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INTEGRATION OF TALKING STICK AND AUDIO VISUAL: AN INNOVATIVE APPROACH IN IMPROVING STUDENT LEARNING OUTCOMES

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KEYWORDS:
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Abstract

This article aims to explore and analyze the application of the Talking Stick learning model assisted by audiovisual media at Madrasah Tsanawiyah Misbahul Fata Banyuwanyar. The main focus of this article is to identify how to implement this learning model and evaluate its impact on student learning motivation and understanding of lesson material. The research method used is descriptive qualitative with a case study approach. Data was collected through in-depth interviews, observation, and documentation, then analyzed using data reduction techniques, data display, and drawing conclusions by data triangulation. The research results showed that the application of the audiovisual-assisted Talking Stick learning model succeeded in increasing students' active participation. By giving each student the opportunity to speak in turn, this method encourages greater engagement and attention to the lesson material, as well as enriching the learning experience through audiovisual aids. Student learning motivation has increased significantly, students have become more enthusiastic and dedicated to the learning process, thanks to interactive methods and the support of a positive learning environment. The dynamic and inclusive classroom atmosphere that is created provides an effective and enjoyable learning environment, where every student feels valued and encouraged to participate. It is hoped that these findings will provide new insight into the effectiveness of the Talking Stick learning model and provide practical recommendations for educators in adopting innovative learning methods to improve the quality of learning.

KATA KUNCI:
Model Pembelajaran, Talking Stick, Capaian Pembelajaran

Abstrak

Artikel ini bertujuan untuk mengeksplorasi dan menganalisis penerapan model pembelajaran Talking Stick berbantuan media audiovisual di Madrasah Tsanawiyah Misbahul Fata Banyuanyar. Fokus utama artikel ini adalah mengidentifikasi bagaimana penerapan model pembelajaran tersebut dan mengevaluasi dampaknya terhadap motivasi belajar siswa dan pemahaman materi pelajaran. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, display data, dan penarikan kesimpulan dengan triangulasi data. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran Talking Stick berbantuan audio visual berhasil meningkatkan partisipasi aktif siswa. Dengan memberikan kesempatan kepada setiap siswa untuk berbicara secara bergantian, metode ini mendorong keterlibatan dan perhatian yang lebih besar terhadap materi pelajaran, serta memperkaya pengalaman belajar melalui alat bantu audiovisual. Motivasi belajar siswa meningkat secara signifikan, siswa menjadi lebih antusias dan berdedikasi dalam proses pembelajaran, berkat metode yang interaktif dan dukungan lingkungan belajar yang positif. Suasana kelas yang dinamis dan inklusif yang tercipta memberikan lingkungan belajar yang efektif dan menyenangkan, dimana setiap siswa merasa dihargai dan terdorong untuk berpartisipasi. Temuan ini diharapkan dapat memberikan wawasan baru mengenai efektivitas model pembelajaran Talking Stick dan

memberikan rekomendasi praktis bagi pendidik dalam mengadopsi metode pembelajaran inovatif untuk meningkatkan kualitas pembelajaran.

INTRODUCTION

The implementation of the audio-visual assisted Talking Stick learning model significantly increases students' active participation in the classroom. This method encourages students to be more involved in discussions and the learning process, because every student has the opportunity to speak and contribute (Zuschaiya & Valentina, 2024; Soysal, 2021; Ebron & Mabuan, 2021). When using Talking Sticks, students take turns holding the stick to talk, which provides structure and fair turns so each student feels encouraged to participate (Boyd & Veenis, 2021; Tanjung et al., 2023). With the additional assistance of audio-visual media, students' understanding of the material is also strengthened (Suharsiwi et al., 2022; Mashudi et al., 2021; Maemunah et al., 2021). This media not only attracts students' attention but also helps them more easily visualize the concepts being taught, thereby increasing their involvement and participation in the learning process (Liando et al., 2022; Wijaya et al., 2021; Moşteanu, 2021). The use of Talking Sticks provides a clear structure, where students take turns holding the sticks to speak, while audio-visual media strengthens their understanding of the material (Tyrer, 2021; Ulumuddin et al., 2023). These results show that this learning model not only increases participation but also supports more dynamic and inclusive interactions in the classroom, thereby creating a more effective and enjoyable learning environment.

