



## Innovation of Fiqh Learning through Talking Stick to Increase Students' Learning Motivation in Elementary Madrasahs

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### ABSTRACT

**Purpose of the study:** Learning motivation is crucial to the process's effectiveness, particularly regarding Fiqh, a subject that requires a thorough comprehension of Islamic ideas. However, the lack of active engagement and attention to learning in class VI at Elementary Madrasahs actually indicates low learning desire among the pupils. Using the Talking Stick approach, this study seeks to increase students' motivation to learn the topic of Fiqh.

**Methodology:** The planning, execution, observation, and reflection phases make up each of the two cycles of this Classroom Action Research (CAR) project. Fifteen seventh-grade students from Elementary Madrasahs were the study's subjects.

**Main Findings:** The study's findings demonstrated that using the Talking Stick technique can increase students' learning enthusiasm. The average percentage of students' learning motivation in cycle I was 81.71% (good category); in cycle II, it rose to 92.65% (outstanding category). Meanwhile, the learning outcomes increased as expected, averaging 81.80 in cycle I and 86.20 in cycle 2. According to the study's findings, using the Talking Stick method can effectively increase students' motivation to learn Fiqh.

**Novelty/Originality of this study:** According to the study, educators can use this technique as a substitute for engaging and interactive instruction while continuing to create new active learning strategies to raise the standard of instruction in the classroom.

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## 1. INTRODUCTION

One of the most crucial areas for a nation's development is education. Teachers and other educators must actively achieve the best possible educational outcomes [1]. Enhancing the quality of education is also significantly influenced by the motivation of academic staff. A learning model that can boost student learning motivation is required to improve the quality of education during the learning process [2]-[4]. A learning model is a framework or method for setting up classroom-assisted learning [5]. Students can select their learning activities, collaborate on projects, and produce final outputs that can be shared when using project-based learning [6]-[8]. According to Alhamdu, learning is a process that involves interactions between students, teachers, and educational materials in a classroom setting [9], [10]. Learning is the support teachers give students to master skills and habits, develop attitudes and beliefs, and acquire knowledge and science [11], [12]. To put it another way, learning is a process that aids in pupils' successful learning. Teachers are highly involved in the learning process, particularly when it comes to presenting the instructional content [11]-[14]. As a result, teachers require a learning model to

communicate the course content. Since the learning model's goal is to assist students in comprehending the relevant and accurate learning materials, it might motivate them to be more engaged in learning [15]. The talking stick learning approach is one of the best ways to boost student motivation during the learning process [16]-[18]. A technique that uses engaging and targeted conversations encourages students to participate in the learning process actively. This approach establishes a more participatory learning environment, assists comprehension of the subject matter, and boosts students' self-esteem and enthusiasm to study [15].

Among the various cooperative learning models is the talking stick learning model. A stick is used to implement this learning approach. After reviewing the lesson content, students are given a turn or quota to share their thoughts or respond to the teacher's questions [19]. A stick is used in the talking stick approach of group learning. After studying the primary subject, the group holding the stick initially has to respond to questions from the teacher. Students can become more engaged and create a positive environment using this talking stick method [19]. Students should be motivated to learn due to this learning approach, which will make them eager to follow the process and help them comprehend the subject. To boost students' learning motivation in the field of fiqh at Elementary Madrasahs, teachers implement this technique to encourage students' curiosity and excitement for learning.

Learning fiqh is a component of Islamic religious education that teaches students about Islamic teachings in terms of sharia law, helps them understand Islamic law accurately, and helps them form their own opinions. To promote adherence to Islamic law, discipline, and a high level of social responsibility in both individual and group life, Elementary Madrasahs's fiqh class aims to teach students the fundamentals of Islamic law in detail and comprehensively, both through naqli and aqli arguments. Students can also correctly apply and practice the law's provisions. However, a diversified learning model is not used in its execution during the learning process. Students are more likely to be passive when learning solely focuses on the teacher.

Furthermore, learning fiqh using the lecture technique appears tedious, which would affect students' motivation to learn. According to preliminary observations made at Elementary Madrasahs, researchers discovered that students were less motivated to learn because they were not encouraging themselves to take the material that the teacher had taught them seriously. Students' learning outcomes are significantly impacted when they lack the motivation to improve. Researchers also observe that learning models are not being used in learning activities, in addition to the student's lack of enthusiasm. Therefore, efforts must be made to increase pupils' motivation for learning.

In light of the debate above, teachers must make genuine attempts to address this by utilizing various learning strategies to establish a productive and pleasurable environment for studying fiqh [12]. Based on the issues above, the talking stick model can be used to teach fiqh [20]-[22]. Teachers can use this model to enhance learning activities that encourage students to voice their thoughts more actively, making the classroom more engaging and motivating to learn [19], [23], [24]. Fatimah supports this by stating in her research findings that students can actively participate in and respond favorably to learning activities while employing the talking stick learning paradigm [25]-[27]. Students respond favorably when they are delighted with the elements of the learning activities and the instructor's techniques of instruction [28].

