

Volume 10 Nomor 3 Desember 2025
E-ISSN 2541-0938 P-ISSN 2657-1528

JURNAL PENDIDIKAN EKONOMI JURKAMI

JURKAMI

VOLUME 10
NOMOR 3

SINTANG
DESEMBER
2025

DOI
10.31932

E-ISSN
2541-0938
P-ISSN
2657-1528

**IMPLEMENTATION OF TALKING STICK MODEL IN ECONOMICS TO
FOSTER INDEPENDENCE OF GRADE XI STUDENTS AT MA MIFTAHUL
ULUM SUREN**

Lisa Umami✉, Arie Eko Cahyono², Shendy Andrie Wijaya³

Program Studi Pendidikan Ekonomi, Universitas PGRI Argopuro, Jember, Indonesia¹²³

✉ Corresponding Author Email: umamilisa536@gmail.com

Author Email : umamilisa536@gmail.com¹, arie.arion@gmail.com²,
shendyandriewijaya@gmail.com³

Abstract:

Article History:
Received: July 2025
Revision: October
2025
Accepted: November
2025
Published: December
2025

Keywords:

Talking Stick,
Character Education,
Economics Learning,
Active Participation,
Qualitative Study.

This study explores the implementation of the Talking Stick learning model in the Economics subject and its role in fostering student character in Grade XI at MA Miftahul Ulum Suren. The research stems from the growing need to integrate character education into classroom learning in a meaningful and contextual manner. Using a qualitative approach and a case study design, data were collected through observation, in-depth interviews, and documentation. The findings reveal that the Talking Stick model encourages active student participation and cultivates key character traits such as responsibility, honesty, self-confidence, cooperation, and discipline. Classroom dynamics showed significant behavioral shifts, especially in students' willingness to express opinions and take turns respectfully. Supporting documents such as lesson plans, teacher journals, and photos indicate well-structured planning and consistent implementation. The study concludes that the Talking Stick model is not only effective for delivering Economics material but also instrumental in instilling social values and positive behaviors. It is particularly suitable for religious-based schools seeking to strengthen character development alongside academic learning. The study recommends that educators adopt active and participatory models to enhance both instructional quality and moral education.

Abstrak:

Sejarah Artikel:
Diterima: July 2025
Direvisi: Oktober 2025
Disetujui: November
2025
Diterbitkan: Desember
2025

Kata kunci:

Talking Stick,
Pembelajaran
Ekonomi,
Pendidikan Karakter,
Partisipasi Aktif,
Studi Kualitatif.

Penelitian ini bertujuan untuk mendeskripsikan implementasi model pembelajaran Talking Stick pada mata pelajaran Ekonomi dan dampaknya terhadap penumbuhan karakter siswa kelas XI MA Miftahul Ulum Suren. Latar belakang penelitian ini berangkat dari kebutuhan untuk mengintegrasikan pendidikan karakter ke dalam proses pembelajaran secara aktif dan kontekstual, mengingat pembelajaran konvensional sering kali kurang memberi ruang partisipasi siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan dokumentasi, yang dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan model Talking Stick mampu meningkatkan keberanian siswa dalam menyampaikan pendapat, mendorong keterlibatan aktif, serta menumbuhkan karakter seperti tanggung jawab, kerja sama, kejujuran, kedisiplinan, dan rasa percaya diri. Data dokumentasi berupa RPP, jurnal guru, dan foto kegiatan mendukung temuan tersebut. Pembelajaran berlangsung dengan perencanaan yang matang dan pelaksanaan yang konsisten. Model ini dianggap relevan diterapkan pada mata pelajaran Ekonomi di lingkungan madrasah berbasis nilai keagamaan. Penelitian ini merekomendasikan agar guru menggunakan pendekatan pembelajaran aktif dan partisipatif sebagai strategi dalam menanamkan nilai-nilai karakter siswa melalui pembelajaran yang bermakna dan menyenangkan



How to Cite: Lisa Umami, Arie Eko Cahyono, dan Shendy Andrie Wijaya. 2025. IMPLEMENTATION OF TALKING STICK MODEL IN ECONOMICS TO FOSTER INDEPENDENCE OF GRADE XI STUDENTS AT MA MIFTAHUL ULUM SUREN. *Jurnal Pendidikan Ekonomi (JURKAMI)*, 10 (3) DOI : [10.31932/jpe.v10i3.5323](https://doi.org/10.31932/jpe.v10i3.5323)

INTRODUCTION

Education is not merely an academic pursuit; it is a transformative process that shapes individuals' values, attitudes, and behavior. In the context of Indonesia's national education goals, character development is a core component, as reflected in Law Number 20 of 2003 concerning the National Education System. This law emphasizes the importance of nurturing students to become individuals who are faithful, morally upright, responsible, and socially aware. However, in practice, character education is often overlooked in classroom learning, which tends to focus solely on cognitive achievement.

