Enhancement Student Activity using Time Token Arends Model on Sociology Subject

Rani Kartika, Pretty Eristia Arinda and Renggi Anggraini

Universitas Pendidikan Indonesia, Bandung, Indonesia

{ranikartika07, prity.eristia}@gmail.com

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Abstract: This research is motivated by low student activity in learning process on sociology subject of class XI IPS 1 SMA Negeri 4 Solok. This can be seen from the low reading activity; 7 people, discussion; 5 people, analyze; 3 people, solve the problem; 3 people, ask; 4 people and express opinions; 4 people. In order to overcome the above problem, it is necessary effort from teacher to increase student activity in learning is through application of Time Token Arends model. This type of research is a classroom action research, consisting of two cycles. Technical data analysis using statistical data descriptive percentage with the formula $P = F/N \times 100\%$. Research subjects are Class XI, IPS 1, SMA Negeri 4 Solok, Year Lesson 2016/2017 with the number of students 27 people. The results of the study indicate an increase in student activity in sociology subjects. The increase occurred in the student activity that is reading the book 70,83%, discussion 79,16%, ask 62,5%, express opinion 75%. Based on the results of this study can be concluded that by using Time Token Arends model can increase student activity in learning.

1 INTRODUCTION

Level of Education Curriculum Unit (KTSP) which is a refinement of the 2004 curriculum (KBK). KTSP is an operational curriculum developed and implemented by each educational unit or school. (Muslich, 2007) Level of Education Curriculum Unit (KTSP) that apply today, the learning is more student-centered. This means that in a learning process, students are required to be more active than teachers. Student learning activity plays a very important role to the achievement of learning outcomes. Students are said to have a liveliness when found in behavioral traits such as frequently asked to teachers or other students, willing to do the tasks given teachers, able to answer questions, happy to be given the task of learning, and so forth (Supinah, 2012).

Learning is the basic process of human development through interaction with the environment. Through the process of learning is the changes or the development of behaviour occurs (Hamalik, 2007; Soemanto, 1995). In principle learning is to do. There is no learning if there is no activity. That is why activity is a principle or principle that is very important in the interaction of teaching

and learning. Student activity in learning is a series of activities that students do in the learning process. Student activity in learning is also a very decisive thing in the achievement of student learning achievement. It can be concluded that the more students are active in learning, the greater the achievement of learning achievement obtained by students (Sardiman, 2009).

Student activity in learning is a series of activities that students do in the learning process. Student activity in learning is also a very decisive thing in the achievement of student learning achievement. It can be concluded that the more students are active in learning, the greater the achievement of learning achievement obtained by students. Student activity in learning is a very important element in determining the effectiveness of the teaching so as to develop the potential that is in him (Benjamin, 1916). The learning process is said to be effective if students are actively involved directly in organizing and finding information (knowledge) so that they not only receive passively the knowledge provided by the teacher (Jerome and Barbetta, 2005). The dimensions that are indicators of student learning activities during the learning process at class, complex thinking skills, effective information processing, effective

communication, collaboration, collaboration, and effective thinking (Cavanagh, 2011; Gehret, Elliot, and MacDonald, 2016).

In general, the factors that influence learning activities in learners, according to (Slameto, 2010) consists of two groups, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, i.e.: 1) physical factors, such as health, disability. 2) psychological factors such as, intelligence, attention, interest, talent, motive, maturity and readiness. 3) fatigue factor. External factors are factors that exist outside the individual self, namely: 1) family factors such as, how to educate parents, relationships between family members, home atmosphere, the state of the family economy, understanding parents and cultural background. 2) school factors such as teaching methods, curriculum, teacher relation with student, student relation with student, school discipline, teaching tool, school time etc. 3) community factors such as, student activity in society, mass media, people's lives.

In SMA Negeri 4 Solok, West Sumatera that still uses KTSP Curriculum, there are some problems that often faced by teachers in sociology subject. Based on the initial observations that the author did in SMA Negeri 4 Solok class XI IPS obtained data as follows:

Table 1: Student activity in sociology learning process.

Student Activity	XI IPS 1 (27 students)	XI IPS 2 (25 students)	XI IPS 3 (26 students)
Read	7 persons	11 persons	10 persons
Discussion	5 persons	7 persons	8 persons
Analyze	3 persons	5 persons	7 persons
Solve the problem	3 persons	5 persons	8 persons
Asking	4 persons	7 persons	8 persons
Express the opinion	4 persons	10 persons	9 persons

Source: author observations January-February 2015

Based on the table 1, data can be seen that of the three classes, the lowest class of student activity in the learning activities are students of class XI IPS 1. Where from 27 students only 7 serious people to read, 5 people active in the discussion, 3 people able to analyze the problems given by the teacher, 3 people who can solve problems in discussion activities, 4 people asked and 4 people who put forward opinion.