This study was conducted at Elementary Madrasahs, an Islamic-based junior high school education unit, with distinctive student characteristics that fit the school's religious values and local culture. This is consistent with earlier research, although the current study differs in the context and school setting. This contrasts with the studies conducted by Abyadi at SDN Tambangan 4 (SD level) [29] and Raihan et al. at MAN 4 Agam (MA level) [30]. The variations in educational backgrounds and school settings offer fresh perspectives on best modifying and applying the talking stick technique when teaching fiqh at the Elementary Madrasahs level. Based on the emphasis on a thorough knowledge of fiqh. This study stresses boosting student learning motivation in fiqh courses overall, in contrast to other studies that concentrated more on specific contents like zakat (Abyadi) or fiqh learning outcomes generally [31]. This indicates that the survey evaluates students' emotive qualities, such as their zeal, activity, interest in learning, and cognitive features.

Elementary Madrasahs's fiqh instruction necessitates a creative method to increase students' interest and drive to learn. Talking sticks, a teaching strategy incorporating student social contact and physical activity, has shown promise. Using a stick game that alternates between students as music plays, this approach turns pupils into active learners. The student with the stick is asked to respond to questions or share their thoughts when the music stops. Students' preparedness to absorb Fiqh material is encouraged, and a lively, competitive learning environment is created by this exercise [32]-[34]. Apart from revitalizing the classroom environment, talking sticks can boost students' confidence in voicing their thoughts and improve their retention of the lesson content. This approach makes it easier for students to comprehend and retain Islamic teachings more meaningfully when learning Fiqh, which is full of knowledge of religious principles and values.

The learning process is now dialogic and interactive rather than one-way from instructor to pupil. Because students feel valued and actively participate in the process, this is crucial for fostering religious attitudes and boosting student engagement in the classroom. The quality of Islamic Jurisprudence instruction at Elementary Madrasahs is anticipated to improve due to the talking stick method's increased learning motivation. Initially

apathetic and uninterested in this subject, students grow increasingly engaged and eager. This rise in learning motivation directly impacts students' learning results and comprehension of the religious beliefs presented. As a result, the talking stick method is a novel approach to education and a crucial tactic for raising a generation of highly bright and spiritually mature people [30], [31].

According to the problem description, learning motivation is emphasized in prior research studies and study aims. The study's primary focus, learning motivation, is another innovative aspect. While several earlier research, like those by Janah et al. and Baid et al., have mentioned motivation, their focus is primarily on enhancing learning outcomes [35], [36]. This study offers a more focused and comprehensive contribution to enhancing learning motivation, which is a crucial starting point for the long-term learning process of Islamic Jurisprudence. It was evaluated in light of the creative way talking sticks were used. This study contributes novel value by investigating the creative and enjoyable application of the talking stick paradigm in the context of Islamic Jurisprudence teachings. In addition to using a rotating question-and-answer format, the method's implementation involves modifications to discipline, religious values, and students' emotional engagement with comprehending Islamic law—all of which have not received much attention in prior studies.

Nevertheless, passive and repetitive lecture techniques frequently dominate fiqh education, preventing students from actively participating. This situation is concerning at Madrasah Ibtidaiyah since fiqh, a component of Islamic religious education, should instill in students a sense of spiritual responsibility and attitude from a young age and teach them about Islamic law.

The talking stick paradigm has been emphasized in several earlier research, particularly in primary and secondary school general education courses. Nevertheless, few studies have explicitly examined the use of talking sticks in Madrasah Ibtidaiyah's fiqh instruction. In actuality, a strategy that is interactive and consistent with Islamic ideals is necessary due to the traits of madrasah students and the religious subtleties involved in learning fiqh. Consequently, there is a research gap regarding integrating talking sticks and other cooperative learning techniques with fiqh's normative and value-based environment and content.

There are two key ways in which this study is new. First, this study focuses on a topic that hasn't been well covered in the literature: applying the talking stick model to increase students' enthusiasm to learn fiqh at Madrasah Ibtidaiyah. Second, in line with the characteristics of madrasah students, this study incorporates interactive and religious techniques in addition to emphasizing the technical components of learning. This study will contribute to developing cooperative learning strategies and offer fiqh teachers practical advice on making learning enjoyable and engaging through the Classroom Action Research (CAR) technique.

This study is interesting since it combines a religious setting with interactive elements. This study examines how a playful yet religious learning environment can foster psychological factors supporting higher learning motivation. Previous research that often only examines the efficacy of talking sticks from the standpoint of pure learning methods, ignoring religious nuances and fiqh characteristics, has not provided a precise explanation. As shown in the background, there has been relatively little prior research on using talking sticks in fiqh subjects, particularly at the Elementary Madrasahs level. Thus, this study closes this gap by offering a more contextualized and targeted investigation, particularly in addressing the issue of poor learning motivation brought on by repetitive and less diverse instruction in Elementary Madrasahs.

