

ABSTRAK

LILY SEKAR KIRANA, 2025. **Pengaruh Penerapan Model Pembelajaran Kooperatif Menggunakan Alat Bantu *Talking Stick* Terhadap Hasil Belajar Kognitif Geografi (Studi Pada Materi Litosfer di Kelas X SMAS Islam PB. Soedirman 2 Bekasi).** Jurusan Pendidikan Geografi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi.

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif menggunakan alat bantu *Talking Stick* terhadap hasil belajar kognitif peserta didik pada materi litosfer di kelas X SMAS Islam PB. Soedirman 2 Bekasi. Metode yang digunakan adalah eksperimen semu dengan desain *pre-test* dan *post-test control group*, melibatkan kelas X.2 sebagai kelas eksperimen dan kelas X.5 sebagai kelas kontrol yang dipilih melalui *simple random sampling*. Data dikumpulkan melalui tes, observasi, dan wawancara, kemudian dianalisis menggunakan uji normalitas, homogenitas, dan *independent sample t-test*. Hasil penelitian menunjukkan bahwa penerapan alat bantu *Talking Stick* meningkatkan keaktifan belajar peserta didik dan menghasilkan nilai $t = -3,644$ dengan signifikansi $= 0,001 (< 0,05)$, yang berarti terdapat perbedaan signifikan antara rata-rata hasil belajar kognitif kelas eksperimen dan kontrol. Dengan demikian, penerapan model pembelajaran kooperatif dengan alat bantu *Talking Stick* berpengaruh signifikan terhadap peningkatan hasil belajar kognitif peserta didik pada materi litosfer.

Kata kunci: Hasil Belajar, Kognitif, Pembelajaran Kooperatif, *Talking Stick*.

ABSTRACT

LILY SEKAR KIRANA, 2025. *The Influence of Implementing a Cooperative Learning Model Using the Talking Stick Method on Students' Cognitive Learning Outcomes in Geography (A Study on Lithosphere Material in Grade X at SMAS Islam PB. Soedirman 2 Bekasi)*. Department of Geography Education, Faculty of Teacher Training and Education, Siliwangi University.

This study aims to determine the effect of implementing a cooperative learning model using the Talking Stick method on students' cognitive learning outcomes in lithosphere material for Grade X students at SMAS Islam PB. Soedirman 2 Bekasi. The research employed a quasi-experimental method with a pre-test and post-test control group design, involving class X.2 as the experimental group and class X.5 as the control group selected through simple random sampling. Data were collected through tests, observations, and interviews, and analyzed using normality, homogeneity, and independent sample t-test. The results showed that the implementation of the Talking Stick model increased students' learning engagement and produced a t-value of -3.644 with a significance level of $0.001 (< 0.05)$, indicating a significant difference between the mean cognitive learning outcomes of the experimental and control groups. Therefore, the cooperative learning model assisted by the Talking Stick method has a significant effect on improving students' cognitive learning outcomes in lithosphere material.

Keywords: Cognitive, Cooperative Learning, Learning Outcomes, Talking Stick.