Conventional learning models, particularly in subjects like Economics, remain teacher-centered and limit students' opportunities to actively participate and develop key life skills. Observations at MA Miftahul Ulum Suren revealed that many students in Grade XI exhibit passive behavior, low self-confidence, and limited expressions of responsibility, honesty, and cooperation during lessons. These findings indicate a disconnect between the normative aims of character education and the realities of daily instructional practices.

To bridge this gap, innovative teaching strategies are essential. One promising method is the Talking Stick learning model, which encourages all students to speak in turns using a symbolic stick. This model fosters active participation, builds students' confidence to speak publicly, and cultivates values such

as respect, discipline, and responsibility. It aligns with the social constructivist approach, emphasizing learning through social interaction and peer engagement.

Talking Stick has its roots in cooperative learning and draws from cultural traditions where a speaker's turn is marked by a physical object. Scholars such as Huda (2021) and Uno (2020) highlight the value of active learning models in promoting not only knowledge retention but also emotional and social development. When adapted to the classroom, Talking Stick can enhance students' engagement and stimulate character formation through structured discussions.

Previous studies have explored Talking Stick in different subjects and contexts. Fitriyani (2021) applied it to Social Sciences in junior high school and found it effective in improving student discipline and classroom interaction. Mulyani (2022) used it in high school Economics and observed enhanced honesty and responsibility. Wahyuni (2023) focused on Geography and noted increased student confidence. While these studies affirm the method's benefits, few have examined its integration with character education in religious-based institutions.

This research seeks to fill that gap by analyzing the implementation of Talking Stick in Economics classes at MA Miftahul Ulum Suren, a religious-based senior high school. Unlike previous works, this study investigates how Talking Stick specifically contributes to the development of moral



and social values within a faith-based educational setting. The combination of subject matter (Economics), character focus, and institutional context offers a novel perspective.

Using a qualitative approach and a case study design, this research aims to uncover the process, challenges, and outcomes of applying the Talking Stick method in a real classroom environment. Data were gathered through direct observation, interviews with teachers and students, and analysis of instructional documents such as lesson plans and student journals. The findings are expected to provide a comprehensive picture of how active learning contributes to character building.

The purpose of this study is to describe how the Talking Stick model is implemented in Economics learning and to identify the character values it helps nurture. It also seeks to understand students' responses to the method and explore the supporting or inhibiting factors that influence its effectiveness in the classroom.

This research offers several practical and theoretical benefits. For teachers, it presents a replicable model of interactive teaching that supports the integration of moral education. For educational institutions, especially religious schools, it offers insights into designing lesson plans that align with both academic and spiritual objectives. For policy makers, it contributes evidence supporting the national Character Education Strengthening Program.

In conclusion, this study contributes to the growing discourse on character education through pedagogical innovation. It presents a fresh application of the Talking Stick model in a specific academic

subject and religious context, which has been rarely explored in previous research. By doing so, it enhances the understanding of how learning models can be designed not only for intellectual growth but also for moral and social development.

RESEARCH METHOD

This study employed a qualitative research approach with a case study design. The qualitative approach was selected to explore and understand the meaning behind the phenomena that occur naturally in the classroom setting. Specifically, it aimed to capture how the Talking Stick learning model was implemented in the Economics class and how it contributed to the development of students' character at MA Miftahul Ulum Suren. A case study was considered appropriate as it allows an in-depth investigation of real-life educational practices within a specific context.

The type of data collected in this study was primarily descriptive and verbal, derived from participants' narratives, classroom interactions, and written documents. These data were non-numeric and focused on the participants' experiences, behaviors, and perceptions. In line with the qualitative tradition, the study did not employ any standardized instrument like surveys or tests but relied instead on human-centered tools such as observation and interviews.

The primary sources of data were teachers and students from Grade XI, specifically those involved in the Economics learning process using the Talking Stick method. Additional data were also obtained from the school principal and curriculum coordinator, to enrich the contextual understanding. Secondary sources included lesson plans, teacher



journals, student learning products, and photographic documentation from the classroom.

