



**IMPROVEMENT OF IPS LEARNING ACTIVITY AND OUTCOMES
THROUGH THE TIME TOKEN ARENDS MODEL****Muhamad Fadillah¹**¹*Graduate University of Lambung Mangkurat, Indonesia*

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ABSTRAK

Seorang guru IPS dituntut untuk menerapkan model yang efektif sehingga dapat membangkitkan minat belajar siswa sehingga tujuan yang ingin dicapai dapat tercapai. Untuk dapat menciptakan pembelajaran yang efektif dan efisien, guru harus memiliki kemampuan menguasai bahan ajar, mengelola kelas dan mampu menempatkan model yang sesuai selama proses belajar mengajar. Salah satu strategi yang dapat digunakan untuk mengatasi masalah dalam pembelajaran IPS adalah model Time Token Arens. Objek penelitian ini adalah siswa kelas VIII MTs Darul Ulum Kotabaru dan kelas yang dipilih adalah siswa kelas VIII A MTs Darul Ulum Kotabaru yang berjumlah 32 siswa. Penelitian ini menggunakan pendekatan kualitatif. Hasil penelitian terhadap variabel yang diteliti akan dideskripsikan secara kualitatif dengan variabel pelaksanaan model pembelajaran Time Token Arens, hasil belajar siswa, dan tingkat keaktifan siswa. Hasil dari penelitian ini adalah kesimpulan bahwa penggunaan model Time Token Arens dapat meningkatkan aktivitas guru, aktivitas siswa, dan hasil belajar siswa.

ABSTRACT

A social science teacher is required to apply an effective model so that it can arouse students' learning interest so that the objectives to be achieved can be fulfilled. To be able to create effective and efficient learning, teachers must have the ability to master teaching materials, manage classes and be able to place appropriate models during the teaching and learning process. One strategy that can be used to overcome problems in learning social science is the Time Token Arens model. The object of this study is students of Class VIII MTs Darul Ulum Kotabaru and the selected class is students of Class VIII A MTs Darul Ulum Kotabaru with a total of 32 students. This research uses a qualitative approach. The results of the study of the variables studied will be described qualitatively with the variable implementation of the Time Token Arens learning model, student learning outcomes, and student activity levels. The results of this study are the conclusion that the use of the Time Token Arens model can increase teacher activity, student activity, and student learning outcomes.

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INTRODUCTION

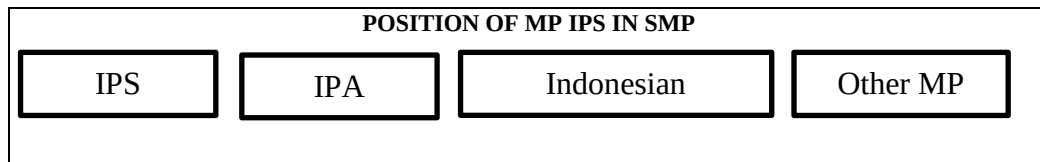
Learning is an active process of students building knowledge, as well as new behaviour changes as a whole, as a result of their own experiences in interaction with their environment (Slameto, 2010). Learning is a mental activity that involves the brain's ability to absorb, process and convey information (Sari, 2014). One of the innovations that can be made by the teacher is the selection of a learning model. Choosing the right learning model will create a meaningful learning climate (Kiswandi, Soedjoko, & Hendikawati, 2013). This is experienced by students of MTs Darul Ulum Kotabaru class where students are less active in participating in learning. When the teacher explains the material, there are still many students who chat with their classmates, especially students who sit at the back. This is because when the teacher finishes explaining the material and the teacher gives time for students to ask questions, no one asks. On the other hand, when the teacher gives questions to students, no student can answer the teacher's questions. It is evident from the results of a preliminary study conducted by researchers at MTs Darul Ulum Kotabaru, from 5 classes (VIII-A, VIII B, VIII C, VIII D and VIII E) the class with students who obtained the lowest social studies score was class VIII A with scores ranging from 47 - 60. Meanwhile, the social studies score reached the completeness standard of 70. This was also shown by the results of interviews with 6 students on Monday, 22 July 2019 at 10.10 WITA,

