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APPLICATION OF THE TIME TOKEN LEARNING MODEL IN AN EFFORT TO IMPROVE THE LEARNING ACTIVENESS OF CIVICS EDUCATION STUDENTS IN CLASS V OF SDN 79 LUBUKLINGGAU

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Abstract: The lack of student participation and engagement in Civics Education has become a challenge in elementary classrooms, often due to monotonous and teacher-cantered instructional methods. Increasing student activeness is essential for developing civic awareness and critical thinking skills at an early age**.** This research aims to describe the process of implementing the Time Token learning model in Civics learning, and to describe the increase in student learning activity in Civics learning in Class V of SD Negeri 79 Lubuklinggau after implementing the Time Token model. This study used a classroom action research (CAR) approach, conducted in two cycles. Data collection techniques included tests, observation sheets, and documentation. The CAR process followed four stages: (1) planning, (2) implementing the action, (3) observing, and (4) reflecting. The research subjects were 17 fifth-grade students, consisting of 11 males and 6 females. Based on data analysis, the application of the Time Token model in online learning improved students' activeness in Civics Education. This was evidenced by an increase in the average post-test scores from 63.52 in Cycle 1 to 86.47 in Cycle 2. The findings demonstrate that the Time Token model effectively fosters student participation and engagement in Civics learning. It is recommended that educators adopt the Time Token strategy to promote active learning, particularly in subjects requiring discussion and student interaction. Future research may explore its application in other thematic subjects or different classroom settings.
Keywords: Learning Activity, Civic Education, Time Token Model

INTRODUCTION

Education is a process to help humans develop their potential so that they can anticipate every change that occurs throughout life. The development of one's potential can improve the quality of education and indirectly impact the quality of human resources. The quality of a nation's life is greatly determined by education. (Murda, 2013)

In the learning process, there are several factors that influence the success of achieving educational goals, including the curriculum, teachers, students, materials, methods, and facilities. If all these components can function well and systematically, the educational objectives will be realized as expected. Good and quality learning must also be supported by a match between the learning methods or models and the learning materials. The selection of appropriate learning methods/models can motivate students to learn and can optimize the learning outcomes obtained by students (Dadi & Kewa, 2020). In every learning process, it is hoped that students achieve good learning outcomes. As per the established standard for whether learning outcomes are good or bad, based on the minimum passing criteria (KKM) that have been set as a benchmark for the success of the learning process. This should be a focus and evaluation material in the learning process. According to (Utaminingsih, 2020), learning outcomes are a representation of the abilities and skills possessed by students after the learning activities.

Learning activity according to Kristin and Astuti is a learning condition that reflects the active involvement of students in learning activities through questioning, seeking, discussing, expressing opinions, or formulating solutions to problems in learning (Purwati & Subhan, 2023). Learning activity will stimulate the students' intellect and will to discover various learning issues, seek and find answers, and conclude their findings, thereby becoming a comprehensive learning product.

Learning difficulties among students include, students often have trouble understanding the material. In addition, the lack of active involvement from students makes them untrained in critical thinking, discussion, or expressing opinions; they tend to be passive in the learning process. Sometimes there are students who like to play alone, some students are sleepy in class, and some students do not pay attention to what the teacher is saying. In reality, many students experience learning difficulties because the teaching methods are still dominated by lectures and do not actively engage students. This is caused by a lack of innovation and creativity from teachers in using new teaching methods or models that could make student activities more engaging.

Based on observations of the issues in civic education learning, teachers are required to be able to apply innovative learning models that are deemed necessary to achieve the goals of civic education. In this case, the required learning models must certainly contribute to solving problems related to the learning process. One promising solution is the Time Token learning model, which encourages equal participation by allocating specific speaking turns to students during discussions.This study is important to determine the effectiveness of the Time Token model in addressing the low learning activity commonly found in PKn classes.

METODOLOGI

Research Design

This research uses the Classroom Action Research (CAR) type, referring to the classroom action research model according to Kurt Lewin (Ni'mah, 2017). The stages in the classroom action research conducted include: the planning stage, the acting stage, the observing stage, and the reflecting stage. These four stages form a cyclical process.