The Talking Stick learning model is a learning model that is carried out using a stick as a medium, where the student who holds the stick last must respond to questions asked by the teacher after the student has studied and understood the lesson material (Sari et al., 2023; Twiningsih & Elisanti, 2021). The Talking Stick learning model becomes a forum for teachers to achieve learning goals that adapt to a pleasant learning atmosphere, through stick games that are given from students to other students after the teacher has finished explaining the lesson material and then asking questions (Marchak et al., 2021; Kaliisa & Dolonen, 2023). This approach encourages active participation and gives each student the responsibility to contribute. In addition, with a more interactive and game atmosphere, this model helps reduce students' anxiety in participating and fosters enthusiasm for learning (Huang et al., 2022; Sa'adah et al., 2022; Ridlo & Yanti, 2023). Talking Stick is an effective tool for teachers to achieve learning goals by creating a dynamic and inclusive environment.

Previous research shows that the Talking Stick learning model has various benefits in improving the quality of learning in the classroom. A study by (Pantas & Surbakti, 2020) suggests that the use of this model makes the student admission process more impressive and encourages active involvement in learning. This is in line with the opinion of (Kamarudin et al., 2021) in their research which found that the Talking Stick model could increase students' learning motivation significantly, with an increase in the percentage of students who were motivated from the pre-research cycle to the second cycle. Another study by (Agustini et al., 2022) noted that this model, when combined with flannel board media, increased children's ability to recognize letters. Meanwhile, a study by (Sukmadewi & Ganing, 2020) concluded that the video book media used in the Talking Stick model had a positive effect on students' speaking skills. In line with (Baid et al., 2022) shows that student learning outcomes in social arithmetic material increased after implementing this model in two learning cycles. Likewise, a study by (Rosdiani et al., 2022) also supports these findings by showing that the Talking Stick model can increase students' questioning

activities. Overall, these studies prove the effectiveness of the Talking Stick model in various aspects of learning, be it motivation, learning outcomes, or specific skills such as recognizing letters and speaking.

Although various studies have demonstrated the effectiveness of the Talking Stick learning model in increasing students' learning motivation, learning outcomes and specific skills, there are several research gaps that need to be explored further. Most of the existing research focuses on primary and secondary education levels, but there is a lack of studies that explore the application of this model at higher levels of education, such as upper secondary education and universities. In addition, many previous studies have emphasized certain subjects such as Civics and social arithmetic, while other fields of study, such as science and foreign languages, have not been widely researched in the context of using the Talking Stick model. Finally, although there are several studies that combine this model with additional media such as flannel boards and digital books, the potential for using digital technology and audiovisual media to support the Talking Stick model has not been widely explored. By addressing these gaps, further research can provide a more comprehensive understanding of the applicability and effectiveness of the Talking Stick model in various educational contexts.

The novelty of this research lies in exploring the application of the Talking Stick learning model assisted by audiovisual media in increasing students' understanding and learning motivation at the upper secondary education level. In contrast to previous research which mostly focused on primary and lower secondary education levels and used simple media, this research will utilize digital technology and audiovisual media to support the learning process. In addition, this research will also be applied to various subjects, including science and foreign languages, which have not been widely explored in the context of the Talking Stick model. Thus, it is hoped that this research can provide a new contribution to the understanding of the effectiveness of the Talking Stick model supported by audiovisual media in a broader and more diverse educational context.

The purpose of writing this article is to explore and analyze the application of the Talking Stick learning model assisted by audiovisual media in the context of Fiqh subjects at Madrasah Tsanawiyah Misbahul Fata. This article aims to identify ways of implementing this learning model and evaluate its impact on student learning motivation. Apart from that, this article will also examine the extent to which this method can increase students' understanding and activeness in the Fiqh learning process. Through this analysis, it is hoped that new insights can be obtained regarding the effectiveness of the audiovisual-assisted Talking Stick learning model and provide practical recommendations for educators in adopting innovative learning methods to improve the quality of Fiqh learning..

RESEARCH METHODS

This research uses a qualitative and descriptive approach, where the data collected is in the form of words and images, not numbers. Qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Dehalwar & Sharma, 2024). This type of research is a case study, which is part of a qualitative method that explores a particular case in more depth by involving the collection of various sources of information from that institution or institution. This study was conducted because the case studied was considered unique, important and useful for readers and the general public. This research involves collecting data at Madrasah Tsanawiyah Misbahul Fata Banyuanyar, which is

then analyzed to produce findings that can provide significance for the interests of society, organizations or certain communities.

