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The Application of Time Token Learning Technique in Improving Students' Sociology Learning Activities

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Abstract

This study aimed to determine the increase in sociological learning activities of students by applying the Time Token type Cooperative learning technique, this type of research used classroom action research (CAR), the subject of this research was class XI Social Science 1 students of SMA Negeri 10 Makassar, The total numbers of students were 29 students. Data were obtained through observation sheets of students' activities during group work presentations from cycle I to cycle II, data analysis was carried out using scores based on reference assessments. Data shows that there is an increase in student learning activities after applying the Time Token Cooperative learning model. In class XI Ips1 students at SMA Negeri 10 Makassar, in cycle I 78.6 and cycle II 82.7. The conclusion of this study is that by applying the Cooperative Learning model of Time Token type, it can increase the sociology learning activities of students in class XI IPS 1 SMA Negeri 10 Makassar.

Keywords: *Learning Activities, Sociology, Time Token Learning Technique*

INTRODUCTION

In national development, education is defined as an effort to improve human dignity and is required to produce higher human qualities in order to ensure the implementation and continuity of development. Quality education must be met through improving the quality and welfare of education and other

education. Update the curriculum in accordance with science and technology (Nurhikmah, et al, 2021; Sasabone, et al, 2022) without compromising the noble values of courtesy, ethics and supported by the provision of adequate facilities and infrastructure, because education that is carried out as early as possible and lasts a lifetime is the responsibility of the family, schools, communities and government.

One of the important components in education is the teacher. Teachers in the context of education have a very large and strategic role. Because the teacher who is at the forefront of the implementation of education. Educators or teachers who are responsible for the education implementation with the target of students (Aswat, et al, 2022). Teachers must have the inner authority to educate and avoid the use of external power, namely power that is solely based on the element of office authority.

To obtain skilled and ready-to-use human resources, the concept of education in formal educational institutions is made which describes education as educator assistance to students, namely providing knowledge, attitudes and skills (Sukmawati, et al, 2020).

The learning process occurs during the process between teachers as teachers and students as students to achieve educational goals (Akhiruddin, et al, 2019). Meanwhile, to realize interaction in the learning process, teachers are required to instill a sense of love and pleasure in students for the subject matter presented. Because if love and pleasure are not embedded in the subject matter, an active, affective, and efficient learning situation will be difficult to materialize.

The quality of education is in question if the results of education have not reached the level as expected. Quality learning outcomes can only be achieved through a quality learning process (Sujarwo, et al, 2019). If the learning activities are not optimal, it can be ensured that the learning outcomes are pseudo. To achieve this, knowledge in terms of cognitive, affective, and psychomotor aspects is needed to achieve a good learning process.

Given the many problems in the field of education, this research focuses on the implementation of the learning process in the classroom. The learning process in the classroom largely determines the progress and development of education in the community, while in fact efforts to increase student learning activities in order to achieve the goals of the learning process.

To improve student learning activities/outcomes, strategies and learning methods are needed that can develop concept planting, reasoning (Sujarwo, et al, 2019), and motivating the students learning activities (Lee, & Fortune, 2013; Walter, et al, 2016). One of the learning methods that can foster planting, reasoning and motivating student learning activities is to use cooperative learning methods. Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten through to college level and across different subject areas. Cooperative learning involves students working together to achieve common goals or complete group tasks (Slavin, 2015; Gillies, 2016; Baloche & Brody, 2017; Akhiruddin et al, 2019). Cooperative learning has been the center of worldwide attention because it has been shown to have strong effects on student learning, as well as other positive outcomes (Slavin, 2011; Tran, 2013). So the use

