# EFFORTS TO IMPROVE STUDENT LEARNING OUTCOMES USING THE TIME TOKEN STRATEGY IN THE LEARNING OF CIVILITY EDUCATION

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## ABSTRACT

This study aims to analyze efforts to improve student learning outcomes using the time token strategy in Civics learning at MIS Cot Keutapang. This study used a class action research approach (PTK) for 2 cycles. The results of the study can be concluded that the use of the time token method can improve the learning outcomes of Civics students on Heroism and Patriotism in class IV students of MIS Cot Keutapang. Based on the results of the implementation of learning corrective actions, it can be stated that in the pre-cycle only 8 students (28.57%) achieved the KKM target of 70. After implementing the first cycle actions there were 18 students (64.29%) who had reached the KKM target. and in the evaluation results of cycle II there were 28 students (100.00%) students who had achieved learning mastery.

**Keywords**: Learning Outcomes, Civics Learning, Time Token Strategy.

## INTRODUCTION

Citizenship is an important teaching material given to elementary age students. This is based on the content of values and knowledge in civics education which can foster a spirit of love for the motherland, defending the country, and also patriotism in children from an elementary age. Apart from that, citizenship education is also material that reminds children about the history of the journey of the Indonesian nation, as well as values that need to be internalized as the character of the nation's children.

Education for a developing nation like Indonesia is currently a necessity that must be developed in line with the demands of development step by step. Education that is managed in an orderly, regular, effective, and efficient manner (effective and effective) will be able to

accelerate the course of the nation's civilization process which is based on the principle of creating general welfare and the intelligence of our nation's life (Suherli, 2010: 16).

The results of observations on the implementation of Civics learning at MIS Cot Keutapang, it is known that learning outcomes are still relatively low, namely not achieving the KKM expected in the Civics study field of 70. In fact, student scores are below average, scores close to the Civics learning completeness standard are only a few students experience exhaustion. Most are still below the standard of completeness. From the expected provisions, only 20% of students, meaning 80% did not achieve the expected learning mastery.

Based on the problems above, it is known that teaching methods affect learning outcomes. If the teacher teaches with a method that is not good, it will affect student learning which is not good either. Teachers who can only teach with the lecture method will make students bored, passive, have no interest in learning. learning outcomes can be achieved effectively and efficiently, quickly and precisely (Sudjana, 2009).

In line with the problems above, in the Civics learning process new innovative methods are needed that can motivate students to learn better and have high enthusiasm, because Civics is a way of thinking and working on a par with gathering knowledge, so in Civics learning it is necessary to emphasize ways of thinking and activities through the time token method.

This time token method has been widely used in higher education institutions and schools, be it SD/MI, SMP/MTs or SMA/MA led by lecturers or teachers who are intelligent at being creative and happy using learning methods such as time tokens. Meanwhile, in elementary schools/madrasah ibtidaiyah/madrasah ibtidaiyah, very few students have a fairly good level of activity and speaking skills. because some elementary school/madrasah primary school teachers only explain learning material but are not familiar with learning material using groups (Pramana & Suarjana, 2018).

The method used by the teacher must be an integral part of Civics learning. Many efforts can be made to improve the results of the quality of learning through increasing mastery/understanding of the material. Using the right approaches and methods, using interesting learning media and tools for students, using various kinds of learning strategies and so on. Among the methods that are considered capable of encouraging increased activity and student learning outcomes, namely the use of the time token method, especially in Civics learning in elementary schools/madrasah primary schools.

**RESEARCH METHODOLOGY**

This research was carried out using the type of Classroom Action Research (CAR). According to Arikunto, et.al. (2014: 16), broadly speaking there are four stages to go through in carrying out action research, namely: planning, implementing, observing, and reflecting. As the subjects of this study were all students of class IV MIS Cot Keutapang. The total number of students in this class is 30 people. The research implementation is adjusted to the 2022/2023 Learning Year.

The technique used is in accordance with the data collected from the research field using research instruments (Assingkily, 2021). Tests and observation sheets are used to find out the results of improvements from the data that has been collected through learning.

The research data were analyzed using data analysis techniques based on observations, evaluation of student learning outcomes, reflections on each cycle that was carried out.

**FINDING AND DISCUSSION**

Before planning the action, a test is carried out first at the pre-cycle stage. Based on the test results it was concluded that the percentage of students who had completed their studies was lower than the percentage of students who did not complete their studies. Students who did not complete were 20 people or 71.43%, while students who completed were 10 people or 28.57%.

The implementation of the action in cycle I consisted of 1 meeting, each meeting lasting 2 x 35 minutes. At the end of the implementation of the first cycle, students are given a learning achievement test I (post test). Based on the results of the first cycle test, it can be concluded that there are 10 students who fall into the category of incomplete learning and 20 students who fall into the category of complete learning. The total percentage of student learning completeness is 64.29%, so it is still not complete.