The data sources in this research consist of primary data and secondary data (Matta, 2022). Primary data was obtained from interviews and observations with the school principal, deputy head of curriculum, teachers and several students at the two madrasas. Secondary data complements primary data and is obtained from relevant documents. Data collection techniques used include observation, interviews and documentation. Observations were carried out by being directly involved in learning activities to obtain valid data about character education innovations in madrasas. Interviews were conducted with various informants to complete observation data, using structured and unstructured interviews to explore information in depth. Documentation involves collecting records that are relevant to the research object, such as transcripts, books, newspapers and other archives, to complete data that cannot be revealed by other methods.

Data analysis was carried out interactively and continuously until the data was saturated, using the Miles and Huberman technique which includes data reduction, display and verification (Williams, 2021). Reduction involves summarizing and selecting important data, which is organized into a narrative description. The data is then presented in a short description or chart that makes it easier to understand. Verification is carried out by drawing conclusions based on data verified through various sources. The validity of the data is checked to ensure credibility, transferability, dependability and confirmability. Credibility is achieved through extended observation, persistence, triangulation, and peer discussion. Transferability through detailed descriptions until the data is saturated, dependability through auditing the research process, and confirmability through confirmation with informants or experts. Data verification is carried out continuously from the beginning to the end of the research to provide solutions that are supported by the research results. Data is processed through collection, reduction, display and verification, as well as conceptualization, categories and descriptions developed from events during field research.

RESULTS AND DISCUSSION

The application of the audio-visual assisted Talking Stick learning model is important to improve students' understanding and motivation to learn because it combines interactive methods with interesting technology (Zuschaiya & Valentina, 2024; Soysal, 2021). Talking Stick allows students to actively engage in the learning process through fun and challenging activities, while audio-visual adds a visual and auditory dimension that helps clarify concepts and improve information retention. This method not only encourages direct student participation, but also makes learning more dynamic and engaging, so that students are more motivated and enthusiastic about learning (Sanjani et al., 2024). The use of audio-visual technology can present material in a more interesting and easy-to-understand way, which ultimately increases students' understanding of the material being taught. This combination is effective in creating a more interactive and participatory learning environment, which is essential for students' academic development and learning motivation.

The application of the Talking Stick learning model at Madrasah Tsanawiyah Misbahul Fata Banyuanyar is very important because it can facilitate increased interaction and student involvement in the learning process. This model offers an interactive and participatory approach, where students are actively engaged in discussion and understanding of the material through a game of sticks that motivates them to speak and share ideas. At Madrasah Tsanawiyah Misbahul

Fata Banyuanyar, the application of this model can overcome challenges such as low learning motivation and limitations in conventional teaching methods.

By using the Talking Stick, students in both madrasas are given the opportunity to speak in turn, which encourages active engagement and greater attention to the subject matter. It also helps to create a more dynamic and inclusive classroom atmosphere, where every student feels valued and encouraged to participate. This model can improve students' understanding of the subject matter, especially in the context of fiqh lessons that often require in-depth explanations and discussions. Additionally, the application of Talking Stick can strengthen communication and cooperation skills among students, which are essential for their social and academic development.

Increased Active Participation of Students

Increasing the active participation of students is one of the main goals of the implementation of the audio-visual assisted Talking Stick learning model at Madrasah Tsanawiyah Miftahul Fata Banyuanyar. By using this method, each student is given the opportunity to speak and contribute throughout the learning process. The baton that is moved from one student to another becomes a symbol of responsibility and an opportunity to speak, thus encouraging all students to be more involved in class discussions. Audio visual aids also enrich the learning experience, making the material more engaging and easy to understand. As a result, students not only become more active in participating, but also more motivated to understand and deepen the material being taught. This increase in participation has a positive impact on the overall classroom dynamics, creating a more interactive and enjoyable learning environment.

> "The application of the talking stick learning model here begins by introducing subject matter using audio visual media. This helps to grab students' attention and make it easier for them to understand the material. Then, we use the sticks that are given to students in turn. Students who hold sticks get the opportunity to speak or answer questions." (I-gr, 16/6)

The results of the interview with the teacher are in line with the submission by Waka. The curriculum states that the existence of Talking Stick media can improve students' way of speaking and communication.