Additionally, the classroom action research approach is used in this study to raise the standard of instruction at Elementary Madrasahs. This study examines how the talking stick learning paradigm may motivate students to learn fiqh subjects. This study offers valuable insights for fiqh instructors at the Elementary Madrasahs level and theoretical contributions to the advancement of cooperative learning method studies. Instructors can gain a tangible and valuable understanding of how the talking stick model can be applied as a creative method to increase students' motivation for learning. This adds value that hasn't been specifically covered in earlier research, which tends to be descriptive and broad. Accordingly, the researcher "Innovation of Fiqh Learning through Talking Stick to Increase Students' Learning Motivation in Elementary Madrasahs" thoroughly investigated the use of this talking stick model to boost students' motivation for learning.

## 2. RESEARCH METHOD

A qualitative descriptive approach of PTK (Classroom Action Research) was employed in this study [37], [38]-[40]. There were two cycles to this investigation. Planning, execution, observation, and reflection make up each cycle[41]. Questionnaires on student learning motivation, interviews, and observation were employed as data-gathering methods. Students from one of the schools served as the study's subjects. The researcher obtained an in-depth image of the application of the Talking Stick model in raising student learning motivation on the topic of fiqh at Elementary Madrasahs, mostly from informants. This technique is intended to thoroughly understand how the strategy affects students' motivation and engagement in learning fiqh.

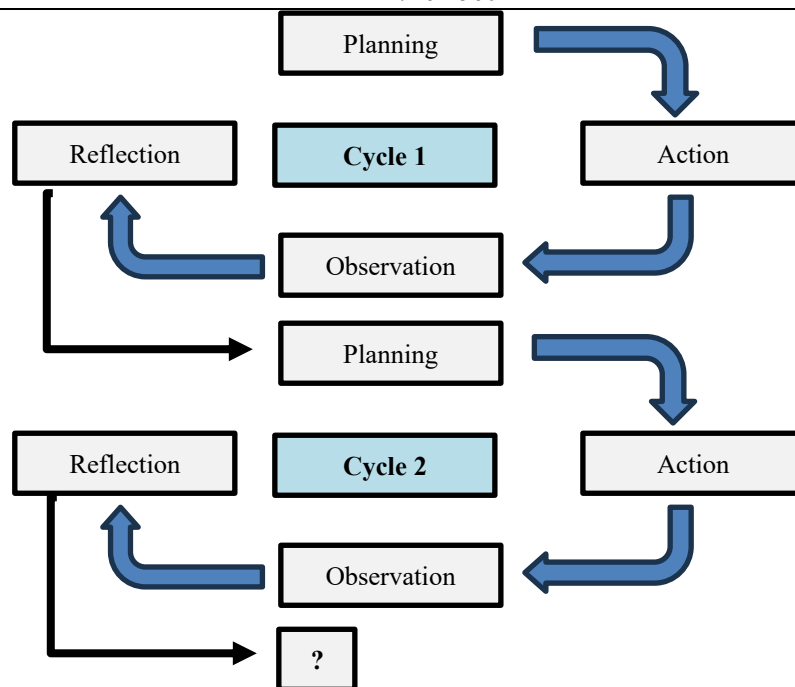


Figure 1. Research framework for the application of the talking stick learning model

By the classroom action research plan on "Fiqh Learning Innovation through Talking Stick to Improve Student Learning Motivation in Elementary Madrasahs," we can compile a research implementation schedule plan as follows:

Table 1. Research Implementation Schedule

Date	Cycle	Activity
Monday, February 10, 2025	Pre-cycle	Observation of learning motivation and deliberation with Islamic Religious Education teachers on determining the implementation of PTK cycle I and cycle II
Saturday, February 15, 2025	Cycle I	Implementation of the cycle I am talking stick learning model Material about prayer
Monday, February 17, 2025	Cycle II	Implementation of cycle II talking stick learning model Material about prayer (Improvement from Cycle I)

The observation sheet for student activities on learning motivation to follow learning with the Talking Stick method for the Fiqh subject is as follows:

Table 2. Observation sheet for student motivation with the Talking Stick method for the Fiqh subject

No.	Observed indicators	Score		
		1	2	3
1	Students show enthusiasm when learning activities begin.			
2	Students attend on time and are not lazy to follow the Fiqh lesson after applying the Talking Stick method.			
3	Students actively answer questions while holding the stick (Talking Stick)			
4	Students show courage to speak in front of their friends.			
5	Students can work together with group members during discussions.			
6	Students are not easily distracted or talk to themselves during learning.			
7	Teachers and students appear to interact more during the learning process.			
8	Students can maintain concentration during the learning process.			
9	Students appear excited when the game stick rotates and approaches them.			
10	Students can answer questions according to the Fiqh material being discussed.			

