Application of Talking Chips Type Cooperative Learning Model in Improving Student Learning Outcomes in Integrated Social Studies Subjects Class VIII SMP Negeri 4 Hiliserangkai

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Abstract - This study aims to (1) describe the implementation of the Talking Chips cooperative learning model in Integrated Social Studies for Grade VIII students at SMP Negeri 4 Hiliserangkai during the 2018/2019 academic year, and (2) analyze its impact on students' learning outcomes. The research used a Classroom Action Research (CAR) design with observation sheets, learning outcome tests, and documentation as instruments. Results showed that teacher activity improved from 70.83% in Cycle I to 93.33% in Cycle II, and student activity increased from 56.24% to 87.13%. The average learning outcome rose from 62.75 to 81.13, with mastery learning increasing from 45.16% to 96.77%. These results indicate that the Talking Chips model effectively enhances student participation and improves learning outcomes in social studies.

Keywords: *Talking Chips, Cooperative Learning, Learning Outcomes, Classroom Action Research, Social Studies*

I. INTRODUCTION

Education is the main key in educating the nation and the success of development, where the role of teachers is very strategic as an effective manager of the learning process. However, many teachers are not able to manage learning properly, so the goals of education have not been achieved optimally. According to Trianto (2009), the learning model is a planning pattern that helps teachers in carrying out learning to be more effective and interesting. One model that has the potential to increase student involvement is the Talking Chips type cooperative learning model, which according to Lie (2002) encourages the active participation of students individually and in groups thereby increasing motivation and understanding. Meanwhile, Sudjana (2011) emphasized that learning outcomes are abilities obtained by students after experiencing the learning process. At SMP Negeri 4 Hiliserangkai, Integrated Social Studies learning in grade VIII still uses conventional methods that are less effective, causing student learning outcomes to be incomplete and students tend to be passive. Therefore, this study aims to examine the application of the Talking Chips model in improving student learning outcomes in Integrated Social Studies subjects.

In the world of education, the learning model has an important role in determining the success of the learning process in the classroom. Teachers as facilitators are required to be able

to choose and apply the right learning model to increase student participation and the achievement of learning outcomes. One of the learning models that is considered effective in creating an active and cooperative learning atmosphere is the cooperative learning model, especially the Talking Chips type.

The cooperative learning model is a learning approach that involves cooperation between students in small, heterogeneous groups to achieve learning goals together. According to Trianto (2009), a learning model is a planning or pattern that is used as a guideline in designing learning activities in the classroom, including in determining teaching materials, methods, and learning media. Wina Sanjaya (2010) added that cooperative learning uses a heterogeneous small grouping system, thus allowing students with different backgrounds and abilities to work together.

Talking Chips, as one of the types in the cooperative learning model, aim to increase students' active participation through a system of speaking turns that are controlled with the help of media in the form of "chips" or specific tools. Lie (2002) explained that the Talking Chips model provides students with the opportunity to work independently or in groups, as well as optimize participation in class discussions. This is reinforced by Silberman (2009) who states that this model provides a structure for students to take turns answering the teacher's questions based on the material they have learned. With a fair rotation system, Talking Chips encourages students who are usually passive to contribute to learning.

Widodo (2009) said that Talking Chips uses simple tools such as sticks or cards as turn pointers, and students who hold the tools must answer questions from the teacher. Meanwhile, according to Handoko (2011), this model is applied in small groups of 5–6 students in a heterogeneous manner, thus reflecting the basic principles of cooperative learning itself.

This model also has a systematic syntax or implementation steps as described by Suyatno (2009), starting from the delivery of materials, group divisions, the provision of chips or turn tools, to the evaluation and closing stages. Talking Chips not only form an active and fun learning atmosphere, but also teach social skills such as cooperation, responsibility, and communication skills.

In addition to discussing the learning model, it is also important to understand the concept of learning outcomes that are indicators of the success of a learning process. Learning outcomes are changes in behavior or abilities that students acquire after experiencing the learning process. According to Waluyo (2010), learning outcomes reflect the level of students' mastery of teaching objectives. Degeng (2010) defines it as the effect or impact of the learning strategy used. Meanwhile, Sudjana (2011) views learning outcomes as students' abilities that arise after receiving learning experiences. These three figures agreed that learning outcomes are a direct reflection of the effectiveness of the learning methods and strategies used.

