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Comparison Of Learning Results Using Time Token Learning Model With Talking Chips Assisted With Flashcard Media Students

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Abstract

The time token learning model is a type of learning characterized by time marks or time limits. Talking chips, namely learning carried out in small groups, each member brings several objects or signs that function to mark when they have an opinion by inserting a sign in one place. Flashcard media is visual learning media that contains words, images, or a combination thereof. This research compares geography learning outcomes using the Time Token learning model with the Talking Chips model assisted by Flashcard media for students at SMA Negeri 3 Kuala, Nagan Raya Regency. This research uses a quantitative approach with a Quasi-Experimental Design type of research. The samples in this study were class X IPS 1 students as experimental class I and class X IPS 2 students as experiment II. Research data collection uses tests. Analysis of this research data uses normality, homogeneity and hypothesis testing. Based on the results of the data analysis, it is known that the data is regular and homogeneous. Furthermore, the hypothesis test results obtained a t count value of 2.268 > t table 1.671. Based on the t count and t table values, it is known that t count > t table so that Ha is accepted. So, it is concluded that the learning outcomes of students taught using the Time Token learning model assisted by Flashcard media are better than the learning outcomes of students taught using the Talking Chips learning model assisted by Flashcard media in class X geography subjects at SMA Negeri 3 Kuala, Nagan Raya Regency.

Introduction

Education has an essential role in ensuring the survival of the nation and state. With education, humans can improve or develop the quality of human resources. Teachers have the main role, namely educating, teaching, guiding and directing students in the teaching and learning process in the classroom (Santriana, 2019: 284). Such ideal educational goals have never been achieved or translated operationally. Designed curriculum and implemented in a relevant, efficient, and effective manner will support the implementation of the function of national education, which is to educate the nation and advance national culture. Improving the quality of education in terms of service learning has not been touched. The aim of education

is identical to the best human image according to certain people. The outlook of his life determines the quality of a person's life. He is a good human if his view of life is a religion. The goal of education is to be a good human according to his religion. Allah says in Surah Al Baqarah verses 1-5 (Miftakhul:2020).

"Alif laam miin. This book (Al Quran) has no doubt about it; it provides guidance for those who are pious. (Namely) those who believe in that unseen, who performs prayers, and spend part of Our sustenance bestow upon them. And those who believe in the book (Al Quran) which has been revealed to you and the Books which have been revealed before you, and they believe in the existence of the afterlife. That's who they are who continue to receive guidance from their Lord, and they are the people, the lucky ones".

The educational verses in Surah Luqman include several educational aspects, including educational materials, methodology education, educators, and students. Luqman started his teaching by providing fundamental material that everyone should have Muslim, namely monotheism only to Allah SWT. Next, it explained educational methods that every educator can use to educate their students. Then, it presents the role of parents as educators towards their children. Next, it explains that students must comply with the rules determined by the educator because the goal is to achieve success in the educational process. (Mahrus: 2021)

One of the problems facing the world of education is the problem of weak learning processes. Based on the results of observations by researchers at SMA Negeri 3 Kuala, Nagan Raya Regency, there is a tendency for student behaviour to be less active or busy with their affairs. Some students still pay less attention to the teacher's explanations, so interaction between students and teachers is reduced. When the teacher gives assignments, students prefer to ask their classmates rather than the teacher if something they do not understand is related to the assignment. This can make students increasingly feel that geography is a tedious and challenging subject. Therefore, it is necessary to apply learning models and media that can increase students' motivation and active role in learning, influencing student learning outcomes.

Based on the problems above, changes need to be made in implementing the learning model. The application of learning models can help increase student motivation and learning outcomes, not only making students intelligent in scientific theory but also intelligent in scientific practice. One learning model that can be used to improve student learning outcomes, especially in geography learning, is the Time Token and the Talking Chips learning models. The time token learning model is a type of learning characterized by time marks or time limits. The time limit here aims to stimulate and motivate students to exploit their thinking abilities and express ideas (Shoimin, 2014:216-217).

Talking chips, namely learning carried out in small groups, each group member brings several objects or signs which function to mark their opinion by inserting a sign in one place (Lilik, 2016:25). The use of media in learning can also make students more active and motivated which influences learning outcomes. One of the media that can be used in learning activities is Flashcard media. Flashcard media is visual learning media that contains words, images, or a combination thereof (Alamsyah, 2015:211).

Based on the explanation above, the author researched the comparison of geography learning outcomes using the Time Token learning model with Talking Chips assisted by Flashcard media for students at SMA Negeri 3 Kuala, Nagan Raya Regency.

Method

Research Approaches and Types

This study uses a quantitative approach. A quantitative approach is calculated in the form of statistical figures. Quantitative research is based on the philosophical foundation of positivism, which is used to research specific populations and samples (Sugiyono, 2016:14). The type of research used in this research is Quasi-Experimental Design (quasi-experimental design). The quasi-experimental design type is research used to find treatment's effect on others under controlled conditions (Sugiyono, 2017: 107). This research compared geography learning outcomes using the Time Token learning model with Talking Chips assisted by Flashcard media for students at SMA Negeri 3 Kuala, Nagan Raya Regency.

The population in this study was all class X students at SMA Negeri 3 Kuala Nagan Raya Regency, totalling 133 students. The sample used in this research was determined using the purposive sampling technique. Purposive Sampling is a data sampling technique with specific considerations (Sugiyono, 2018:138). In this study, the sample was 37 students from the class.

The instrument in this research uses a test. Tests are questions or exercises and other tools used to measure individuals' or groups' skills, knowledge, abilities or talents (Arikunto, 2013: 193). The test technique used in this research is an objective test. An objective test is a test that consists of items that are answered by choosing one of the alternative answers available or filling in the correct answer. The objective test used as an instrument in this research is a multiple-choice test.