The implementation of the action in cycle II consisted of one meeting that lasted 2x35 minutes. At the end of the implementation of the second cycle, students are given a learning achievement test II (post test II). Based on the results of cycle II, it can be seen that there is an increase compared to before. This can be seen from the increase in the number of students who scored 70 and above. In the cycle II learning outcomes test, the number of students who had completed their studies was 30 students (100%) and the number of students who did not complete their studies was 0 students (0.00%). This result proves that the acquisition of completeness has exceeded 85%.

In accordance with the results of data analysis regarding the use of the inquiry learning method in improving student social studies learning outcomes. Furthermore, it can be stated that the recapitulation of learning completeness and the increase in the average student learning outcomes through the following table.

Table 1. Recapitulation of Student Learning Completeness Results

| No | Implementation | Completeness Percentage | |
| --- | --- | --- | --- |
| | | **Not Complete** | **Completed** |
| 1. | Pre Cycle | 71,43% | 28,57% |
| 2. | Cycle I | 35,71% | 64,29% |
| 3. | Cycle II | 0,00% | 100,00% |

Based on the results of the recapitulation of student learning completeness above, it can then be presented in the form of a bar chart as follows:

Figure 1. Bar Diagram of Learning Completeness Recapitulation

Based on the recapitulation of the results of student ability tests starting from the pre-cycle, cycle I and cycle II for class IV students of MIS Cot Keutapang in the 2022/2023 academic year, it is known that there has been an increase in the level of student learning completeness. Based on the completeness criteria of ≥70 it is known that in the pre-cycle 28.57% of students experienced completeness, in cycle I of 64.29% of students experienced completeness and in cycle II of 100% of students experienced completeness.

Table 2. Recapitulation of Improved Student Learning Outcomes

| No | Implementation | Average Learning Outcomes |
|----|----------------|---------------------------|
| 1. | Pre Cycle | 58,57 |
| 2. | Cycle I | 68,93 |
| 3. | Cycle II | 82,86 |

Based on the recapitulation results table for improving student learning outcomes above, it can then be presented in the form of a bar chart as follows:
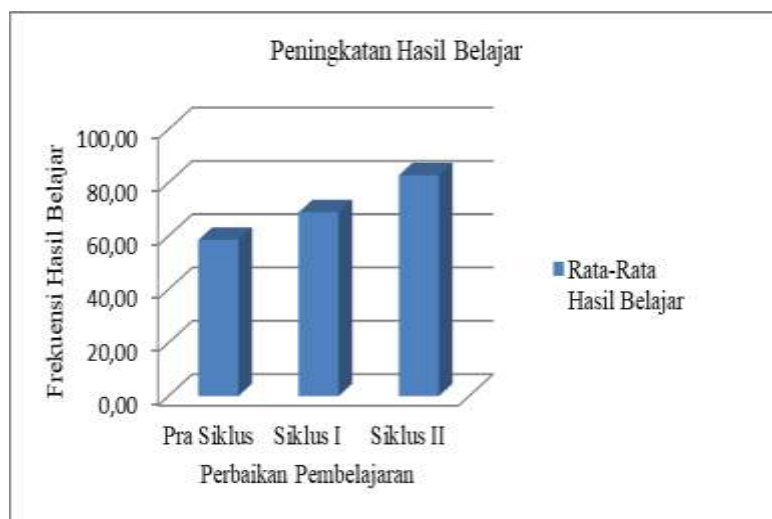


Figure 2. Bar chart of the recapitulation of increased learning outcomes

Based on the recapitulation of the results of students' ability tests starting from the pre-cycle, cycle I and cycle II to class IV students of MIS Cot Keutapang it is known that there has been an increase in the average student learning outcomes. Based on the table of increasing learning outcomes above, it is known that the average learning outcomes in the pre-cycle were 58.57, in the first cycle it was 68.93 and in the second cycle it was 82.86. So it can be concluded that there is an increase in student learning outcomes in the implementation of improvements.

**DISCUSSION**

Based on the results and analysis of research data, it can be argued that the application of the time token learning model can improve student learning outcomes in

class IV MIS Cot Keutapang in Civics learning on Heroism and Patriotism. Based on the evaluation results in the pre-cycle only 8 students (28.57%) achieved the KKM target of 70. After the implementation of the first cycle of action there were 20 students (64.29%) who had reached the KKM target, and in the second cycle evaluation results there are 30 students (100.00%) students who have achieved learning mastery. Through this research, suggestions were put forward that to improve the quality of learning outcomes, especially for teachers to pay more attention to student learning activities, especially Civics to improve learning outcomes, because in reality students do not understand the lesson due to several factors such as talent, interest, lack of student concentration in learning.

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