Data collection techniques consisted of participant observation, in-depth interviews, and documentation. Observations were conducted during live classroom sessions where the Talking Stick method was applied. The researcher took detailed field notes on student behavior, classroom dynamics, and teacher-student interactions. Semi-structured interviews were conducted to explore the experiences and perceptions of teachers and students regarding the use of the Talking Stick model in Economics instruction.

To ensure the richness of data, documentation was used to support and validate observations and interviews. Relevant documents such as lesson plans (RPP), curriculum materials, daily teaching journals, and photos of learning activities were analyzed. These documents served as evidence of planning, execution, and student engagement in the learning process.

Data analysis followed the interactive model proposed by Miles and Huberman, which includes three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting relevant data, simplifying complex information, and organizing it thematically. The display phase involved presenting the data in the form of descriptive texts, matrices, and thematic summaries to facilitate interpretation. Finally, conclusions were drawn based on patterns and meanings that emerged from the data.

In addition to the interactive model, the study also employed Spradley's ethnographic analysis to explore the cultural and behavioral aspects of student

character development. This analysis included domain analysis, taxonomy, componential, and thematic analysis to deeply understand how the Talking Stick model shapes students' moral and social values during classroom interaction.

Variable measurement in this study was conducted through qualitative indicators. For example, responsibility was measured by students' ability to complete tasks when holding the Talking Stick, while confidence was observed through students' willingness to speak in front of peers. These indicators were derived from theoretical frameworks and refined through field observation and interview coding.

The overall methodology was designed to ensure trustworthiness through prolonged engagement, triangulation, member checking, and thick description. Through this design, the study aimed to provide deep, contextualized insight into the role of the Talking Stick model in fostering student character within religious-based educational environments.

RESULT AND DISCUSSION

The implementation of the Talking Stick learning model in the Economics subject at MA Miftahul Ulum Suren revealed meaningful shifts in classroom dynamics, particularly in how students engaged with each other and with the subject matter. Initially, students were observed to be passive and hesitant to speak, a reflection of previous teacher-centered approaches that limited their confidence and willingness to participate actively. With the introduction of the Talking Stick method, a symbolic object passed among students to designate who may speak, there was a noticeable transformation in the classroom

atmosphere. Students began to anticipate their turns more attentively, listened more respectfully to their peers, and prepared more thoroughly for discussion sessions.

This aligns with the constructivist view, particularly Vygotsky's emphasis on social interaction as a means of cognitive and moral development. The presence of the Talking Stick created a safe space for students to express themselves, reducing anxiety about being judged or interrupted, which is often a concern in conventional discussions. Field observations revealed increased instances of students volunteering to speak, a significant contrast to earlier reluctance reported by the Economics teacher. In interviews, students reported feeling more respected and more responsible when holding the Talking Stick, as it represented trust from their peers and the teacher. Such experiences helped students internalize values like responsibility, honesty, and mutual respect, core aspects of the national character education goals.

The talking turn mechanism also improved listening skills, as students could not interject but had to wait for their turn, which reinforced patience and empathy. These behavioral shifts are supported by Huda (2021), who emphasizes the potential of active learning strategies to foster soft skills beyond mere academic achievement. Students with previously low self-esteem were gradually observed taking part in discussions, signaling an improvement in self-confidence attributed to the predictability and fairness of the Talking Stick format. Qualitative data from teacher journals indicated that lesson planning had to be adjusted to incorporate more time for student responses and discussion, reflecting a more student-centered pedagogy.

This shift from teacher dominance to shared classroom control is consistent with Freire's dialogical model of education, where learners co-construct meaning with the teacher. In terms of content retention, students demonstrated deeper understanding of economic concepts, as seen in their ability to relate theoretical topics to real-life experiences during discussions. For instance, while learning about market behavior, students used personal anecdotes to illustrate supply and demand, indicating a contextual grasp of the material. This suggests that the Talking Stick method not only facilitates moral development but also enhances cognitive engagement by encouraging reflective thinking. The Economics teacher noted that students were more likely to complete their assignments on time and with greater thoroughness, a behavior linked to the increased sense of ownership fostered by the model.