Social Sciences (IPS) is simply an integration between Geography, Economics, History and other social science subjects. Ilmu Geography, in essence, studies geosphere phenomena, both in terms of physical and non-physical aspects in spatial terms in a broad context (Arif and Kurnia, 2014). Then Economics, in the definition of social studies according to the National Council for Social Studies implies that economics is a branch of science that is studied in an integrated manner and becomes part of Social Studies. Meanwhile, History according to Mohammad Zaenal Arifin Anis (2014: 161), is an independent science and is categorized as human science which depends on its methodological development, so that it can imagine the past and discuss it in the present. Social studies are formulated based on social realities and phenomena that embody an interdisciplinary approach from the aspects of the branches of social science that are taught at the primary and secondary school level. Therefore, the explanation of concepts, topics and sub-subjects must be adjusted to the level of experience and mental development of the child at the level of education concerned (Trianto, 2010: 171).

Meanwhile, according to Ersis Warmansyah Abbas (2014: 29), the position of social studies subjects in junior high schools that are by their graves does not cause definitional,

theoretical, or practical problems. The problem is, precisely when teachers understand IPS as a collection of IIS subjects. There is an impression, historical discipline, Geography and Economics, and Sociologists seem to be blended and become "juice of IPS". The position of social studies subjects at the junior high school level is shown in the following figure:

Picture 2.1
Students IN SMP



One of the strategies that can be used to solve problems in social studies learning is the Time Token Arends model. Time Token Arends is a type of cooperative learning. Cooperative learning prioritizes interaction between peers in groups to complete group assignments (Jayasinga, Darsono & Pujiati, 2015). The presence of peers as colleagues in learning gives a sense of freedom for activities because within the scope of the group, all of whom are close people and friends. The Time Token Arends model is very helpful for social studies teachers to teach social skills to their students, because, in the application of the Time Token Arends learning model, it provides an overview of students, so that they have social skills, especially in terms of activeness and express their opinions in front of the class during group discussions and question and answer sessions. By limiting the speaking time, for example, 30 seconds, it is expected that students will get a fair chance to speak (Istarani, 2012). So that students can share knowledge with fellow friends.

The existence of the Time Token Arends learning model can train students in terms of interacting with each other to work together in providing opinions and knowledge with each other. Also, the Time Token Arends learning model can foster a sense of courage to think critically and dare to express their opinions well in front of the class. Based on the background described above, the researchers are interested in researching increasing social studies activeness and learning outcomes through the time token model of class VIII A students of Madrasah Tsanawiyah Darul Ulum, Kotabaru Regency for the 2019-2020 school year.

The learning steps in Agus Suprijono (2011: 133) of the TTA learning model are as follows:

- a. The teacher explains the learning objectives / KD.
- b. The teacher conditions the class to carry out the discussion (Cooperative Learning / CL).
- c. Each student is given several speaking coupons with a time of approximately 30 seconds per coupon. Each student is given several grades according to the time spent.

- d. When the student has finished speaking, the coupon held by the student is handed over to the teacher. Each appearance speaks of a coupon. Students can perform again after taking turns with other students.
- e. Students who have run out of vouchers may not speak again. Students who still have coupons must talk until all the coupons are used up. And so on.

The advantages of the Time Token Arends Learning Model. According to Supriyanto (2011: 10) The advantages of the model time learning *Arends token*, namely:

- 1) All students actively provide opinions in learning activities.
- 2) Students are trained to read books first.
- 3) Can grow and train students' courage in arguing for students who are shy and have difficulty speaking.
- 4) All students get the same time to talk so that there will be no domination of the conversation in the ongoing discussion.

Another opinion is also about the advantages of the TTA learning model. According to Arum Perwitasari in the Joyful Learning Journal (2014: 35-36), this learning model is good to use to improve students' ability to speak or express opinions in front of others. The advantages of this TTA learning model are:

- 1) Encourage students to increase their initiative and participation.
- 2) Students do not dominate the conversation or be silent at all.
- 3) Students become active in learning activities.
- 4) Improve students' ability to communicate.
- 5) Train students to express their opinions.
- 6) Cultivate the habit in students to listen to each other, share and provide input and openness to criticism.
- 7) Teach students to appreciate the opinion of other people.
- 8) The teacher can play a role in inviting students to find solutions together to problems encountered.
- 9) Does not require a lot of learning media.