Research Subject

This research was conducted in May 2025 at SDN 79 Lubuklinggau with the research subjects being 17 fifth-grade students.

Data Collecting

The data collection techniques used are observation, interviews, tests, and documentation. Observation is conducted to gather data on the level of student learning activities and the implementation of learning activities using the Time Token model. Tests are used as a tool to assess students' learning outcomes after the application of the Time Token learning model. Interviews and documentation aim to gather additional data that support the data obtained from the observation.

Data Analysis

Data analysis techniques are adjusted to the type of data collected, observational data is analyzed using the following formula:

$$KK = \frac{ST}{SS} \; X \; 100\%$$

explanation :

KK : Classical completeness percentage

ST : Number of students who have completed learning

SS : Total number of students in the class

Category of Learning Implementation

No	Feasibility Value of Learning	Criteria
1	81%-100%	Very High
2	71%-80%	High
3	61%-70%	enough
4	51%-60%	Low
5	<51%	very low

RESEARCH RESULT

Finding

The research at SDN 79 Lubuklinggau was conducted based on initial findings about the problematic conditions among fifth-grade students in learning, particularly in civic education (PKn). The problematic conditions referred to here are the low learning engagement of students and their less than optimal learning outcomes. Therefore, this research is actually oriented towards efforts to enhance the learning engagement of fifth-grade students at SDN 79 Lubuklinggau in civic education.

The results of the observations showed an increase in activity and learning outcomes from cycle I to cycle II. It can be seen that the students' learning outcomes at each stage of the lesson presentation improved better from cycle I to cycle II. The increase observed in student learning outcomes from cycle I to cycle II indicates that improvements in the Civic Education lessons have been successful. The average score in cycle I was 63.52% with a mastery percentage of 30%, and in cycle II, the average score of students increased to 86.47% with a classical mastery percentage reaching 82.36%. The percentage increase was 17.45%. This improvement occurred during the learning process as students actively participated in the lessons.

The following will clearly illustrate the development and improvement of students' test evaluation scores from cycle I to cycle II, after implementing learning using the Time Token model to enhance learning in citizenship education, particularly on the topic of mutual cooperation in the surrounding environment, as shown in the bar diagram below:

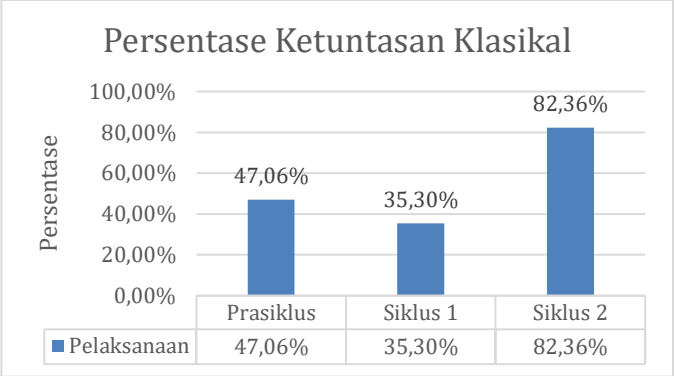

Image 1 Percentage of classical completeness

Based on image 1 and the presentation of the research results, it can be said that the researchers have successfully conducted the study and stopped the actions in cycle II, and did not continue to the next cycle, because the determined completeness threshold of 75% has been achieved and it has addressed the problems posed in this study, namely that through the Time Token learning model, students' learning activity in the material of mutual cooperation in the surrounding environment in class V SDN 79 Lubuklinggau can be improved. Based on the results and discussion above, it can be concluded that the improvement of the learning activity of fifth-grade PKn students at SD Negeri 79 Lubuklinggau through the Time Token learning model is significantly complete.