No.	Observed indicators	Score		
		1	2	3
11	The class becomes more lively, active, and conducive while using the Talking Stick method.			
12	Students can connect Fiqh material with real-life situations during activities.			
13	Students complete the tasks given by the teacher with full responsibility			
	Score			
	Total score			
	Percentage of student activity			
Description :				
1 = Less				
2 = Good				
3 = Very good				

### 3. RESULTS AND DISCUSSION

One key element that affects how well the learning process goes is learning motivation. Students frequently become disinterested in learning Fiqh because of the repetitive and lecture-heavy teaching style. Innovations that can encourage the spirit of learning and active student participation are required to overcome this [42].

One active learning strategy that is successful in raising learning motivation is the Talking Stick paradigm. Students are encouraged to communicate, respond, and think critically in a friendly environment using a stick as an interaction tool. Implementing the talking stick method aims to boost students' desire for learning through an engaging and interactive approach, boost their self-confidence while voicing their thoughts, and assist them in thoroughly understanding the fiqh subject [43].

The Talking Stick method teaches Fiqh to foster an engaging, dynamic learning environment and motivate students to engage with the subject matter actively. This approach is used in phases and is tailored to the needs of the students and the Fiqh content being covered [44]. Materials about worship practices, the prerequisites for legitimate worship, and the rules of Islamic jurisprudence that apply in daily life are used in this classroom exercise. The teacher gives perception and gives a brief explanation of the learning objectives during the beginning activity of the implementation phase. The instructor then describes the Talking Stick technique and the game's regulations. To make the game easier, the teacher sets up a stick or similar object as a "talking stick" and then trains the class to sit in a circle or small group [45]. The stick accompanies simple melodies or music from student to student. When the music stops, the student with the stick must respond to questions from the teacher about the content they have learned about Islamic law. Questions like "What are the requirements for valid prayer?" "How to do tayammum if there is no water?" and "What is the difference between najis and hadats?" range from elementary comprehension to fundamental analysis. Students are forced to think rapidly and retain the information delivered this way. When a student cannot respond, the instructor offers advice or allows others to assist. Students eagerly await their turn and feel challenged when the stick comes their way, which makes the classroom vibrant. The teacher is a facilitator throughout the learning process, offering support, compliments, and constructive criticism for every student's response, regardless of how incorrect it may be. This approach effectively combats the monotony that frequently results from studying theoretical Fiqh. The game's challenges and curiosity also encourage students to participate more actively. They believe that studying Fiqh doesn't have to be dull; instead, it may be presented engaging and inspiring[46]. The instructor concludes by having the class consider the content that has been covered and expressing gratitude to the engaged learners. The Talking Stick exercise concludes with a summary of the content and a brief assessment through practice questions or a quiz. By using this approach, students become more engaged in class and more self-assured, respectful of one another's beliefs, and eager to learn Fiqh. As a result, Talking Stick is successful in raising students' motivation to learn Fiqh content[47].

Before implementing the actions in Cycles I and II, initial observations were conducted to identify the level of student learning motivation for the Fiqh subject. This observation was conducted through direct observation in class, informal interviews with several students, and discussions with the Fiqh subject teacher. The observations showed that most students seemed less enthusiastic about participating in Fiqh learning, which previously used more lecture methods. Many students appeared passive, less eager to answer questions, and did not actively participate in class discussions [48]. This indicates that their learning motivation is still low, both intrinsically and extrinsically. Several factors causing low learning motivation include the monotony of learning methods, lack of teacher-student interaction, and the absence of variation in learning activities. In addition, students

tend to study only when they are about to face a test or assessment. Therefore, a more enjoyable and interactive learning approach is needed to increase students' interest and enthusiasm in learning Fiqh. From the results of this observation, it was also decided that the Talking Stick method was worth trying as an innovation in the learning process to encourage active student participation and increase their motivation. After obtaining the initial observation results, the researcher met with the Islamic Religious Education (PAI) teacher to discuss the strategy for implementing classroom action research (PTK).

This meeting aimed to align the understanding between the researcher and the teacher regarding learning problems, the objectives of the action, and the technical implementation of the action in Cycles I and II. In the discussion, the PAI teacher said various learning methods were needed to increase student participation because students prefer learning involving activities and games. The PAI teacher welcomed the plan to use the Talking Stick method in Fiqh learning because it was considered to enliven the classroom atmosphere and encourage students' enthusiasm for learning. The meeting also agreed on the time for implementing PTK, the indicators of success to be observed, and the instruments to be used, such as observation sheets and field notes. The PAI teacher also provided input on suitable materials for learning in cycles I and II, namely materials that were applicable and easy to understand so that students could be more easily involved in learning activities.