of concepts in a field of study can be realized through rational, communicative, educative and familial ways.
Judging from the data on Sociology learning outcomes for class XI SMA Negeri 10 Makassar which has a Minimum Completeness Criteria (KKM) standard for Sociology subjects is 75 which comes from document 1 Curriculum 2013 at SMA Negeri 10 Makassar, it can be seen from the odd semester learning activities of class XI students. Social studies which amounted to 29 students, data obtained that 16 of 29 students scored below the KKM and only 13 students who scored according to the minimum completeness criteria (KKM) applied. The low learning activity of students in the classroom is caused by the lack of interest and attention of students to the lesson, lack of responsibility of students in completing their tasks, lack of enthusiasm of students in following the learning process and lack of response to the stimulus given by the teacher.
Seeing the description of the background above, the researcher's interest arises to explore and examine this problem into one scientific paper writing by choosing the title, "Efforts to Improve Sociology Learning Activities Through Time Token Type Cooperative Learning for Students.The purpose of this study is as follows: To find out how the process of learning sociology with the application of the time token technique of cooperative learning methods in class XI IPS I SMA Negeri 10 Makassar students.

METHOD

The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques.
This type of research used Classroom Action Research (CAR) which is focused on classroom situations and is known as classroom action research. Classroom action research is research carried out collaboratively by designing, implementing, and reflecting on actions to improve and improve the quality of the learning process in the classroom through certain treatments in a cycle (Kemmis, et al, 2014; Meesuk, et al, 2019).
In implementing actions in the classroom, collaboration (collaboration) between teachers and researchers is very important. Through collaboration, teachers and researchers jointly explore and examine real problems faced by teachers and/or students in schools. Classroom action research conducted in this study, in its implementation, collaborates with classroom teachers (Wulandari et al, 2019). This research was conducted in 2 cycles in which there are steps in its implementation. As stated by Wardhani (2007: 2.4), each cycle consists of four main activities, namely planning, implementation, observation, and reflection.
The subjects of this study were students of class XI IPS I of SMAN 10 Makassar in the even semester of the 2018/2019 academic year who took sociology subjects with a total of 29 students.
Student Activity Observation Sheet was done by observing and directly observing student activities during the learning process. All student activities will be observed by the researcher and one observer, one of the students who is willing to help the researcher. Observations were made using the student activity observation sheet and writing down the category scores on the

observation sheet and also placing a checklist in the row or column of the aspect being assessed. The test sheet will be given by the researcher after the learning process ends. Documentation is used to help researchers to collect data on student activities during the learning process. Documentation will be carried out by observers or research assistants.

Data analysis technique was a method used by researchers to analyze the data obtained after the research. This data analysis serves to determine student learning activities in learning social problems in society. The data obtained through observation sheets and documentation will be analyzed using quantitative descriptive analysis, which will later be produced in the form of a description of the situation under study in the form of a description.

Student learning outcomes are obtained by looking at the average value of learning outcomes obtained by students after learning and analyzed including products, processes and psychomotor. The determination of completeness is based on a benchmark reference assessment, namely the extent to which the targeted ability can be mastered by students by calculating the proportion of the total number of students.

An indicator of the success of the action if after the Application of the Time Token Type Cooperative Learning Model, there is an increase in Sociology Learning Activities. The increase in sociology learning activities is indicated by the calculation of the percentage score of student learning activities. To find out the score of the results of the actions taken, the scores are added up and presented by means of the total score divided by the maximum score and then multiplied by 100%. This score will reflect the condition of the Sociology Learning Activity after the action has been taken. This action is declared successful at least the percentage of Sociology Learning Activities is 75%.

RESULTS AND DISCUSSION

In this cycle the researchers carried out learning with 4 meetings. The time allocation of 2 x 45 minutes, the researchers used to explain the material on equality and social harmony in society. The stages carried out in the implementation of cycle 1 consisted of 4 stages, namely, planning, implementation, observation, and reflection.