> "I think the combination of audio-visual media and the mechanism of taking turns with sticks makes students feel more involved and responsible in the learning process. They know that they will get their turn to speak, so they are more focused and prepare well." (I-kur, 17/6)

The results of the interview showed that the application of the talking stick learning model at Madrasah Tsanawiyah Miftahul Fata Banyuanyar began by introducing the subject matter using audio visual media, which was very effective in attracting students' attention and helping them understand the material more easily. After the introduction of the material, the stick is used as a tool to ensure each student gets a turn to speak or answer questions, so that all students are actively involved in the learning process. The combination of audio-visual media and the mechanism of taking turns with the stick makes students feel more engaged and responsible. Students become more focused and prepare well because they know that they will get their turn to speak. This not only increases their active participation in class but also increases material comprehension and motivation to learn. Students become more excited and motivated because they feel that their voices are valued and heard in the learning process.

Table 1 Strategy for Increasing Student Participation

No.	Strategy	Description	Purpose	Implementation Examples
1	Class Discussion Methods	Use group discussions to encourage students to participate in learning.	Increase student engagement and collaboration.	Divide students into groups to discuss specific topics and share the results.
2	Project-Based Learning	Use projects that require active contributions from each student.	Encourage student creativity and responsibility.	Assign group projects with relevant themes and provide space for exploration.
3	Use of Interactive Technology	Utilize technology tools such as online quizzes and learning apps.	Increase student engagement and interaction.	Using a platform like Kahoot! or Quizizz for quizzes and material reviews.
4	Regular Feedback	Provide regular constructive feedback to students on their performance.	Help students understand strengths and areas of improvement.	Provide feedback after assignments and tests as well as individual consultation sessions.
5	Individual and Group Tasks	Organize tasks that involve individual and group work.	Balancing participation between students.	Assign individual tasks for understanding and group tasks for collaboration.
6	Active Learning Methods	Using active learning techniques such as role-play and simulation.	Deepen student understanding and engagement.	Role-play about certain situations related to the material studied.
7	Award System	Implement a reward system for the active participation of students.	Motivate students to participate more actively.	Give awards or recognition to students who show active participation.

The application of the talking stick learning model begins by introducing this method in the classroom, where the subject matter is delivered using the help of audio visuals to attract attention and facilitate students' understanding. Next, students are given sticks in turn to speak, ensuring each student gets a chance to participate. The teacher then encourages students to actively participate in class discussions and activities using this method (Ebron & Mabuan, 2021; Suharsiwi et al., 2022; Faiz et al, 2023). As a result, there is an increase in active participation of students, because this learning model makes them more involved in the learning process. This increase in

active participation contributes to an increase in students' understanding of the material and overall learning motivation.

Higher Learning Motivation

Higher learning motivation is a key factor in achieving academic success and personal development. Students who have high motivation to learn tend to be more enthusiastic and dedicated in their learning process. They not only learn to achieve good grades, but also have an internal drive to understand the material deeply and apply it in real life. This motivation can be triggered by a variety of factors, such as clear personal goals, support from a positive learning environment, and engaging and interactive teaching methods. With high motivation, students are better able to overcome challenges, face difficulties with a positive attitude, and demonstrate the perseverance necessary to achieve long-term success.

The Talking Stick learning model has a significant relationship with the increase in student learning motivation at Madrasah Tsanawiyah Misbahul Fata Banyuanyar. In this method, students take turns holding talking sticks as they share their opinions or answer questions. This technique not only encourages active participation but also provides an opportunity for each student to be directly involved in class discussions. Thus, students feel more valued and recognized for their contributions, which can increase their confidence and motivation to learn. In addition, the Talking Stick model creates an interactive and fun learning atmosphere, thereby reducing boredom and increasing students' interest in the material being taught. At Madrasah Tsanawiyah Misbahul Fata Banyuanyar, the application of this model shows an increase in student participation and engagement, making them more motivated to prepare themselves and understand the subject matter in order to contribute effectively during the Talking Stick session. This shows that the Talking Stick learning model can be an effective tool in fostering higher learning motivation among students, especially at Madrasah Tsanawiyah Misbahul Fata Banyuanyar.