Students who are active above are the same person, both at the time of asking and answering, there are students who answered at once gave his opinion.

Based on the results of the interviews that researchers conducted with the teacher sociology (Mrs. Ely Sumarti S.Pd) in SMA Negeri 4 Solok class XI IPS 1 on 23 February to 21 March 2015 activities such as reading, discussing, analyzing, solving problems, asking and expressing opinions still very less in the learning process. This is seen during the learning process, many students when the teacher asked to read the material to be learned, only some students who want to read the book, while others are busy with other activities such as talking with friends and playing mobile phones. So that when the learning begins and the teacher tries to ask the students about the material discussed, the students just silent and can not answer the questions asked by the teacher.

Another problem expressed by the teacher during the learning process in the classroom is when in the learning process the teacher assigns the group to discuss, many of the students are not active and indifferent during the discussion took place. Not only that when there are groups that appear, then the other students give the question, the group is not able to answer, who answered only smart students only and that was from other groups. When the teacher commissioned to produce a report on the outcome of the discussion, only the students who became heads of the group made the report while the other students were not involved. During the authors make observations the authors also conducted interviews with some students, from 27 students 15 people they revealed that learning sociology less interesting and rather boring and difficult to understand. The cause of students is inactive, according to the authors are also influenced by how to teach teachers.

Based on observations made, the methods used by teachers still use the lecture method. Then the teacher explained more. So they mostly accept what is presented by the teacher. Can be concluded that the factors that affect the low student learning activities in SMA Negeri 4 Solok one of them is external factors. The use of learning methods is the method of discussion that is less interesting and does not use various variations in running the discussion activities in the classroom. One of which is done to overcome the above problem is to use different learning model, that is learning model of Time Token Arends.

In order to improve the situation put forward above writers interested to make an effort to improve the quality of learning through Classroom Action Research. Because with the classroom action research the improvement effort can be planned, observed and

reflected carefully. The title of the classroom action research conducted is "Increased student activity using Time Token Arends Model on Sociology Subject, Class XI, IPS 1 in SMA Negeri 4 Solok".

According to the authors, the model to be used is suitable for students during the learning process, because this model requires students to be more active in learning. Using the Time Token Arends learning model will encourage students to be more active, and this model makes student activity a major concern. Therefore students are always actively involved. Time Token Arends learning model is a learning model that is used with the aim that students actively speak. In the discussion lesson, Time Token is used so that the 27 students actively inquire in the discussion. By limiting the time to speak for example 2 minutes, students are expected to fairly get a chance to speak. Time Token Arends able to encourage students to increase initiative and participation, help students to be active in learning activities, improve students' ability to communicate, and train students to express their opinions.

Time Token Arends learning model is a learning model that aims to have each member of the discussion group get a chance to contribute in expressing their opinions and listening to the views and thoughts of other members. Time Token comes from Time is time, and Token is means sign. Time learning model Token is a special activity done by an inner teacher cooperative learning with using cards to talk with time limits determined. Time Token can help share more equitably on each student (Pramukantoro, 2013). The teacher gives a number of speaking vouchers to each student. Before speaking students submit the coupon first to the teacher. Each show speaks one coupon. Students can appear again after taking turns with other students. Students who have run out of coupons should not talk anymore. The student holding the coupon must speak until all the coupons are gone. So, Time Token in the learning process besides students discussing each other, students also have the same opportunity to participate in groups. This type of learning is expected help students share actively as well foster effective communication and passion among group members (Suprijono, 2009). The steps of applying Time Token Arends Learning Model in learning (Tukiran, 2012), ie:

1) The teacher explains the purpose of learning in this first activity, the teacher will explain the purpose of learning and mentions the learning steps that will be implemented in the learning process later.

2) The teacher will condition the students to carry out classical discussion in this activity. Teachers will form several groups.

3) The teacher presents the issues that will be discussed with the group members.

4) The teacher will give you a number of speaking vouchers. In this activity each student will get a coupon to speak as many as 2-3 coupons (depending on the level of material difficulty). This coupon is used to answer the given problem. By using this coupon students will learn more to practice their social skills and avoid students who dominate the conversation or keep silent altogether.