Data on students' sociology learning activities in cycle I were obtained through observation of student activities and through written tests after completing the digestive system concept. Descriptive analysis of the scores of sociological learning outcomes for class XI ips1 students at SMA Negeri 10 Makassar after applying the cooperative learning model using the Time Token technique can be seen in the table and the diagram below:

Table 1.1 Activities and learning outcomes of class XI students of SMA Negeri 10 Makassar in cycle I

Description	Score
Total students	29
Standard value	75
Lowest value	63.3
The highest score	90
Total	76.6

Source: Processed data of SMA Negeri 10 Makassar

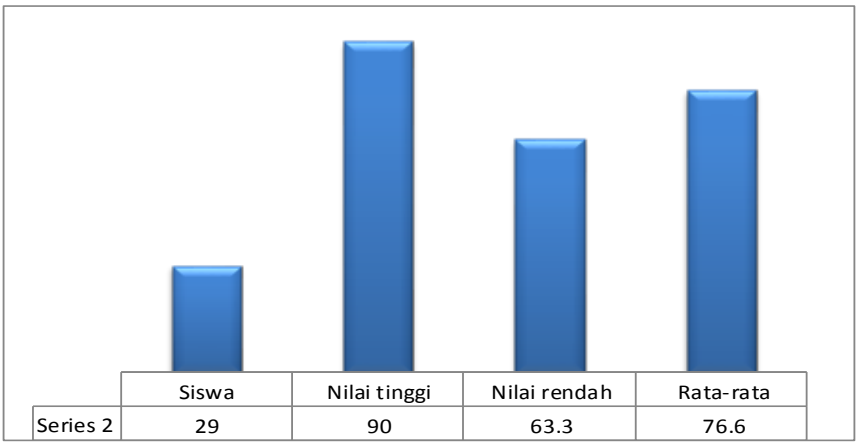


Figure 1.1: Activities and learning outcomes of class XI students in cycle I

From the results of observations of student activities and through written tests in the first cycle above, it can be seen that there was an increase in student learning activities. From the initial observations, only 13 students out of 29 who scored above the KKM or met the minimum completeness criteria increased to 19 students who had reached the strong category with percentage figures. 76.6% - 90%. Data is processed individually, students by dividing the number of student activity scores with a maximum score of 6 indicators of student activity, which is 29 then multiplied by 100%.

Meanwhile, for each indicator the data is processed for all students in the class, namely by dividing the total score of the activity observation of all the indicator students then divided by the maximum total score of the indicator, which is 145. Because each indicator has a maximum score of 5, while the number of students observed on each indicator is 29 people, then the maximum total score for each indicator is 29×5= 145. The activity indicator is declared successful as having a strong category with a percentage rate > 75%. So from the first cycle there are 4 indicators with strong categories, namely indicators 1, 2, 5 and 6, where indicator 1 has a percentage of 75.1%, indicator 2 has a percentage rate of 78.6%, indicator 5 has a percentage figure of 75.8%, and indicator 6 with a percentage rate of 81.3%.

Sociology learning outcomes are grouped into 4 categories, then the frequency distribution and percentage score of sociology learning outcomes for students of class XI IPS 1 SMA Negeri 10 Makassar in the first cycle can be seen in the table and diagram.following:

Table 1.3 Distribution of the frequency and percentage of students in the category of student learning outcomes in class XI cycle I

Category	Value interval	Frequency	Percentage %
Not enough	60-74	13	43.0
Well	75-84	11	31.6
Very good	85-100	5	16.4
Total		29	100

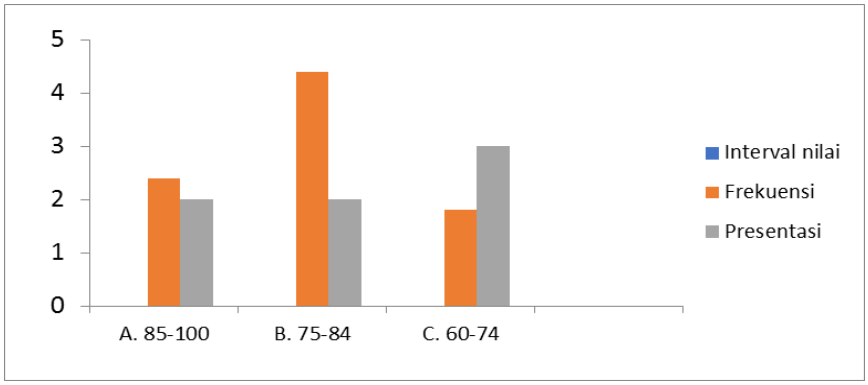


Figure 1.2: Distribution of frequency and percentage of students in each category of learning outcomes