> "We always try to increase students' motivation to learn. We see that students' motivation to learn greatly affects their academic achievement. We implement various learning methods to achieve this goal." (I-kur, 17/6)

Based on an interview conducted with Waka. The curriculum at Madrasah Tsanawiyah Misbahul Fata Banyuanyar, it can be concluded that efforts to increase student learning motivation have become the main focus. Teachers realize that high motivation to learn has a direct impact on students' academic achievement. To achieve this goal, they implement a variety of innovative and interactive learning methods. This is in line with the results of interviews with teachers who revealed that the talking stick method plays an effective role in learning.

> "We apply the Talking Stick method in several classes, especially for subjects that require active discussion such as Indonesian and Islamic Religious Education. With this method, each student gets the opportunity to speak and share opinions. This is very effective in increasing student participation and confidence." (I-gr, 16/6)

Metote talking stick can reduce student boredom in learning. Because an interactive and fun learning atmosphere also plays an important role in increasing students' interest in the subject matter. The Talking Stick method helps reduce boredom and increases students' motivation to prepare and understand the subject matter in order to contribute effectively during the learning session.

> "Most students really like this method. They feel more involved and enjoy the learning process. Even students who were previously quiet and shy became more daring to speak in front of the class." (I-ks, 15/6)

The analysis of the results of interviews at Madrasah Tsanawiyah Misbahul Fata Banyuanyar shows that efforts to increase students' learning motivation have been successful through the application of the Talking Stick method. The madrasah actively applies this method in several classes, especially for subjects that require active discussion such as Indonesian and Islamic Religious Education (Sanjani, 2024). The Talking Stick method gives each student the opportunity to speak and share their opinions, thus encouraging active participation and increasing students' confidence (Pantas & Surbakti, 2020; Zuhdi et al., 2024). As a result, most students become more engaged and enjoy the learning process. In fact, students who were previously quiet and shy showed positive changes by becoming more daring to speak in front of the class. This indicates that the Talking Stick method is not only effective in increasing learning motivation, but also succeeds in creating an inclusive learning environment and supporting the development of students' communication skills. Thus, this effort to increase learning motivation contributes significantly to the academic achievement of students in the madrasah.

Dynamic and Inclusive Classroom Atmosphere

A dynamic and inclusive classroom atmosphere is the key to success in creating an effective and enjoyable learning environment. In a dynamic classroom, interaction between teachers and students takes place actively, with lively discussions and high student participation. This kind of class not only grabs students' attention but also motivates them to engage more deeply with the subject matter. Inclusivity in the classroom means that every student feels valued and accepted, regardless of their background or abilities. Teachers play an important role in creating this atmosphere by ensuring that all students get the same opportunity to speak, ask questions, and contribute. This not only increases students' confidence but also fosters a sense of mutual respect and togetherness among them. With a dynamic and inclusive classroom atmosphere, the learning process becomes more effective and meaningful, helping students reach their full potential.

The dynamic and inclusive classroom atmosphere at Madrasah Tsanawiyah Misbahul Fata Banyuanyar has a close relationship with the application of the Talking Stick learning method. In this method, each student takes turns holding a talking stick as they express their opinions or answer questions, thus ensuring that all students have the opportunity to speak and engage in discussion. The implementation of Talking Stick in this madrasah creates a dynamic environment by encouraging the active participation of all students, not just those who are usually more vocal.

The talking stick method also supports inclusivity by providing a platform for more reserved or shy students to speak without fear of being interrupted, thus increasing their confidence. Thus, the classroom atmosphere at Madrasah Tsanawiyah Misbahul Fata Banyuanyar becomes more lively and inclusive, where every student feels valued and heard. This not only increases learning motivation but also builds a sense of community and mutual respect among students. With such an atmosphere, the learning process becomes more effective and fun, and helps students achieve better academic results. The implementation of the Talking Stick method in this madrasah has shown that the right approach can create a learning environment that supports students' academic and personal development.