Classroom action research in Cycle I was conducted on Saturday, February 10, 2025, in class VI of Elementary Madrasahs, consisting of 15 students. Learning Fiqh using the Talking Stick method went well and smoothly. The learning process was carried out by the lesson implementation plan (RPP) that had been prepared and actively involved students in learning activities. The teacher started with apperception and initial motivation, then delivered material about Fiqh briefly before beginning the Talking Stick game. During the game, students seemed enthusiastic and actively involved in answering questions given when the stick stopped in their hands. This activity has created a more lively and enjoyable classroom atmosphere than the usual lecture method. This dynamic classroom atmosphere is a positive indicator that the approach used is starting to show results in increasing student motivation. Although the implementation generally went smoothly, several obstacles remained during Cycle II learning. One of the main obstacles is the lack of focus of some students during the activity. Some students seemed reluctant to follow the game's flow and seemed passive when allowed to speak. Lack of mental readiness and self-confidence are also factors that cause some students to choose to remain silent when receiving the stick. This certainly impacts their learning outcomes, especially in answering questions about Fiqh material. Although the Talking Stick method is fun, not all students can immediately adapt to this interactive learning pattern. In addition to obstacles in terms of concentration, the evaluation results at the end of the Cycle showed that there were still students who scored below the Minimum Completion Criteria (KKM).

Despite following the entire set of learning activities, evaluation data indicates that some students have not fully grasped the subject matter. This suggests that some students' learning motivation hasn't grown entirely, meaning it hasn't significantly affected their learning outcomes. According to the teacher, most of the pupils who continued to receive low results participated less actively in the Talking Stick session and showed poor concentration during the learning process [49]. Therefore, to achieve more ideal results, an effort must be made to improve and adjust in the subsequent Cycle [50]. When planning enhancements for Cycle II, reflection on the execution of Cycle I is crucial. Before the activity starts, more detailed instructions on how to play Talking Stick will be given, and students who lack confidence will receive individual encouragement. The instructor will also improve how the study groups are divided so that students may support one another in comprehending the subject matter.

To promote more equitable involvement, gifts or small prizes for engaged students are also intended [51]. By taking these actions, it is intended that students will be more focused and involved in their studies in the following Cycle, which will help them achieve higher learning outcomes [52]. On Monday, February 15, 2025, classroom action research in Cycle II was carried out in Elementary Madrasahs's class VI, which had 15 students. Cycle II aimed to boost learning motivation and encourage more active student participation. Giving more engaging and understandable instructions regarding the technical features of the Talking Stick game before instruction starts is one of the primary enhancement measures. The instructor reiterates the game's rules, learning goals, and the significance of each student's active participation in the learning process.

Small, diverse groups are also created to help kids who lack confidence feel more at ease and receive peer encouragement. This strategy is anticipated to foster the growth of students' intrinsic motivation and establish a more inclusive learning environment. For students who are still less focused or tend to be passive in the Cycle, the teacher gives me special attention in addition to the first guidance. Through more thorough interpersonal communication, the teacher strives to understand the psychological hurdles experienced by pupils and encourages them to be more daring in participating in the game. For engaged pupils who exhibit a greater desire to study, the instructor also starts using straightforward incentives or rewards like stars, compliments, or little presents. This approach aims to help pupils develop extrinsic motivation as a springboard for developing intrinsic motivation. The teacher also made the class management time more efficient during Cycle II's implementation, particularly during the Talking Stick game session. The answer period was cut short to allow pupils to think still while

maintaining a dynamic flow of activities. To give every student a chance to respond according to their aptitudes, the instructor prepared questions ranging from easy to difficult [53].

Students who previously struggled when given the stick and asked questions on the spur of the moment were able to gain more confidence thanks to this inquiry type. The classroom environment became livelier and more participatory during Cycle II's learning process. Previously, passive students started to participate, and their enthusiasm skyrocketed. Nearly all of the pupils were observed to be actively participating in the more structured but still enjoyable learning activities. According to the evaluation results at the end of the Cycle, learning scores had increased, and more students had attained KKM than in Cycle II. This demonstrates that the enhancements successfully improved learning outcomes and student motivation [30], [54].

The Talking Stick approach is more successful in raising students' motivation to learn Fiqh due to Cycle II's advancements. Learning outcomes indicate an improving trend; the classroom environment is more accommodating, and active student involvement is more equitably distributed. Cycle II demonstrates that initial implementation challenges may be addressed with the appropriate approach and strategy modifications. This achievement offers a solid foundation for endorsing the Talking Stick approach as one of the fun and successful learning innovations in the teaching of Fiqh.