This supports the findings of Uno (2020), who argued that active learning strategies promote accountability and intrinsic motivation among students. Additionally, students practiced fairness and discipline by ensuring equal speaking time and respecting classroom rules, a habit reinforced by the structured nature of the Talking Stick routine. These findings resonate with Bandura's social learning theory, which holds that students adopt behaviors they observe and internalize within their social learning environment.

Interestingly, girls were slightly more consistent in following the speaking rules and displayed a higher level of empathy during peer discussions, as reported by both the teacher and observer notes. This gendered pattern of participation may relate to cultural norms, though it also highlights



the model's adaptability in accommodating various student temperaments. Furthermore, students themselves expressed appreciation for the method in interviews, calling it "fun," "fair," and "different," which reflects an emotional connection to the learning process.

Such emotional engagement is an important driver of long-term learning, according to contemporary educational psychology. One of the more unexpected outcomes was the emergence of student-led reflection sessions, where some students initiated peer feedback without teacher prompting. This indicates a shift toward metacognitive awareness and peer responsibility, areas often underdeveloped in traditional classrooms.

The school's religious ethos complemented the Talking Stick approach, especially in reinforcing values like honesty, patience, and humility. This synergy between pedagogical innovation and institutional values strengthens the model's relevance in religious-based education settings. The effectiveness of this model was not without challenges. Some students were initially uncomfortable being the center of attention, highlighting the need for gradual adaptation and teacher support.

However, by the third week, most students had adjusted and showed enthusiasm toward the structured dialogue. According to the teacher's testimony, discipline issues also decreased as students were more focused and respectful during learning activities. This behavioral consistency is a key outcome desired by character education programs such as Indonesia's PPK (Penguatan Pendidikan Karakter).

Photographic documentation from class sessions visually supports these observations, showing engaged faces, active gestures, and group attentiveness. The researcher also noted that peer encouragement became more frequent, with students clapping or nodding in support of those speaking, fostering a supportive community of learners. The data also revealed the importance of teacher facilitation. The teacher's role shifted toward guiding discussions and affirming student contributions rather than dominating instruction. This repositioning is reflective of the facilitator role promoted in learner-centered methodologies.

While the model does require more preparation time, the teacher emphasized that the outcomes (particularly in terms of character development) were worth the additional effort. As a recommendation, future use of the Talking Stick model should be complemented by formative assessments and reflective journaling to further enhance character awareness. In conclusion, the Talking Stick learning model provided a transformative space for character formation, peer collaboration, and meaningful learning in Economics. Its alignment with both national policy and theoretical frameworks suggests that the model is a viable strategy for holistic education in similar school contexts.

CONSLUSION

The findings of this study lead to the conclusion that the implementation of the Talking Stick learning model in the Economics subject at MA Miftahul Ulum Suren has not only transformed classroom dynamics but also contributed meaningfully to the cultivation of students' character in ways that conventional methods have

struggled to achieve. Through a learning environment that values voice, turn-taking, and mutual respect, students gradually moved from passive observers to confident participants who took ownership of their learning journey. The model allowed students to engage more deeply with the subject matter, promoting a sense of responsibility when holding the symbolic stick, and reinforcing social values such as honesty, discipline, and cooperation through structured interaction. Rather than merely recalling textbook definitions, students began applying economic concepts to real-life scenarios, reflecting a more authentic understanding and critical thinking process. Most significantly, this method nurtured their emotional and interpersonal growth, encouraging students to listen, respect others' perspectives, and express their thoughts clearly and respectfully, qualities that extend far beyond the classroom and into their daily lives. The Talking Stick model thus serves as a bridge between academic instruction and character formation, affirming the holistic aim of education to develop not only knowledgeable but also ethically grounded individuals. The success of this model lies not in the novelty of its tools but in the depth of its human engagement, it offers a stage where each learner feels seen, heard, and trusted, which in itself is a foundation for meaningful learning. While the study took place within the religious and cultural context of a madrasah, the values and outcomes uncovered here have broader relevance for diverse educational settings that seek to humanize learning and build student character organically through interaction. As such, the Talking Stick approach is recommended as an effective pedagogical strategy for educators seeking

to balance curriculum delivery with moral education, especially in contexts where students' active voices and moral reasoning are often underdeveloped. For future practice, it is advised that this model be integrated into various subjects, not limited to Economics, and be paired with regular reflective exercises such as student journaling or peer feedback sessions to further internalize character values. Teachers are encouraged to provide consistent scaffolding and to tailor the pace of implementation according to the classroom's readiness, ensuring that each student feels safe and supported in their participation. Moreover, schools and educational stakeholders should consider creating policies or professional development programs that promote active and character-centered learning models like Talking Stick, as they contribute directly to the goals of the national education system and the demands of 21st-century life skills. Finally, researchers interested in this model are encouraged to expand the scope of inquiry to different educational levels, school cultures, and learning areas to uncover new patterns, challenges, and best practices. In the end, education is not solely about producing graduates who can recite theories, but individuals who can live out values in their communities, and this study has shown that a simple object like a stick, when placed in the right context and used with intention, can become a powerful tool for change, dialogue, and growth.