According to Suprijono (2009), learning outcomes include three important domains: cognitive, affective, and psychomotor. The three are interrelated and support the achievement of educational goals as a whole. Factors that affect learning outcomes do not only come from within the student (internal), such as motivation, interests, and skills, but also from outside (external), such as the family, school, and community environment (Dalyono, 2005; Slameto, 2003)."

The selection of appropriate learning models such as Talking Chips is expected to improve student learning outcomes through an active, collaborative, and fun learning atmosphere. Assessment of learning outcomes is also an important part of measuring the extent to which learning objectives are achieved, both in terms of selection, diagnosis, placement, and measurement of the success of the Azwar (1998) program.

Thus, Talking Chips-type cooperative learning is not only theoretically relevant but also applicable in classroom learning practices, especially in building an interactive, collaborative, and able to improve overall student learning outcomes.

II. METHODS

This research employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, involving planning, action, observation, and reflection. Conducted in class VIII at SMP Negeri 4 Hiliserangkai (31 students: 17 male, 14 female), the study aimed to improve student learning outcomes in Integrated Social Studies through the Talking Chips cooperative model. During the planning phase, lesson plans, observation instruments, descriptive tests, and documentation tools were developed. The classroom teacher implemented the learning model

while the researcher observed and documented the process. Observations were guided by instruments assessing student activity, participation, and teacher implementation quality. Descriptive test items were developed based on curriculum indicators and reviewed by subject matter experts. Observation data were analyzed using a four-point Likert scale, while student test scores were analyzed using mean scores and percentage of students meeting the KKM (≥70). Success was defined as 75% or more of the class meeting or exceeding the KKM. Ethical approval was obtained from the school administration, and students' participation and identity were handled with confidentiality. The research included two cycles, with reflection from the first informing instructional adjustments in the second.

III. RESULTS AND DISCUSSION

This research was carried out at SMP Negeri 4 Hiliserangkai which is located in Hiliserangkai District, Nias Regency, North Sumatra Province. The research subjects consisted of 31 students in grade VIII of the even semester of the 2018/2019 school year, consisting of 17 male students and 14 female students. Before the research activities began, the researcher consulted with the Principal of SMP Negeri 4 Hiliserangkai. After obtaining official approval, the research process can proceed as planned. The implementation of the research follows the flow of class action which consists of four main stages, namely: planning, implementation of actions, observation, and reflection. The planning stage includes the preparation of the design for the implementation of the Talking Chips type cooperative learning model, the preparation of a Learning Implementation Plan (RPP), syllabus, and teaching materials. The researcher also assigns the role of teachers of Integrated Social Studies subjects as observers, while the researcher himself plays the role of a teacher. The action stage covers all learning process activities in the classroom by applying the steps of the Talking Chips model. During the process, the observer teacher recorded the suitability of the learning implementation with the designed model, using observation sheet instruments. The reflection stage is carried out by examining the results of observations and the results of student learning evaluation. This reflection is the basis for improving the implementation of the next cycle if the results have not reached the target. This research is conducive because it is carried out right at social studies class hours according to the official schedule, so that it does not interfere with other lessons. Researchers who are also teachers in the class can manage the process directly and efficiently.

This research was carried out in two cycles, each of which consisted of two learning meetings and one evaluation. In the first cycle, the implementation of the Talking Chips type cooperative learning model still encountered various obstacles. Teachers as the implementers of activities experience several difficulties in following the learning steps in a complete and effective manner. This also has an impact on student engagement. Most students seem to have not understood the learning mechanism of Talking Chips, because they have never experienced it before. They appear passive, reluctant to express their opinions, and are not able to use the learning aids provided, such as chips or turn cards. In addition, the presence of researchers as new teachers in the context of research also makes students still feel hesitant and less confident to actively participate.