> "The Talking Stick method allows every student to speak and participate actively. By taking turns holding a talking stick, each student gets the opportunity to express an opinion or

> answer a question without fear of being interrupted. This is especially helpful for students who are more reserved or shy to be more confident and involved in class discussions." (I-gr, 16/6)

The results of interviews with teachers at Madrasah Tsanawiyah Misbahul Fata Banyuanyar show that the Talking Stick method has an important role in creating a dynamic and inclusive classroom atmosphere. This method allows each student to speak and actively participate in class discussions. By taking turns holding a talking stick, each student gets the same opportunity to express an opinion or answer a question without fear of being interrupted. This is very helpful for students who are more reserved or shy to be more confident and involved in class discussions. This is in line with the results of the interview with Waka. The curriculum states that in talking stick-based learning, of course, there are rules and procedures for use.

> "We made clear rules about the use of talking sticks, so that every student has a fair turn to speak. In addition, we also provide guidance on how to provide relevant and constructive opinions. In this way, every student feels valued and heard." (I-kur, 17/6)
>
> "Most students really like this dynamic and inclusive classroom atmosphere. They feel more involved and enjoy the learning process. Even students who were previously quiet and shy became more daring to speak in front of the class." (I-ks, 15/6)

The results of the interview at Madrasah Tsanawiyah Misbahul Fata Banyuanyar revealed that the application of the Talking Stick method has succeeded in creating a dynamic and inclusive classroom atmosphere. Teachers at this madrasah made clear rules about the use of talking sticks, ensuring each student had a fair turn to speak. In addition, guidance on how to provide relevant and constructive opinions is also provided, so that each student knows how to contribute effectively to the discussion.

> "The dynamic and inclusive classroom atmosphere has increased students' motivation to learn, which in turn has a positive impact on their academic achievement. Students are more enthusiastic about learning and better prepared for exams and other academic tasks. I would like to emphasize the importance of creating a supportive and inclusive learning atmosphere. With the right methods, such as Talking Stick, we can increase student motivation and participation, thus helping them reach their maximum potential." (I-gr, 16/6)

With this approach, each student feels valued and heard, which increases their self-confidence. As a result, the classroom atmosphere becomes more lively and inclusive, with students more engaged and enjoying the learning process. Even students who were previously quiet and shy showed positive changes, became more daring to speak in front of the class. Overall, most students really liked this dynamic and inclusive classroom atmosphere, which in turn increased their motivation to learn and engagement in learning.

The application of the Talking Stick method at Madrasah Tsanawiyah Misbahul Fata Banyuanyar shows several key findings that are relevant in creating a dynamic and inclusive classroom atmosphere. This method ensures the active participation of all students by giving a fair turn to speak. Clear rules about the use of the talking stick eliminate students' fear of interruptions, so they are more confident in expressing their opinions. The guidance provided on how to provide relevant and constructive opinions helps students in communicating effectively. This not only

improves the quality of class discussions but also strengthens critical thinking skills and public speaking skills.

A dynamic and inclusive classroom atmosphere is proven to be able to increase students' motivation to learn (Agustini et al., 2022; Baid et al., 2022; Purwanto et al., 2023). Students feel more engaged and enjoy the learning process, which reduces boredom and increases their interest in the subject matter. Positive changes were also seen in students who were previously quiet and shy, who are now more courageous and active in class discussions. The Talking Stick method helps build a sense of community and mutual respect among students. They learn to listen to and respect each other's opinions, which creates a supportive and harmonious learning environment. This is important for students' social and emotional development, in addition to improving their academic performance

CONCLUSION

The application of the Talking Stick learning model at Madrasah Tsanawiyah Misbahul Fata Banyuanyar emphasizes the importance of this method in increasing student interaction and involvement in the learning process. By providing the opportunity to speak in turn through the use of talking sticks, students are encouraged to actively participate and contribute to class discussions. The audio-visual aids used in conjunction with this method enrich the learning experience and make the material more engaging, which in turn improves students' understanding and their motivation to learn. The implementation of Talking Stick also helps to overcome challenges such as low motivation to learn and the limitations of conventional teaching methods, creating a more dynamic and inclusive classroom atmosphere.

A dynamic and inclusive classroom atmosphere, created through the Talking Stick method, plays a crucial role in students' academic success. In an interactive and supportive environment, students feel valued and accepted, increasing their confidence and fostering a sense of community and mutual respect. High motivation to learn, triggered by engaging methods and positive support, encourages students to be more passionate and dedicated in the learning process. Thus, the Talking Stick method not only increases students' active participation but also creates an effective and enjoyable learning atmosphere, helping them achieve optimal academic and personal potential.

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