The results of the picture above show that 29 students are the subject of the researcher, it can be seen that students who are in the very good category are 5 people, in the good category 11 people and in the less category 13 people if presented the overall average has reached the KKM through observation of activities and written tests, but researchers continue research according to plan with the aim of increasing the activities and learning outcomes of some students who have not reached the KKM, to find out the increase in activities and learning outcomes of students in cyclesus I can be seen in table 1.4 below:

Category	Score	Frequency	Percentage %
Complete	75-100	16	64%
Not finished	5-74	13	46%
Total		29	100%

Source: Research results

Based on the results of observations and the results of the first cycle of tests, it shows that there are still students who have not achieved the target, namely getting a score below the KKM (<75%), this is indicated by the distribution of the frequency of student learning activities in the value table above, then the form of reflection that will be carried out is to maintain and improve student learning activities by encouraging students to be more active in discussion activities for group work and being able to solve problems with group friends or individually in doing assignments, after learning is complete in class the teacher advises students to study again at home in order to increase students' courage to ask questions or speak when discussing or expressing opinions and to be more diligent in doing assignments at school.Activities and student learning outcomes in the first cycle show that the overall average value of students has reached above 75%, but if you look at the individual scores there are still students who have not achieved a value (KKM) < 75%, then the research will continue in the second cycle to to achieve the desired target.

The second cycle was carried out after reflection and improvement in the first cycle. In the second cycle, four meetings were held with an allocation of 2 x 45 minutes, the same as the previous cycle which consisted of 4 stages, namely, planning, implementation, observation, and reflection.

c. The results of observations of sociological learning activities for students of class XI IPS1 SMA Negeri 10 Makassar cycle II

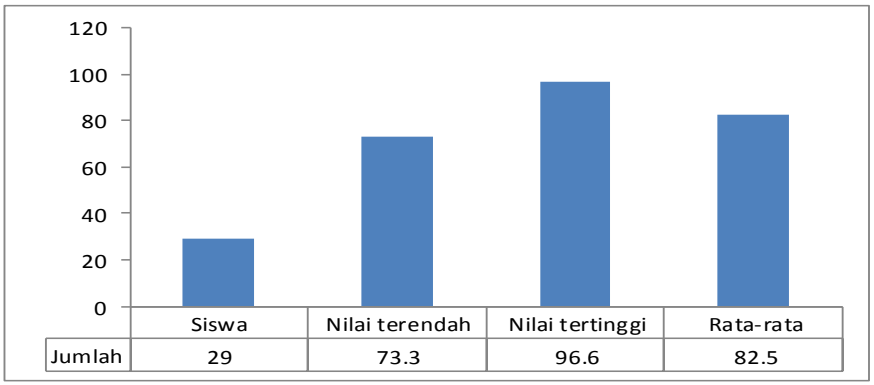
To find out the increase in student learning activities in the second cycle for 4 meetings, it can be seen in the diagrams and tables below:

Table 1.5 Results of student learning activities in class XI IPS 1 SMA Negeri 10 Makassar cycle II

Description	Score
Total students	29
Lowest value	73.3
The highest score	96.6
Average	82.5

Source: Processed data of SMA Negeri 10 Makassar 2019

Figure 1.3 observation of activities and learning outcomes of students in class XI IPS 1 SMA Negeri 10 Makassar cycle II