The weaknesses of TTA learning according to Agus Suprijono (2011: 11), namely:

- 1) The teacher has to prepare so many questions. Meanwhile, making questions is not easy.
- 2) Students who have many opinions will find it difficult to express their opinions because the time given is limited.

Meanwhile, according to Huda (2013: 241), it has several advantages and disadvantages, including:

- 1) Encourage students to increase their initiative and participation.
- 2) Students do not dominate the conversation or be silent at all
- 3) Students become active in learning activities
- 4) Improve students' ability to communicate (speaking aspect)
- 5) Train students to express their opinions.
- 6) Cultivate the habit in students to listen to each other, share, provide input and openness to criticism.
- 7) Teach students to respect the opinions of others.
- 8) The teacher can play a role in inviting students to find solutions together to problems encountered.
- 9) Does not require a lot of learning media.

Based on the shortcomings of the learning model, the solution to reduce the possibility of problems during learning is by:

- 1) Before learning begins, the teacher should prepare a lesson plan carefully. Starting from the teaching materials used, media, learning, as well as group division and talking coupons so that it doesn't take up too much time when learning takes place.
- 2) The teacher should explain the use of the TTA model in detail so that in the implementation of learning all students can understand and carry out learning using the model optimally without having to ask any more questions.
- 3) So that students do not cheat during learning, teachers should be careful and careful whether their students have participated using the model.

After knowing the advantages and solutions of the drawbacks of the DATA model, researchers believe they can minimize the deficiencies that may occur during the learning process.

METHODOLOGY

To obtain data from this study, there are two types of data collected, namely primary data and secondary data. Primary data is data obtained and collected directly by researchers. Secondary data is data obtained and collected by other parties.

When viewed from its nature, there are two types of data collected, namely qualitative data and quantitative data. Qualitative data is data in the form of words/narratives. Quantitative data is data in the form of numbers, tables, pictures, etc.

The data to be obtained in this study are:

- a. Data from observations made by observers about teacher activities and student activities in the application of the TTA learning model. Judging from how to get it, including secondary data. When viewed from its nature, this data is qualitative.
- b. Data on student learning outcomes in cognitive aspects (pre-test, post-test, and formative test results). Judging from how to obtain it, this data is included as primary data. Judging from the nature of this data, including quantitative data.

The research data collection was carried out by using test and observation techniques. The test is a way of conducting an assessment in the form of a task or a series of tasks that must be done by a child or a group of children to produce a value about the child's behaviour or achievement, which can be compared with the scores achieved by other children or with standardized values determined (Nurkancana, 1986: 25). The test aimed at obtaining data on learning outcomes in the MTs Darul Ulum Kotabaru class from each cycle by applying the Time Token Arends model. Observation is a way to assess by making direct and systematic observations. The data obtained in the observation are recorded in an observation note. Recording activities are part of the observation activities (Nurkancana, 1986: 46). Observation activities were carried out to determine teacher and student activities during the learning process through the TTA model in class VIII A MTs Darul Ulum Kotabaru, starting from initial activities, core activities, and final activities. Likewise for student participation in the learning process through the TTA model

The research instrument is one of the tools used to find data in a study. To facilitate data collection and data analysis, in this study the authors used instruments in the form of:

- a. Test Question Sheet

The test questions used are in the form of multiple-choice 10 questions related to the indicators set in the lesson plan.

- b. Observation sheet

In the form of observation sheets of teacher and student activities towards learning activities using process skills approach consisting of assessed indicators and the observer only gives a sign in the form of a checklist on the observation sheet.