5) The student will hand the coupon to the teacher to get a chance to answer. Students who still hold the coupon are entitled to spend the coupon, but students who are out of coupons are not allowed to answer again. So that all students will get the opportunity to participate in the learning activities take place and will look more alive or spirit.

6) Teacher will do reflection.

Indicators that express student activity in learning, according to Diedrich cited by (Sardiman, 2009) can be classified as follows:

a. Visual activities, for example: reading, watching the images of demonstrations, experiments and other people's work.

b. Oral activities, for example: stating, formulating, asking, giving advice, issuing opinions, conducting interviews, discussions, interruptions.

c. Listening activities, such as listening to a description, a conversation, discussions, speeches, music.

d. Writing activities, for example: writing stories, essays, questionnaires, copying.

e. Drawing activities, for example: drawing, graphs, maps diagram.

f. Monitor activities, for example: experimenting with construction, reparation model, playing, gardening, raising.

g. Mental activities, for example: responding, remembering, solving problems, analyzing, looking at relationships, making decisions.

h. Emotional activities, for example: interested, bored, happy, passionate, passionate, brave, calm, nervous.

Based on the activity described above, the activities that are suitable for sociology subject are visual activities, oral activities, listening activities, writing activities, mental activities and emotional activities. This is because the subject of Sociology aims to enable learners to have the following skills: (1) Understanding Sociological concepts such as

socialization, social groups, social structures, social institutions, social change and conflict until the creation of social integration; (2) understanding various social roles in social life; (3) fosters social attitudes, awareness and awareness in social life (Permendiknas No. 22 of 2006: 545).

The indicators that researchers want to see during the activities of students in the learning process in SMA N 4 Solok are as follows table 2:

Table 2: Student activity indicators in learning.

No.	Student Activity	Student Activity Indicators in Learning
1.	Visual Activities a. Reading	Students read the literature related to the material
2.	Oral Activities a. Asking b. Issuing opinions c. Discussion	a. Students ask if not understood during the learning process b. Students give a good opinion in everything to answer questions or respond to problems c. Students actively discuss a problem to be solved with a group of friends
3.	Listening Activities a. Listen to the teacher's description b. Listen to the discussion	a. Students listen to the teacher's description or explanation b. Students listen during the discussion process
4.	Writing Activities a. Make a report	a. Students participate in creating reports with friends of a group
5.	Mental Activities a. Analyze b. Solve the problem	a. Students analyze the information obtained b. Students solve problems that are being encountered through reading material and discussion

Source: (Sardiman, 2009)

2 RESEARCH METHODS

2.1 Approach and Method of Research

This type of research is a classroom action research by using Time Token Arends learning model with the aim of increasing student activity in the learning process of sociology. This research was conducted at SMA Negeri 4 Solok. This average school in the class has a low activity especially in the learning process and researchers have observed at the school during field practice in class XI IPS 1 from February to June 2015.

The subjects of this study are students of class XI IS 1 SMA Negeri 4 Solok, amounting to 27 people. Selection of class XI IS 1 because student activity in the learning process during the observation process is low compared to class XI IPS 2 and XI IPS 3 (table 1). Researcher collaborated with sociology teacher Mrs. Ely Sumarti S.Pd who acted as model teacher. This research will be conducted in semesters of January-June of Lesson 2015/2016.

This class action research is carried out in a cycle model consisting of 4 repeatedly performed components. The four components in each cycle are planning, action, observation, and reflection (Anwar, 2009).

2.2 Research Instruments

Research instrument used in the form of observation sheet and field note. In the observation sheet contains the activities of students in the learning activities during the learning process takes place so that it can be seen how much student activity during the teaching and learning process. The field notes in this study were used to record things that were not recorded by the observation sheet. The goal is to relate to the implementation of the lesson each time the meeting and the results will be discussed.

2.3 Data Analysis Technique

The data of filling out the observation sheets of student learning activities were analyzed in percentage form. The data of the number of students involved in each learning activity is presented by the formula (Sudjana, 2009):

$P = \dfrac{F}{N} \times 100\%$ with the description i.e.:

P = student activity
F = frequency
N = the total number of students researched

Level of student activity achievement in learning activity can be seen by comparing result of observation cycle I and cycle II. To determine the presentation of student activity score in learning activity used rating classes according to (Arikunto, 2008) i.e.:

81-100 = Very Good
61-80 = Good
41-60 = Medium
21-40 = Less
0-20   = Very Less

The expected target in this research is good category that is at interval 61 and above. Based on

these criteria, then the indicator of student activity success in this research is student activity on learning activity in good category.