The diagram above illustrates the increase in student learning activities from the first meeting to the fourth meeting in cycle II, where the first meeting there were still eleven students who still scored below the KKM or still low, and at the second meeting until the fourth meeting the researchers succeeded in increasing student learning activities, namely from eleven students who got low scores it was reduced to three students on the grounds of not being present at the last meeting when doing a written test, and there was a classic increase from cycle one with an average value of 76.6% and in the second cycle there was an increase with an average score an average of 86.5%. From the results of observations and through tests in cycle II, researchers obtained data that there was no decrease in the activity and learning outcomes of individual students. This is evidenced by the increase in the percentage of student activity from the results of observations of the learning process in cycle II. In cycle II all students have reached the strong category, but there are some students who have not reached the target of 75%. Students who have reached > 75% are 27 people, if the percentage is 82.5%. The percentage figure is obtained by dividing the number of activity indicator scores for each student divided by the maximum score for all indicators, which is 29 times 100% (percentage technique).

Meanwhile, for each indicator of student learning activity, the same method is used to determine the percentage, namely by dividing the total indicator score from the results of observations on each indicator for all students divided by the maximum number of indicator scores. Because each indicator has a maximum score of 5 and there are 29 students, the maximum total score for each indicator is 145. With a percentage>75%.

Based on the results of observations and tests in cycle two there was an overall increase. The data to be analyzed is data from observations and tests that have been collected during the learning process, both pre-action and action using the Time Token type cooperative learning method.

In the first cycle, viewed from Table IV.6, in general, there was only a slight increase in student learning activities. There are still some students who reach the weak category, but it can be said that the learning process in the first cycle still fails because only 0.6% of students whose learning activities reach the strong category is 70.0%. As for each indicator, there are 4 indicators that have reached the strong category

Furthermore, in cycle II, the researcher succeeded in increasing student learning activities. all students have reached the strong category, although there are some students who reach the percentage <75%. Meanwhile, for each indicator in cycle II, the researcher again succeeded in increasing student learning activities. All students have achieved the activity in the strong category, although there are some students who achieved a percentage of <75% as attached in table C2. Meanwhile, each indicator in the second cycle has reached the strong category with a percentage of > 72.2%.

An increase in activity also occurred in each indicator after the time token type cooperative learning model was applied. In the first cycle there are 3 indicators that have reached the strong category with a percentage of 70%, namely indicator 1 78.6%, indicator 4 71.7% and indicator 6 76.5%, while the other indicators are still <70%, even still categorized as quite and weak. In cycle II all indicators have reached the category of strong even very strong, with a percentage of 70%. The increase between cycle I and cycle II was clearly visible. The percentage figures for each indicator can be read in table IV.5 below,

TABLE 1.6

Percentage Development of Student Activities and Learning Outcomes for Each Indicator

No	Student Activity Indicators	Percentage Weight During the Learning Process Through Action			
		Cycle I		Cycle II	
		%	Ket	%	Ket
1	Students discuss with their colleagues to complete the assigned tasks	75.1	Strong	89.6	Very strong
2	Students take notes on important things explained by the	78.6	Strong	84.8	Strong

	teacher				
3	Students can explain the material given	74.4	Strong	84.1	Strong
4	Able to express opinions according to their own ideas and understanding	74.4	Strong	83.4	Strong
5	Comment and give feedback	75.8	Strong	82.7	Strong
6	Follow the learning process calmly from start to finish	81.3	Strong	86.8	Very strong

Based on table 1.6 above, it can be seen that students' learning activities through the application of the Time Token type of Cooperative Learning learning method are increasing and stronger, from cycle I to cycle II, the percentage value of the indicator is increasing. This increase in student activity and learning outcomes cannot be separated from the efforts of researchers to increase student learning activities.

The researcher stopped the research because the target had been achieved, namely 85% of students had reached the strong category with a percentage of 75%. Meanwhile, for each indicator of learning activities carried out by all students, they had also reached the strong category with a percentage of 75%.

