri 1 Kedungbanteng. This is evidenced by the increase in the average score of each indicator of critical thinking ability, including the average score of the indicator of recognizing and solving problems in the initial condition of 1.76, cycle I 2.78 and cycle II 3.16, the ability to give simple explanations in the initial condition of 1.49, cycle I 2.84 and 2.88 in cycle II and the ability to make conclusions 1.64 in the initial condition, 2.76 in cycle I and 3.09 in cycle II. The percentage of students with at least high critical thinking skills in the first cycle increased from 25.81% to 80.56%. In the second cycle, it increased to 88.89%. The same thing also increased the percentage of self-confidence in each indicator, including the self-confidence indicator in the first and second cycles increased from 74.1% to 79.6%, the indicator of not depending on others increased from 76.5% to 77.8%, the indicator of not hesitating) increased from 64.2% to 69.1%, the indicator of feeling self-worth increased from 66.7% to 72.8%, The indicator of not boasting increased from 78% to 79%, and the indicator of daring to act increased from 45.4% to 69.4%. In the aspect of student learning activity, there was an increase of 25% during the learning process.

For further research, an innovative learning model can be developed that integrates the talking stick method. One of them is the problem-based learning (PBL) model. The combination of the PBL model with the talking stick method provides students with opportunities for exploration of their knowledge and student-centered learning. Not only developing cognitive aspects, but through this combination, it can increase other affective aspects, such as motivation and interest in learning.

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