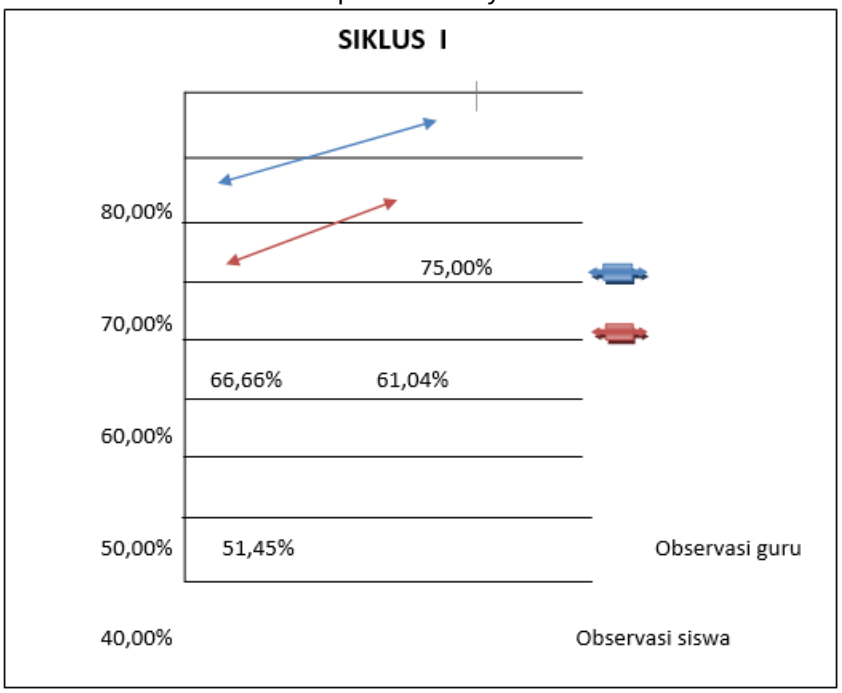
However, at the second meeting of the first cycle, there was an improvement. Teachers are starting to be more directed in carrying out the learning stages in accordance with the Talking Chips principle. Students also began to understand the flow of learning activities, starting from group discussions to taking turns expressing opinions. Some students seemed active in discussing and conveying ideas, although there were still students who had not participated optimally. The results of observations show an increase in both the teacher and student side. Teacher activity increased from 66.66% to 75%, while student activity increased from 51.45% to 61.04%. However, the results of the student learning evaluation are not satisfactory. The average score of students only reached 62.75%, and the level of learning completeness was still very low, which was only 45.16%. Based on reflection on these results, the researcher concluded that learning needs to be refined and continued to the next cycle.

Entering the second cycle, various improvements were implemented based on the findings of the previous cycle. The teacher runs the learning process more systematically, and students are given a more detailed explanation of how the Talking Chips model works. In addition, researchers are more active in providing motivation and encouragement to students to fully engage in

discussion and presentation activities. As a result, there has been a significant improvement both in terms of process and learning outcomes. At the first meeting of cycle II, students showed higher participation. They began to get used to the flow of discussions using chips and were more confident in expressing their opinions in front of the class. Teacher activity at this meeting was recorded at 88.33%, while student activity increased to 81.85%.

The increase was increasingly seen at the second meeting of the second cycle. Almost all students showed active involvement in learning activities. They are not only active in discussions, but also start to be critical in asking questions and responding to questions from friends and teachers. The results of observation of teachers at this meeting reached 98.33%, while for students it was 92.41%. The evaluation of student learning outcomes showed very satisfactory achievements. The average score of students increased to 80.13%, and the level of learning completeness jumped to 96.77%, far exceeding the predetermined minimum limit (75%). Based on the results of reflection, the researcher concluded that the application of the Talking Chips type cooperative learning model was effective in increasing student activity and learning outcomes. Because the research objectives have been achieved, the research was ended in the second cycle.

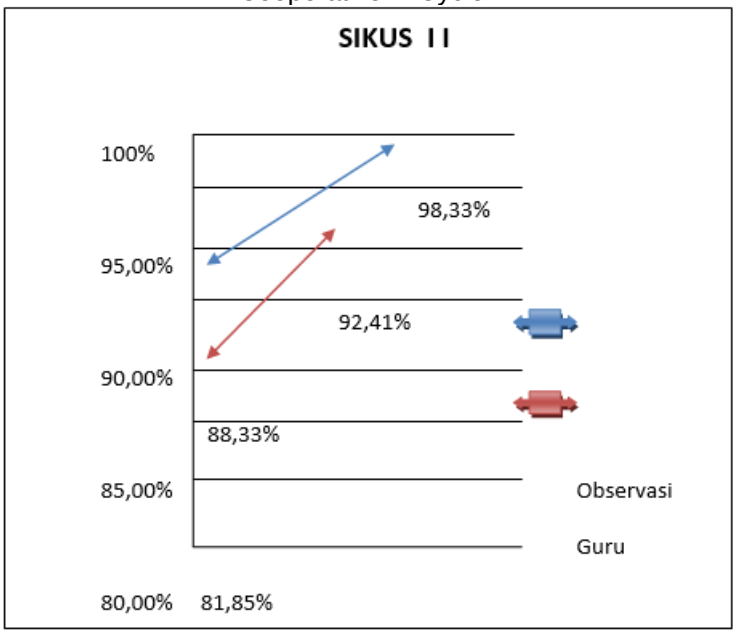
Graph 1. Results of Observation on the Application of the Learning Model Talking Chips Type Cooperative in Cycle I