This research was conducted at MTs Darul Ulum Kotabaru in the social studies subject for Class VIII A students in the odd semester of the 2019/2020 school year. The researcher collaborated with the teacher and the object, namely Class VIII students of MTs Darul Ulum Kotabaru and the selected class was Class VIII A students of MTs Darul Ulum Kotabaru with 32 students. This research uses a qualitative approach. The results of the research on the

variables studied will be described qualitatively. Several variables will be studied, namely: the application of the Time Token Arends learning model, student learning outcomes, and student activeness. This type of research is classroom action research (*action research classroom*). The Classroom Action Research Model used is the model developed by Kemmis and Mc Taggart (Arikunto, 2006) which consists of 4 stages, namely as follows:

RESULTS AND DISCUSSION

This research is Classroom action research. Classroom action research is a research activity to get the truth and benefits by taking action collaboratively. The purpose of this research is to improve and improve the conditions and quality of learning in the classroom. The discussion of the research results is based on the findings of the observations of teacher activity, student activity and learning outcomes for each cycle in learning through the Time Token Arends learning model for grade VIII A students of MTs Darul Ulum Kotabaru. Referring to several studies (Fanani & Pramukantoro, 2013; Purnamasari & Fitrayati, 2017) show that the Time Token Arends learning model has a significant influence on learning, especially in discussion activities,

One learning model that can support increased student activity and learning outcomes is to use the Time Token Arends (TTA) cooperative learning model, as explained by Miftahul Huda (2013: 239) that the TTA Model is used to train and develop social skills so that students do not dominate the conversation or be silent at all.

Antuni Wiyarsi (2010) states that student motivation increases after the teacher try to apply the TTA model in learning because in between this model there are a few games that don't make students bored in receiving learning. The cooperative learning method with the Time Token Arends (TTA) technique introduced by Arend is a method that is expected to increase the active participation of all students. The main objective of the Time Token Arends (TTA) type of cooperative learning is to overcome the barriers to equal opportunity that often colour group work. Cooperative learning with this technique is carried out by distributing cards to all students and every time they speak both in group and classical cooperation, they must hand over a card. Students whose cards run out are not allowed to speak anymore,

A. Teacher Activity Level in Managing Learning

The learning activities carried out by the teacher from cycle I, cycle II and cycle III have increased. This can be seen from the score obtained in cycle I with an average value of 3.38 (good category), cycle II with an average value of 3.50 (good category) and in cycle III with an average value of 3.73. (very good category). Thus the data shows that the activities of

teachers in managing learning with the Time Token Arends model are in the excellent category. Meanwhile, during the learning process, the teacher gives perceptions that attract students' attention by asking students what they know about ASEAN Cooperation, the Geographical Conditions of ASEAN Countries in terms of regional boundaries, area, location and climate, as well as Social Mobility and activities related to the material. Sumiah, Aminuyati & Khosmas (2013) opened the lesson is to prepare mentally and student attention so that students focus on the things to be learned. The teacher's activities in carrying out learning in the initial activities, core activities, and final activities have been carried out by the plans compiled in RPP I, RPP II and RPP III

B. Level of Student Activity During the Learning Process

The level of student activity in the learning process is very good. All students take part in learning from beginning to end, most students are enthusiastic about learning, especially after the material is delivered. Most students are actively involved in finding information to be learned by reading the material in the handbook. Student involvement also appears to be total, namely being involved emotionally, physically, and intellectually during learning.

Based on the results of observations of student activity during learning has increased, in cycle I with an average value of 3.13 (good category), in cycle II with an average value of 3.50 (good category) and in cycle III with an average value of 3.76 (very good category). Thus it can be concluded that the activities of students at MTs Darul Ulum Kotabaru during learning through the use of the Time Token Arends model is going well and by the expected criteria.

C. Student learning outcomes

Learning outcomes are in the form of verbal information, namely the ability to express knowledge in the form of language, both oral and written, intellectual skills, namely the ability to present concepts and symbols and cognitive strategies, namely the ability to channel and direct one's cognitive activities.

The KKM score set at MTs Darul Ulum Kotabaru is 70. Each student is said to have completed his learning (individual completeness) if the student's learning outcomes reach 70 or exceed the predetermined KKM. To find out that students have achieved completeness learning outcomes, tests are carried out. From the test results in the first cycle, only 19 students or 59.37% of students achieved completeness individually. If you look at the classical completeness in this cycle it is also not complete because there are 13 students or about 40.63% who have not completed it.

In the second cycle students who completed increased by 22 people or (68.75%), while 10 students (31.25%) had not finished their studies. If it is seen that completeness in this cycle

is also not complete because classically, it has not reached a number above 70% of the overall completeness value, then the researcher continues the improvement with the Time Token learning modular end in cycle III.