The following table displays the findings of observations of talking stick learning activities in raising students' motivation to learn from cycle I to cycle II:

Table 3: Findings from observations of the proportion of students in one cycle I class who are motivated to learn

No.	Name	Activity Score	The percentage Motivation for Learning
1	Student A	31	79,49%
2	Student B	32	82,05%
3	Student C	28	71,79%
4	Student D	25	64,10%
5	Student E	36	92,31%
6	Student F	34	87,18%
7	Student G	32	82,05%
8	Student H	28	71,79%
9	Student I	36	92,31%
10	Student J	34	87,18%
11	Student K	32	82,05%
12	Student L	27	69,23%
13	Student M	26	66,67%
14	Student N	38	97,44%
15	Student O	39	100,00%
Average			81,71%

Based on student observations during the talking stick implementation process, it can be inferred that, of the values acquired during Cycle 1, only 21 students progressed extremely well, out of a maximum score of 39%; several students remained timid or lacked confidence. Furthermore, because this learning approach was still relatively new, some students exhibited less concentration during the exercise, and learning was subpar. According to the evaluation results, learning motivation had not yet peaked because some pupils had not attained the KKM. Based on this reflection, Cycle 2 needs to be improved regarding time management, question variety, and boosting student confidence to encourage active participation from all students. As a result, cycle 2 of the study was carried out, and the following information was gathered from cycle two observations:

Table 4. Findings from observations of one class's learning motivation % during cycle II

No.	Name	Activity Score	The percentage Motivation for Learning
1	Student A	36	92,31%
2	Student B	33	84,62%
3	Student C	33	84,62%
4	Student D	39	100,00%
5	Student E	36	92,31%

No.	Name	Activity Score	The percentage	Motivation for Learning
6	Student F	39		100,00%
7	Student G	35		89,74%
8	Student H	35		89,74%
9	Student I	39		100,00%
10	Student J	34		87,18%
11	Student K	37		94,87%
12	Student L	36		92,31%
13	Student M	32		82,05%
14	Student N	39		100,00%
15	Student O	39		100,00%
Average				92,65%

According to Cycle 2 observation findings, there was a rise in Cycle 2; whilst the average value in Cycle 1 was only 79%, it rose to 90% in Cycle 2, and the proportion of students climbed from 81.71% to 92.65%. The classroom environment is becoming more supportive, and students are more comfortable responding to inquiries. Most kids actively participate in Talking Stick activities, and disruptions like laughing and lack of focus have declined.

From cycle 1 to cycle 2, more students achieved or above KKM ( $\geq 75$ ) in their assessments of their comprehension of the Fiqh curriculum using the talking stick method. Following advancements from the previous cycle, the Talking Stick approach has proven beneficial. Since it has been accomplished as best as possible and is deemed complete, it may be claimed that the application of this learning has expanded and can be discontinued. This is evident from the following student evaluation results:

Table 5. Learning evaluation results from cycles I and II

No.	Name	Cycle 1	Cycle 2	Description	Difference in Description
1	Student A	82	87	Increase	5
2	Student B	72	75	Increase	3
3	Student C	70	74	Increase	4
4	Student D	85	88	Increase	3
5	Student E	85	90	Increase	5
6	Student F	90	92	Increase	2
7	Student G	76	84	Increase	8
8	Student H	74	78	Increase	4
9	Student I	88	90	Increase	2
10	Student J	77	88	Increase	11
11	Student K	78	86	Increase	8
12	Student L	86	92	Increase	6
13	Student M	75	76	Increase	1
14	Student N	94	96	Increase	2
15	Student O	95	97	Increase	2
Average		81,80	86,20		4,40
Minimum Completion Criteria (KKM)		75			
Completed		3	1		
Not Completed		12	14		
Completion percentage		80%	93%		

The fact that students' fiqh learning outcomes improved from cycle I to cycle II after using the Talking Stick method indicates that this strategy works well for enhancing comprehension of the subject matter. From 81.80 to 86.20, the average student score rose, and the learning completion rate climbed from 80% to 93%. The



ARCS technique, which Keller created, theoretically explains this accomplishment. The first element, attention, is attained through physical exercise and a lively classroom environment where students alternate speaking with sticks, generating intense interest and concentration on the lesson.

Students believe that learning activities are more relevant and meaningful since they are tied to fiqh themes that directly affect their everyday religious lives, which further satisfies the Relevance component of this approach. Pupils typically exhibit higher levels of intrinsic motivation when they believe their education aligns with their needs and ideals. The fact that students are allowed to voice their ideas, in turn, also contributes to developing their confidence in their ability to comprehend the subject matter and speak in front of their peers. Due to this, students are more mentally prepared to take in and digest new knowledge.

Lastly, the ARCS theory's Satisfaction component is demonstrated when students have a positive educational experience and believe their efforts are valued. This elicits a feeling of accomplishment that manifests in improved grades and a desire to participate fully in the educational process. As a result, the Talking Stick method is a relevant and successful strategy to improve motivation and learning outcomes, particularly in fiqh learning at Madrasah Ibtidaiyah. Its success is attributed to its interactive technical aspects and capacity to address students' psychological needs during the learning process.