The second cycle in this study is designed as a continuation of reflection on the implementation of the first cycle. By implementing improvements from the results of the previous evaluation, this cycle aims to optimize the learning process and outcomes through a cooperative approach of the Talking Chips type. As in the previous cycle, this cycle also consists of two learning meetings and one evaluation. In the first meeting of cycle II, the implementation of learning went better. The researcher has implemented all the steps of Talking Chips systematically, starting from forming groups, giving chips as a means of talking, to directing discussions and delivering the results of the discussion by student representatives. The students who in the first cycle still seemed passive, are now starting to get used to and show a positive response to this learning model. They appear to be more confident in expressing opinions and more active in answering questions, both individually and in groups. The results of the observation noted that teachers' activities in managing learning reached a score of 88.33%, while student activities were recorded at 81.85%. Both of these figures show a significant increase compared to the previous cycle, and have been included in the strong and very strong categories.

A greater improvement was seen at the second meeting. All the students seemed to have completely adjusted to the rhythm and procedures of Talking Chips-based learning. Group discussions are active, and almost all students participate in question and answer sessions as well as group presentations. The atmosphere of the classroom became more lively, and the learning process took place conducive but dynamic. Observations of teachers showed a very high increase in activity, which was 98.33%. Meanwhile, student participation also reached a high score of 92.41%. Both of these results reflect that the learning model implemented has succeeded in creating an effective learning environment and empowering students equally. After two learning meetings, the researcher conducted an evaluation to measure student learning outcomes. This evaluation is carried out by providing four essay questions that must be answered by all students. The results of the analysis showed that the average student score increased significantly to 80.13%, far above the results in the first cycle. Not only that, the percentage of student learning completeness jumped dramatically to 96.77%, indicating that almost all students have reached the minimum standard set, which is 75%. Reflection on the implementation of cycle II strengthens the conclusion that the application of the Talking Chips model has a real positive influence. The average teacher activity in the two meetings reached 93.33%, while the average student activity was at 87.13%. Both are in the strong and very strong categories. Thus, it can be concluded that teachers' ability to apply this model has increased significantly, and at the same time, students' learning activities and enthusiasm have also experienced a positive spike. Because the results in this cycle have exceeded the previously set target, the research is declared complete at the end of cycle II with successful results.

Graph 2. Results of Observation on the Application of the Learning Model Talking Chips Type Cooperative in Cycle I



When viewed from the learning evaluation in cycle II, the students' learning outcomes showed very encouraging achievements. The average score obtained by students reached 80.13%, which in the interpretation of the data is included in the category of strong to very strong. This value reflects a significant increase compared to the previous cycle and at the same time shows success in the implementation of the Talking Chips type cooperative learning model. Not only that, the percentage of learning completeness also experienced a striking spike, which was 96.77%. This figure far exceeds the minimum limit of completeness that has been set previously, which is 75%.

This achievement shows that almost all students have been able to master the learning material well through the applied approach. The effectiveness of the Talking Chips model is seen

not only in the improvement of academic outcomes, but also in the increase in student activity and participation during the learning process. With the achievement of the learning target designed from the beginning, this research was logically and methodologically stopped at the end of the second cycle. This decision was taken because the success indicators have been consistently achieved in all aspects observed, both in terms of process and results. Furthermore, the researcher summarized all the results obtained during the implementation of the two action cycles as material for the final evaluation as well as evidence of the success of the learning model applied.

1. Effectiveness of the Implementation of the *Talking Chips Type Cooperative Learning Model*

Based on the results of the research, the application of the cooperative learning model *Talking Chips* proved effective in increasing student activity and learning outcomes in Integrated Social Studies subjects in grade VIII of SMP Negeri 4 Hiliserangkai. This can be seen from the significant increase in average student activity, from 56.24% in the first cycle to 87.13% in the second cycle. This improvement shows that students become more enthusiastic and actively participate in the learning process.