1. Results of Students Who Completed and Did Not Complete the Pre-Cycle

No	Performance	Number of students	Complete		Incomplete	
			Number of students	%	Number of students	%
1	PreCycle	17	8	47,06%	9	52,94%

To determine the percentage of students who have completed and not completed, the following formula can be used:

$$KK = \frac{ST}{SS}\ X\ 100\%$$

explanation :

KK : Classical completeness percentage

ST : Number of students who have completed learning

SS : Total number of students in the class Siswa tuntas

students completed: $KK = \frac{ST}{SS}\ X\ 100\%$

$= \frac{8}{17}\ X\ 100\%$

= 47,06%

students not completed: $KK = \frac{ST}{SS}\ X\ 100\%$

$= \frac{9}{17}\ X\ 100\%$

= 52,94%

2. Results of Cycle I Posttest of Students Who Passed and Did Not Pass

No	Performance	Number of students	Complete		Incomplete	
			Number of students	%	Number of students	%
1	Cycle I Test	17	6	35,30%	11	64,70%

To determine the percentage of students who have completed and not completed, the following formula can be used:

$$KK = \frac{ST}{SS}\ X\ 100\%$$

explanation :

KK : Classical completeness percentage

ST : Number of students who have completed learning

SS : Total number of students in the class Siswa tuntas

students completed: $KK = \frac{ST}{SS} X\ 100\%$

$= \frac{6}{17} X\ 100\%$

= 35,30%

students not completed: $KK = \frac{ST}{SS} X\ 100\%$

$= \frac{11}{17} X\ 100\%$

= 64,70%

3. Results of Cycle II Posttest for Students Who Completed and Did Not Complete

No	Performance	Number of students	Complete		Incomplete	
			Number of students	%	Number of students	%
1	Cycle II Test	17	14	82,36%	3	17,64%

To determine the percentage of students who have completed and not completed, the following formula can be used:

$$KK = \frac{ST}{SS} X\ 100\%$$

explanation :

KK : Classical completeness percentage

ST : Number of students who have completed learning

SS : Total number of students in the class Siswa tuntas

tudents completed: $KK = \frac{ST}{SS} X\ 100\%$

$= \frac{14}{17} X\ 100\%$

= 82,36%

students not completed: $KK = \frac{ST}{SS}\ X\ 100\%$

$= \frac{3}{17}\ X\ 100\%$

= 17,64%

The percentage increase in the average value of learning outcomes obtained by students before and after the action. The increase from the pre-cycle to cycle I can be obtained from the following calculation:

$P = \frac{Postrate-Bas}{\qquad}\ x\ 100\%$

$= \frac{63,52-59,41}{59,41}\ x\ 100\%$

$= \frac{4,11}{59,41}\ x\ 100\%$

$= \frac{0,069}{59,41} = 6,91\%$

Meanwhile, the improvement from cycle I to cycle II is as follows:

$P = \frac{Postrate-Ba}{\qquad}\ x\ 100\%$

$= \frac{86,47-6\ ,52}{63,52}\ x\ 100\%$

$= \frac{22,95}{63,52}\ x\ 100\%$

$= \frac{0,361}{63,52} = 36,13\%$

CONCLUSION

Based on the data from the research that has been qualitatively and quantitatively analyzed in the process of learning Civics Education in class V of SD Negeri 79 Lubuklinggau, it can be concluded that the formulated hypothesis has been proven true, by applying the Time Token learning model, it can enhance student learning activity on the topic of mutual cooperation in

the surrounding environment in class V of SD Negeri 79 Lubuklinggau. This can be seen from the increasing learning activity of students at every stage of the learning presentation, which has improved compared to before. The average score in cycle I was 63.52 with a completeness percentage of 35.30%, and in cycle II, the average score of students increased to 86.47 with a classical completeness percentage reaching 82.36%. The percentage increase is 17.45%. Based on the results of the completion percentage, it can be stated that the Time Token learning model on the material of mutual cooperation in the surrounding environment can enhance student learning activity and improve the learning process.

The conclusion of this research is that the increase in learning activity of fifth-grade students at SD Negeri 79 Lubuklinggau through the Time Token learning model is significant.

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