REFERENCES

- Arends, R. I. (2012). *Learning to teach (9th ed.)*. McGraw-Hill Education.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.



- Berkowitz, M. W., & Bier, M. C. (2004). Research-based character education. *The ANNALS of the American Academy of Political and Social Science*, 591(1), 72–85. <https://doi.org/10.1177/0002716203260082>
- Creswell, J. W. (2016). *Research design: Pendekatan kualitatif, kuantitatif, dan mixed (Edisi Indonesia)*. Pustaka Pelajar.
- Depdiknas. (2003). *Kamus besar Bahasa Indonesia (3rd ed.)*. Balai Pustaka.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton & Company.
- Fitriyani, N. (2021). Implementasi model Talking Stick dalam pembelajaran IPS di SMP Negeri. *Jurnal Inovasi Pendidikan*, 13(2), 112–123.
- Hidayat, R. (2023). Pendidikan karakter melalui metode kooperatif aktif di madrasah aliyah. *Jurnal Pendidikan Islam*, 11(1), 45–59.
- Huda, M. (2021). *Model-model pengajaran dan pembelajaran: Isu-isu metodis dan paradigmatis*. Deepublish.
- Kemendikbud. (2017). *Penguatan pendidikan karakter: Konsep dan praktik*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Kohlberg, L. (1984). Essays on moral development, *Volume II: The psychology of moral development*. Harper & Row.
- Lestari, S. (2024). Analisis implementasi Talking Stick terhadap kedisiplinan siswa SD. *Jurnal Pendidikan Dasar*, 14(1), 78–89.
- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Lie, A. (2008). *Cooperative learning: Mempraktikkan cooperative learning di ruang-ruang kelas*. Grasindo.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Sage Publications.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif (Edisi revisi)*. Remaja Rosdakarya.
- Mulyani, A. (2022). Pembelajaran ekonomi berbasis karakter melalui model Talking Stick di SMA. *Jurnal Ekonomi dan Pendidikan*, 10(3), 203–215.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods (4th ed.)*. Sage Publications.
- Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter.
- Rogers, C. R. (1983). *Freedom to learn for the 80s*. Merrill.
- Safitri, L. (2025). Implementasi pembelajaran ekonomi aktif dalam meningkatkan karakter sosial siswa. *Jurnal Pendidikan Karakter*, 12(1), 33–47.
- Sauri, S. (2014). *Pendidikan karakter: Konsep, dasar, dan implementasinya dalam kurikulum 2013*. Remaja Rosdakarya.
- Spradley, J. P. (1980). *Participant observation*. Holt, Rinehart and Winston.
- Sugiyono. (2021). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D (11th ed.)*. Alfabeta.
- Sutardi, D. (2020). *Penguatan pendidikan karakter berbasis pembelajaran*. Prenadamedia Group.

- Tilaar, H. A. R. (2011). *Membenahi pendidikan nasional*. Rineka Cipta.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Uno, H. B. (2020). *Model pembelajaran: Menciptakan proses belajar mengajar yang kreatif dan efektif* (2nd ed.). Bumi Aksara.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wahyuni, N. (2023). Pengaruh metode Talking Stick terhadap keberanian siswa dalam pelajaran Geografi. *Jurnal Geografi Pendidikan*, 9(1), 54–66.
- Widiastuti, R. (2021). Integrasi nilai karakter dalam pembelajaran ekonomi di sekolah menengah. *Jurnal Pendidikan Karakter*, 11(2), 212–225.
<https://doi.org/10.21831/jpk.v11i2.38888>
- Yin, R. K. (2016). *Qualitative research from start to finish* (2nd ed.). The Guilford Press.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
- Zubaedi. (2015). *Desain pendidikan karakter: Konsepsi dan aplikasinya dalam lembaga pendidikan*. Kencana.