3 RESULTS AND DISCUSSION

3.1 Research Result

In this research, two cycles are conducted. Each cycle is done 3 times each meeting which each meeting consists of planning, action, observation and reflection. If one cycle does not achieve the objectives and targets of the expected research then it will continue the second cycle to overcome the shortcomings that exist in cycle one in order to achieve goals and objectives (Arikunto, 2012).

Cycle I (first) was conducted during three meetings with "Social Group" teaching materials, where every meeting started from planning (making preparation of teaching like RPP, preparing observation sheet, preparing lesson program and speaking coupon using Time Token Arends learning model) action (teacher conducting learning according to the steps of learning model Time Token Arends), observation (researcher doing observation by check list at each student activity according to achievement indicator), and reflection (teacher and researcher do reflection every meeting during learning process Time Token Arend took place At the first meeting, students were not used to using new learning model, so many students forgot to give the coupon to the teacher before speaking Second meeting, the students have started accustomed to using Time Token Arends

learning model and eager to use kupo n talk. Meeting III, student activity in every indicator of achievement that is expected writer have increased, but still in medium category.

After the first cycle is run, the observer with the sociology teacher conducts discussions to look at the shortcomings that exist during the course of action. Researchers and teachers of sociology decided to continue this research into cycle II by making changes that can overcome the deficiencies in the first cycle, namely the very low activity of the activity of asking and expressing opinions. Action taken by the teacher to reinforce the reward to the students by stamp writing "congratulations you've dared to speak". Giving reward and praise is used in accordance with the purpose of research is to instill interest in student learning, with methods of giving praise then students will be motivated to love to learn and give attention of students to learn and encourage student activities so that learning more directed (Carr, Palmer, and Hagel, 2015).

The teacher's next action is to provide teaching materials that will be studied weeks. Furthermore, it is distributed at the end of the lesson so that students can learn it at home. With the distribution of materials a week before, students can read and understand the material that will be discussed, prepare questions and master the material, it affects students' self-confidence in the discussion, not random in questioning and answering questions and also impact on the smooth discussion in sociology learning on activities to analyze and solve problems. The results of cycle I can be seen in the following table 3:

Table 3: Student activity comparison in percentage (%).

No.	Student Activity	P1%	P2%	Improvement P1 P2 (%)	P3%	Improvement P2 P3 (%)	Average Cycle 1 (%)
1	Listening to Goal Learning	100	100	0	100	0	100
2	Listening to Referrals Teacher	100	100	0	100	0	100
3	Reading Books	37.03	45.83	8.8	56	10.17	46.28
4	Listening	40.74	41.66	0.92	48	6.34	43.46
5	Analyzing	33.33	41.66	8.33	52	10.34	42.33
6	Solve the problem	37.03	41.66	4.63	56	14.34	44.89
7	Discussion	37.03	45.83	8.8	48	2.17	43.62
8	Make a report	92.59	100	7.41	100	0	97.53
9	Listen to Teacher's Explanation	100	100	0	100	0	100
10	Listening to Discussions	55.55	66.66	11.11	68	1.34	63.40
11	Asking	22.22	33.33	11.11	40	6.67	31.85
12	Express opinions	37.03	41.66	4.63	52	10.34	43.56
13	Listening to Conclusions	48.14	66.66	18.52	64	-2.66	59.6

Source: Observation Results during the Learning Process

Furthermore, Cycle II is done on the subject matter of "Multicultural Society", the phase of implementation of cycle II is the same as Cycle I. In this cycle students learn in groups to discuss the subject that provided by teachers. When compared to cycle I, students activity in each meeting have increased, especially in activity of reading the subject, listening to the friends opinion, discussing, analyzing, asking and expressing opinions. In this research, the expected target is student activity able to achieve good category.

Based on the observations made in cycle II (three times meeting), reading activities, discussions, questions and opinions seemed to improve. Reward given in time token arends method in cycle II can reduce the problems that exist in cycle I, so that activity has been entered good category. Activity of learning the learning objectives, listening to teacher explanations, presenting and reporting are in excellent category. Activity of asking and expressing opinions increased after the teacher gave reward. The

reward given is a speech stamp that given to each student who asks questions, expresses opinions, and conveys the conclusions of the lessons learned during the meeting.