The Talking Stick approach affects the proportion of learning completion in addition to raising the average score. The percentage of students who completed their coursework rose from 80% in cycle I to 93% in cycle II. This indicates that after engaging in learning through a more interactive and participatory manner, an increasing number of students can meet or surpass the Minimum Completion Criteria (KKM). Through increased activity, attentiveness, and direct involvement in the learning process, the Talking Stick model helps students better understand the information that teachers present. It is clear from the rise in the average value and completion rate that the Talking Stick technique is a successful teaching strategy for Fiqh at Elementary Madrasahs. Students become more self-assured, driven, and accountable for their comprehension of the subject matter when they participate in learning activities that incorporate discussion and provide opportunities for speaking in turns using sticks. This invention demonstrates how adjustments to a more active learning strategy can enhance assessment outcomes while fostering a more engaging and significant learning environment.

According to the data analysis above, the amount of research being implemented in each cycle has grown, and the talking stick approach has a favorable effect on raising student motivation, activity, and comprehension of the fiqh material. The graphic below illustrates the proportion of research results development from cycle 1 to cycle 2:

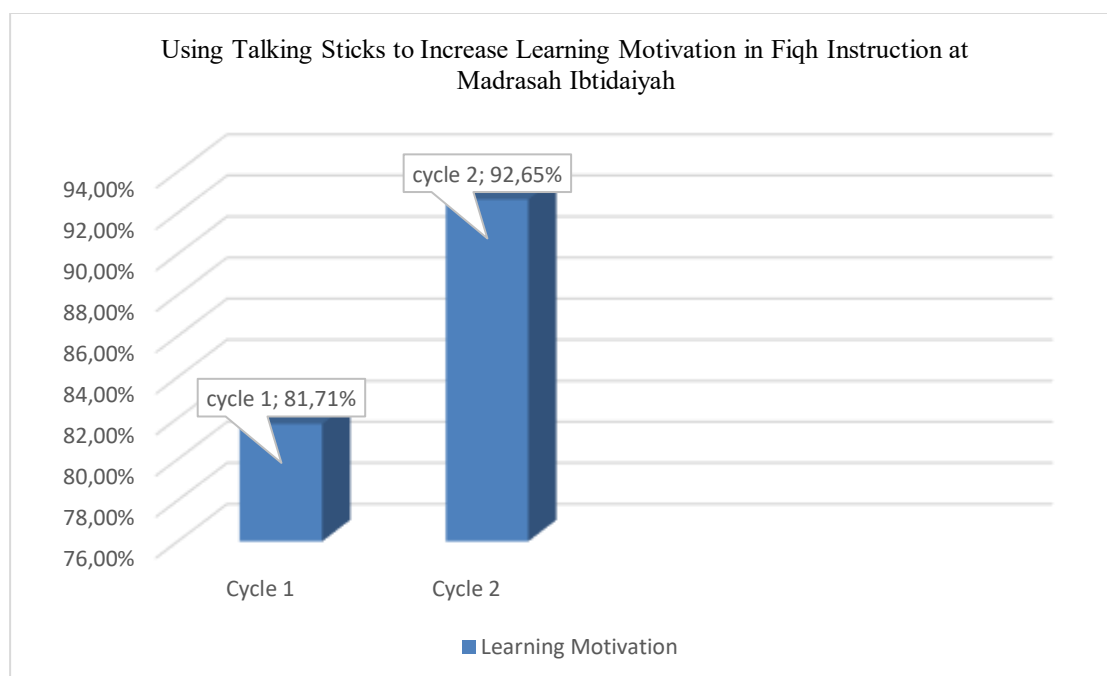


Figure 1. Increasing the motivation of students to learn

Figure 1 above explains how students who performed well in cycles 1 (average value of 81.71) and 2 (average value of 92.65%) significantly outperformed those who performed well in cycles 1 and 2. In the meantime, the following represents the rise in student learning results from cycle 1 to cycle 2:

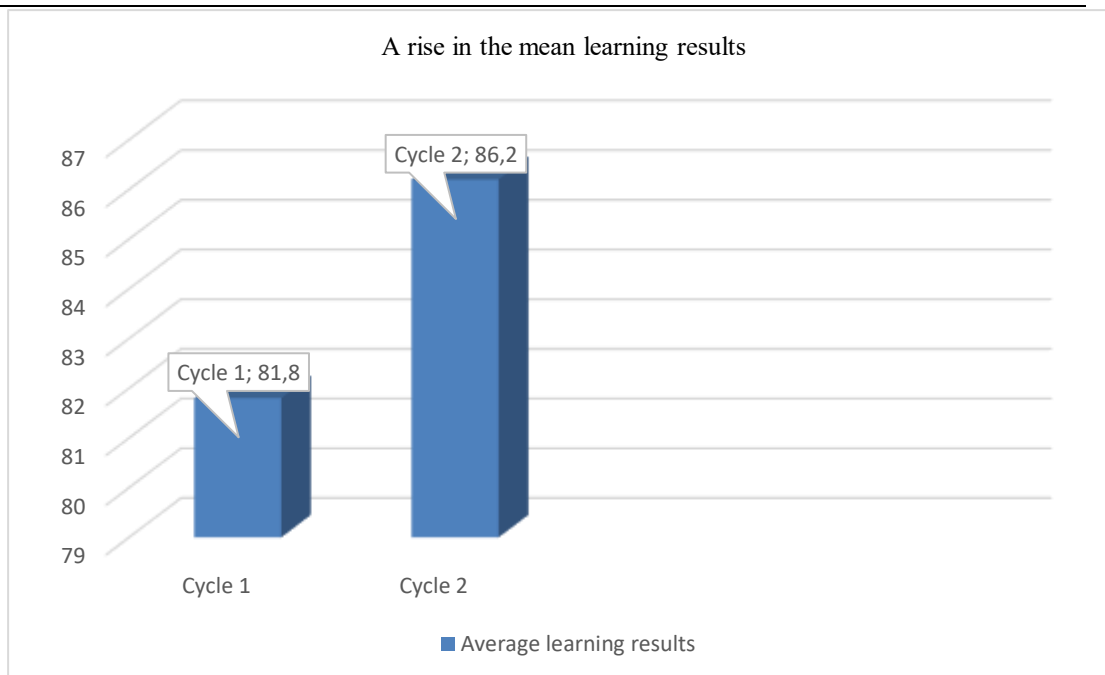


Figure 2. Average learning results have increased

Regarding average scores and learning completion percentage, the study's findings show that using the Talking Stick method significantly improved students' fiqh learning outcomes. This finding contrasts with other research that found the Talking Stick approach is generally more successful in learning subjects like social studies or Indonesian that need open discussion or memorization. This approach works particularly well in the fiqh setting, which strongly emphasizes comprehending ideas and applying Islamic principles to daily life. This demonstrates that Talking Stick may be modified for subjects that call for mastery of factual knowledge and internalizing values and conceptual reasoning.

This study is interesting because it applies the Talking Stick approach to the study of fiqh at the Madrasah Ibtidaiyah level, which has not often been the research subject. The success of this approach is closely linked to the ARCS motivation theory in this study, which also provides quantitative evidence of the improvement in learning outcomes. This method offers a fresh theoretical perspective that links Islamic religious education students' psychological characteristics with interactive learning techniques. Additionally, this study gives the Talking Stick method a new dimension as a strategy that can boost self-confidence, learning relevance, and learning satisfaction and increase student engagement.

It is necessary to take into account the many limitations of this study. First, the results can't be applied to other madrasahs because there are only enough samples from a single class. Furthermore, the study's two-cycle learning period is insufficient to assess the method's long-term effects on students' development of religious character. Third, no impartial third-party observers or external observation tools have been used to gauge student involvement. This constraint may be a crucial observation for more research to provide more thorough and reliable findings.

Applying the Talking Stick method in madrasah fiqh instruction necessitates extensive preparation on the part of teachers, not only in terms of gathering resources but also in terms of time management and classroom dynamics. All students should have an equal chance to speak, and teachers should be able to connect the current conversation to the fiqh idea being covered. Additionally, for kids to feel comfortable speaking out and asking questions, this approach necessitates a supportive classroom environment and habituation. Teacher training and mentoring must be used for this approach to be extensively and stably adopted.

This study offers a valuable tool to help madrasah teachers select efficient teaching methods that fit the needs of their students. Fiqh learning results can be enhanced while creating meaningful learning experiences by combining the Talking Stick method with an ARCS theory-based motivational approach. This study creates more research on how this methodology might be used with other tactics, such as project-based learning or audio-visual media, to enhance the elementary school fiqh education process.

#### 4. CONCLUSION

Based on the research and discussion results, the application of the Talking Stick method in Fiqh learning has proven effective in increasing students' learning motivation. This method makes the learning atmosphere more

interactive and enjoyable, so students are more actively involved in the learning process. With the activity of taking turns using the talking stick, students feel more confident in expressing opinions, answering questions, and engaging in discussions. In addition to increasing motivation, this method also contributes positively to increasing the understanding of Fiqh material. Students are more enthusiastic about studying Islamic laws, understanding their application in everyday life, and showing a higher curiosity. Students' perceptions of Fiqh lessons become more positive, so they no longer feel bored or burdened. The systematic application of the Talking Stick method has been proven to increase students' learning motivation from cycle one by 81.71%, increasing in cycle 2 to 92.65%. The results of the Fiqh learning evaluation from cycle one were an average of 81.80, rising in cycle 2 to 86.20. This method can increase students' courage in expressing opinions, strengthen self-confidence, and create a healthy competitive atmosphere. Students who were previously less motivated in following Fiqh lessons began to show increased interest and activeness in learning. It must be acknowledged that implementing the Talking Stick method requires good time and class management from teachers. Teachers must ensure that all students have the same opportunity to participate and maintain a conducive classroom atmosphere during the learning process. Thus, the Talking Stick method is worthy of consideration as a learning innovation that can be applied in Fiqh learning to increase students' learning motivation.

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