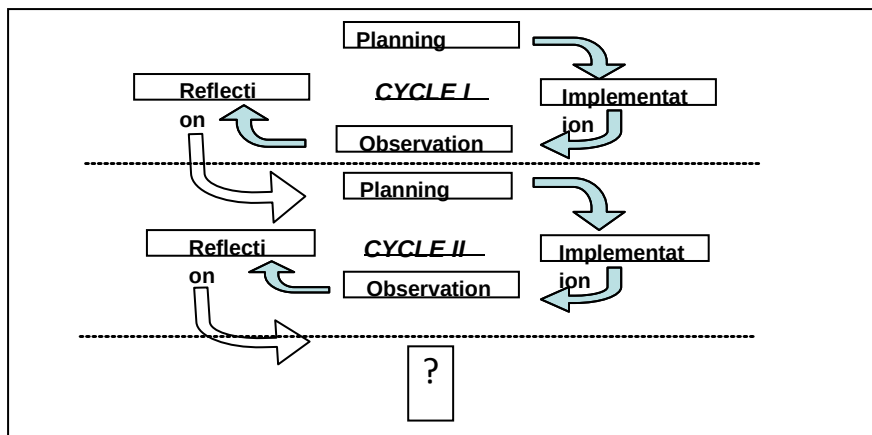
In the third cycle, 26 students completed or (81.25%), while 6 students (18.75%) had not finished their studies. This means that in this cycle the learning process has reached completeness with very good categories, both individually and classically. Thus, it can be concluded that the learning completeness of grade VIII A students at MTs Darul Ulum Kotabaru using the Time Token Arends model is complete.

CONCLUSION

The Time Token Arends model can increase teacher activity in managing learning in class VIII A MTs Darul Ulum Kotabaru. This can be seen from the increase obtained by the observation results with the criteria at least in the good category. The score obtained in this study, namely, in the first cycle it got a score of 3.38 in the good category, in the second cycle it got a score of 3.50 in the good category, and in the third cycle, it got a score of 3.73 in the very good category.

The Time Token Arends model can increase student activity in class VIII A student learning at MTs Darul Ulum Kotabaru, this is evident from the increase in the results of student activity observations with criteria success at least in the good category. In the first cycle, it got an average score of 3.00 in the good category, in the second cycle, it got an average score of 3.43 in the good category, while in the third cycle it got an average score of 3.76 in the very good category. also by the results of the studyPutriani (2015) show that the biggest indicator is that students are more dominant in the activities of listening and writing teacher explanations.

The Time Token Arends model can improve student learning outcomes. This is evidenced by the achievement of student learning outcomes that meet the classical learning completeness criteria that have been set in this study by 70%. Based on the evaluation test given by the teacher, the learning outcomes obtained in cycle I reached 59.37% classical learning completeness (poor category), in cycle II classical learning completeness was 68.75 (sufficient category), while in cycle III it experienced an increase in learning completeness classical reached 78.12% (good category). Thus it can be concluded that the hypothesis that has been set can be accepted as true, namely by using the Time Token Arends model can increase teacher activity, student activity, and learning outcomes for students.



Picture 1. Research flow chart

The research instrument is one of the tools used to find data in a study. As for facilitating data collection and data analysis, in this study the author's used instruments in the form of Test Question Sheets and Observation Sheets (Kurniawan, 2015; Utami & Arini, 2016; Suryani, 2013). The test question sheet contains 10 multiple choice test questions related to the indicators set in the RPP. While the observation sheet is in the form of teacher and student activity observation sheets of learning activities using the process skills approach composed from the assessed indicators and observers only give a sign in the form of a signed checklist on the observation sheet. The test results given to students at the end of the lesson will be calculated as a percentage value (Maghfiroh & Julianto, 2014).

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage Number

F = Frequency of Teacher Activities

N = Total Total Activities sought

Data about teacher activities in managing learning were analyzed using descriptive statistics with the average score of the teacher's ability level (Sukardi, 2004) as follows:

$0.00 \leq \text{TKG} < 1.50$ = Not good

$1.50 \leq \text{TKG} < 2.50$ = Less

$2.50 \leq \text{TKG} < 3.50$ = Good

$3.50 \leq \text{TKG} < 4.00$ = Very good

Note: TKG (Teacher Ability Level)

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