The results of the research that will be analyzed namely the observation of the activities and learning outcomes of each student's sociology and through written tests carried out starting from the learning process without applying the Time Token Type Cooperative Learning learning method to the learning process by applying the Time Token type Cooperative Learning learning method. The first meeting begins without applying the time token type of cooperative learning method by observing the learning activities of each student, the next meeting by applying the Time Token type of cooperative learning method which is divided into 2 cycles, each cycle observing activities and giving a written test at the end of the cycle to find out learning outcomes of each student.

The research was stopped by looking at the activities and student learning outcomes from cycle one to cycle two by applying the Learning Method of Cooperative Learning Time Token 75% type. Student learning outcomes have been strong, reaching > 75% and each indicator has reached > 75%. And the research was stopped in cycle 2 because it had seen a strong increase.

The results of this study are in line with the results of other studies such as

It can be concluded that the application of the learning method cooperative learning with the time token model, it was successful after the researchers applied the appropriate time token technique steps and it was proven by an increase in student activity and learning outcomes for each indicator as a whole from the results of pre-action research, cycle I to cycle II.

The increase in student learning activities, especially in asking questions, both when the teacher explains the material and when the group presentation is running is one of the increased activities in which each learning process

researchers always remind students to always ask about anything related to the subject matter that has not been understood. In the first cycle, the problem that is often found in the learning process is the application of the methods we learn, students do not understand because the learning process is not in accordance with the situation and subject matter. So this is if we use the cooperative learning model of the time token technique in order to be able to adjust the material we learn with what students get in the field. In essence, this directly aims to make students more daring to argue.

The study relevance with this study showed that there was an improvement in Integrated Social Science learning outcomes using the Method of Cooperative Learning Type Time Token (TITO) which was the average value gain that each cycle increased (Herianto, et al, 2021). In line with the other study found that time token strategy improving students' speaking skills (Daulay, SH, Salmiah, M., & Ulfa, Z. (2019). This study was supporeted by the other study found that all of phases in the Time Token Learning Model were implemented in good and very good level In other words, the evaluation result of the model was effective for implementing such a learning model in Elementary school (Wijayanti, et al, 2018).

In Contrary with the results of the other research showed that the use of the POE method and time token Arends is not effective in increasing the concept understanding for grade IV students of SDN 4 Cakaranegara in social studies subjects (Indraswati, et al, 2021).

Therefore, efforts to improve the activities and learning outcomes of young students with different abilities of students in understanding sociology subject matter, besides that the use of learning media is also very influential in the learning process. Based on the results of the research and the description of the discussion above, that the application of the Cooperative Learning method of the Time token technique can improve the learning activities of sociology class XI social science students at SMA Negeri 10 Makassar.

CONCLUSION AND RECOMMENDATION

Based on the research and data analysis that has been done, that by applying the Time token type of Cooperative Learning Method can increase the activity and study of sociology for class XI students. This can be seen in the learning process of cycle I, cycle II on the material of equality and social harmony in society. In cycle II, the classical student activity completeness was 84.8% and was classified as good. Because the percentage of completion of activities and student learning outcomes is above 75%, the research is said to be successful. Thus, it can be concluded that, the application of the Time Token type of cooperative learning method can increase the activity and learning outcomes of sociology in class XI IPS I students of SMA Negeri 10 Makassar.

The researcher's suggestions from the results of research on the application of the Time Token type cooperative learning model are for each meeting the teacher must convey the Time Token learning process to students, clearly and in easy-to-understand language so that the expected activities and student learning outcomes can be achieved. The teacher must monitor the course of student activities so that they can run calmly as expected. Be more assertive when controlling students in the learning process, so that no students are passive in teaching and learning activities. Students must dare to comment and

respond to the opinions of their colleagues and be able to answer questions from educators and from their colleagues.

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