The Talking Chips *model* provides an equal opportunity for each student to take turns contributing to group discussions. This lowers the dominance of certain students and encourages the participation of all group members, thus creating an inclusive and collaborative learning atmosphere. This condition is in accordance with the view of Lie (2002) who stated that cooperative learning models such as *Talking Chips* can optimize student participation and build cooperation between group members.

In addition, the use of aids such as talking sticks (chips) as a symbol of speaking turns helps students manage speaking time fairly and regularly. This is in accordance with the explanation of Widodo (2009) who stated that *Talking Chips* is a technique that emphasizes systematic taking of turns so as to increase students' focus and concentration during learning.

2. Improving Student Learning Outcomes

The student learning outcomes that increased from an average of 62.75% in the first cycle to 80.13% in the second cycle and the percentage of completeness from 45.16% to 96.77% showed a significant positive impact of the implementation of this learning model. The improvement emphasizes that student-centered learning using a cooperative model can improve understanding of social studies material concepts.

According to the theory of learning outcomes by Waluyo (2010) and Sudjana (2011), learning outcomes are an indicator of students' ability to master the subject matter after participating in the learning process. Thus, the success of the model *Talking Chips* In improving student learning outcomes, it is not only caused by increasing student activity but also by learning methods that encourage students to actively interact, discuss, and exchange ideas.

Cooperative learning with *Talking Chips* It also provides space for students to develop communication skills and critical thinking as students have to answer questions and listen to their groupmates' explanations. This skill is essential in the context of social studies learning which requires an in-depth analysis and understanding of social and geographical concepts.

3. The Role of Teachers in the Application of *the Talking Chips Model*

The increase in teacher activity from an average of 70.83% in the first cycle to 93.33% in the second cycle shows that teachers are increasingly proficient and confident in implementing this learning model. This is important because the role of teachers as facilitators greatly determines the success of cooperative learning. Teachers must be able to manage the classroom, arrange speaking turns, and provide appropriate guidance and encouragement.

In addition, teachers are also tasked with monitoring and evaluating the learning process so that they can reflect and improve in each cycle. This improvement of teachers' abilities is in line with the principle of reflective learning which is one of the main characteristics in classroom action research.

4. Limitations and Implications of Research

Although this study managed to prove the effectiveness of the model *Talking Chips*, there are some limitations that need to be noted. This research only focuses on the application of cooperative learning model type *Talking Chips* and student learning outcomes in one subject (Integrated Social Studies) and one class only. Limited time and funding also limited the scope of the research. In addition, classroom conditions and unique student characteristics at the research location can also affect the results. Therefore, the results of this study cannot necessarily be generalized broadly without considering the context and other variables that may differ.

However, these findings provide important implications for teachers and schools to adopt interactive cooperative learning models such as *Talking Chips* as an alternative in improving the quality of learning and student learning outcomes. This model can also be the basis for the development of other more innovative and student-centered learning strategies.

IV. CONCLUSION

Based on the results of research on the application of the Talking Chips type cooperative learning model in improving student learning outcomes in Integrated Social Studies subjects grade VIII at SMP Negeri 4 Hiliserangkai, it can be concluded that the application of the model has a very positive influence on the learning process. The ability of teachers to carry out the learning process using the Talking Chips model has increased significantly, as seen from the increase in the average teacher observation score from 70.83% in the first cycle to 93.33% in the second cycle. This shows that teachers are increasingly proficient and effective in managing cooperative learning so that the teaching and learning process runs better. In addition, the activeness of students during learning also shows very encouraging development. The average student activity increased from 56.24% in the first cycle to 87.13% in the second cycle, which means that the Talking Chips model is able to encourage students to participate more actively, discuss, and interact more intensively in study groups. This increase in student activity is very important because it contributes directly to the overall success of the learning process.

In terms of learning outcomes, there was a significant increase, where the average student score in the first cycle reached 62.75% and then increased to 80.13% in the second cycle. The percentage of student learning completeness also experienced a drastic spike, from 45.16% in the first cycle to 96.77% in the second cycle, which means that almost all students have reached or exceeded the minimum completeness standard set. This improvement strengthens the conclusion that the Talking Chips type cooperative learning model is effective in improving student learning outcomes, especially in Integrated Social Studies subjects.

Thus, it can be concluded that the application of the Talking Chips type cooperative learning model not only improves teachers' ability to manage learning, but also significantly increases student activity and learning outcomes. This model is highly recommended to be used as an alternative learning strategy that can create a more interactive, collaborative, and effective learning atmosphere, so as to be able to improve the quality of learning and overall student learning achievement.

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