Generally, student activities in learning have achieved good category. Based on the analysis and observations made in class XI IPS 1 SMA Negeri 4 Solok, student learning activities on each indicator showed improvement. The activity of reading the material on the 56% in first cycle, and in the second cycle 70.83%. Discussion activity on the 48% and after the reflection and the second cycle was changed to 79.16%. The reporting activity is very good with 100% percentage for first and second. Activity of asking in first cycle only 40%, in the second cycle increased to 62,5%. Next on the activity of issuing opinions on the first cycle of 52%, and on the second cycle increased to 75%. Improvements that occur in first cycles and second can be seen in the following table 4:

Table 4: Comparison of student activities in cycle II (%).

No	Student Activities	P4%	P5%	Improvement P4 P5 (%)	P6 %	Improvement P5 P6 (%)	Average Cycle II (%)
1	Listening to Goal Learning	100	100	0	100	0	100
2	Listening to Referrals Teacher	100	100	0	100	0	100
3	Reading Books	64	66.66	2.66	70.83	4.17	67.16
4	Listening	56	59.25	3.25	70.83	11.58	62.02
5	Analyzing	56	55.55	-0.45	62.5	6.96	58.01
6	Solve the problem	60	59.25	-0.75	58.33	0.92	59.19
7	Discussion	68	74.07	6.07	79.16	5.09	73.74
8	Make a report	100	100	0	100	0	100
9	Listen to Teacher's Explanation	100	100	0	100	0	100
10	Listening to Discussions	72	74.07	2.07	79.16	5.09	75.07
11	Asking	56	62.96	6.96	62.5	-0.46	60.48
12	Express opinions	64	74.07	10.07	75	0.93	71.02
13	Listening to Conclusions	68	66.66	-1.34	70.83	4.17	68.49

Source: Observation Result during the Learning Process

Table 4 shows that the most activity done by the students is activity of learning the learning objectives by the teacher, listening to the direction of forming the group and listening to the instruction from the teacher and make report, this is because students enthusiastic with new learning model. Activity of making report in very good category with 100%

percentage. While activity with the lowest percentage is solve the problem that is with the percentage of 58.33% this activity still in medium category.

3.2 Discussion

Theory of learning by John B. Watson said, learning is a behavior change that can be observed, measured, and assessed congruently as a result of experience. According to this theory, important thing in learning is the input in the form of stimulus and output in the form of response. Stimulus is what teacher gives to the student, while the response is the reaction or the student's response to stimulus that provided by the teacher. Based on the research conducted in class XI IPS 1 SMA Negeri 4 Solok on subject of sociology, the stimulus are talking coupon and reward that given a stamp with the words "congratulations, you've speak up bravely". While the response is student activity. Teachers try to give stimulus to students to increase the learning activity by using time token arends model.

Based on data analysis, it is known that by using time token arends model student activity in learning sociology has increased. By using this model students are required to be active because they have to use all the coupons earned for speaking in the classroom. Any student who has spent the coupon, should not speak again. The opportunity to speak is given to students who still have coupons to speak in discussion forum. Coupons awarded to students can be used to ask questions, answer, respond to and summarize the subject matter at the meeting. Any student activity using a talking coupon will be rewarded with a stamp that says "congratulations, you've speak up bravely" indicating that the student has earned points or grades from the teacher. This is expected to motivate students to be more active in the learning process.

Learning using the time token arends model enables students to compete fairly, respect each other's opinions, and train confidence to speak in classroom. The role of teachers in learning with this model is as a motivator and facilitator not as a major informant. Teachers facilitate students by applying time token arends models. In the first cycle the teacher gives the coupon to each student and in the second cycle the teacher adds a stamp to the student voucher that is active in the learning process.

Coupons and stamps provided by teachers become a stimulus for students, motivating students to increase their morale to be active and bravely to express the opinions both in discussions and answer teacher questions. So with the liveliness they will get reward in the form of talking coupon that they have used. In addition to providing information about teaching materials to be learned at the next meeting is also an important thing that needs to be done by the teacher. It is intended that students can prepare themselves to learn the material for the next meeting, so that the discussion goes smoothly.

4 CONCLUSIONS

Implementation of time token learning arends model on sociology subjects can increase student activities such as reading, listening, discussing, asking questions, issuing opinions and expressing opinions. Talking coupons and reward in time token arends model motivate students to be active in learning activities. The time token arends model provides equal opportunities for all students to speak in the classroom, through the opportunity to ask questions, express opinions and summarize lessons. This model also helps students to build their confidence in speaking. So the role of the teacher is very important in learning process, without teacher role learning outcomes achieved by students are not optimal (Carr et al., 2015).

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