The experimental design used in this research is Nonequivalent Control Group Design. Nonequivalent Control Group Design is an approach in Quasi-Experimental research which consists of two experimental groups chosen not randomly (Sugiyono, 2017:79). This research design involved two groups, namely experiment I and experiment II, each group was given an initial test (Pre-Test) before being given treatment and a final test (Post-Test) after being given treatment in each group. The Nonequivalent Control Group Design can be seen more clearly in the following table:

Table 1. Nonequivalent Control Group Design

Group	Pre Test	Treatment	Design
Experiment I	O1	X1	O2
Experiment II	A1	X2	A2

(Source: Sugiyono, 2017:116)

Description:

X1 = Use of the Time Token learning model assisted by Flashcard media
X2 = Use of the Talking Chips learning model assisted by Flashcard media
O1 = Pre-Test (experimental class I before learning using the Time Token model assisted by Flashcard media)
O2 = Post-Test (experimental class I after the following learning using the Time Token model assisted by Flashcard media)
A1 = Pre-Test (experimental class II before learning using the model Talking Chips assisted by Flashcard media)
A2 = Post-Test (experimental class II after participating in learning using the Talking Chips model assisted by Flashcard media)

Normality test

The formula used to determine whether data is normally distributed or not is the chi-square formula as follows Sugiyono (2017:107):

$x^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$

Information:

x^2 = Squared
f_o = Observed frequency
f_h = Expected frequency

To be able to make a decision whether the proposed hypothesis is accepted or rejected, the x^2 count price needs to be compared with the x^2 table price with dk and a significance level of 5%, the test criteria

are x^2count <x^2able, then H0 is accepted, Ha is rejected, and if x^2count ≥ x^2table Ho is rejected, and Ha is accepted. If H0 is accepted, the Post-Test data is normally distributed (Sugiyono, 2017:109).

Homogeneity Test

The formula used in the homogeneity test is (Sugiyono, 2017:140):

F= largest variance : smallest variance

The test criteria are to accept Ho if Fcount ≤ Ftable and accept Ha if Fcount> Ftable, a significance level of 5% with dk1 (numerator) = (n1-1) and dk2 (denominator) = (n-1). If Ho is accepted, the post-test data will be a variant (Sugiyono, 2017:141).

Hypothesis testing

Hypothesis testing uses the T-Test model separated variant formula, namely parametric statistics, as follows (Sugiyono, 2017:138):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_1^2}{n_1}}}$$

The testing criteria are to accept H_0 if tcount ≤ ttable and accept Ha if t count > t table at the 5% significance level and dk=(n_1+n_2-2) (Sugiyono, 2017:102).

Based on the calculated t and ttable values, it is known that t count > t table, so Ha is accepted. Acceptance of Ha means that it can be concluded that the learning outcomes of students taught 57 with the Time Token learning model assisted by Flashcard media are better than the learning outcomes of students taught with the Talking Chips learning model assisted with Flashcard media in class X geography subjects at SMA Negeri 3 Kuala, Nagan Raya Regency.

Findings

SMA Negeri 3 Kuala is a senior secondary education institution located in Jln. Keuchik Intan Padang Panyang, Kuala Pesisir District, Nagan Raya Regency. SMA Negeri 3 Kuala Nagan Raya Regency is astronomically located at 4°02'59.3"N - 4°02'59.6"N and 16°16'10.3"E - 96°16'14.7"E.

The following discussion results from this research can be seen below:

Validitas Instrumen Test

No.	Nama	X	Y	X^2	Y^2	XY
1	Alzaki Maulana	0	15	0	225	0
2	Angga Bintang Ramadani	1	16	1	256	16
3	Dimas Saputra	0	17	0	289	0
4	Faisal	1	17	1	289	17
5	Farel Maulana	1	10	1	100	10
6	Fauzi	1	13	1	169	13
7	Febrian Saputra	0	20	0	400	0
8	Filka Angga Ardian	1	16	1	256	16
9	Ina Arsalna	1	14	1	196	14
10	M.Haikal Aditiya Pratama	0	7	0	49	0
11	Mayang Sari Zalianty	0	9	0	81	0
12	Muhammad Lutfi	0	16	0	256	0
13	Nura Febriani	1	20	1	400	20
14	Raja Ramadhani	1	23	1	529	23
15	Reyhan Maulana	1	20	1	400	20

16	Selvi Sulfia	1	12	1	144	12
17	Syahira Nabila	0	11	0	121	0
18	Toni Ferdiansyah	1	14	1	196	14
19	Vadila Srikandi	1	23	1	529	23
20	Vara Dwi Ayundya	0	10	0	100	0
21	Refi Oktariansyah	0	23	0	529	0
22	Irwan	1	25	1	625	25
23	Ajeng Dia Savina	1	17	1	289	17
24	Aris Munanda	1	22	1	484	22
25	Arumi Kartini	1	20	1	400	20
26	Deswita Salsabella	0	7	0	49	0
27	Dian Evanda	1	13	1	169	13
28	Dimas Riandi	1	20	1	400	20
29	Dinda Juwita Lestari	1	21	1	441	21
30	Fazli	1	23	1	529	23
31	Feno Andrean	1	21	1	441	21
32	Fida	0	18	0	324	0
33	Fitra Arya Bashir	1	21	1	441	21
34	Gilang Putra Sabima	1	20	1	400	20
35	Hajri Hindarawan	1	21	1	441	21
36	Juwita Rahayu Pandini	1	21	1	441	21
37	Nabil Wanja Permana	1	11	1	121	11
38	Nyakkop Saputra	1	10	1	100	10
39	Rendi Sasfian	0	12	0	144	0
40	Risti Maulida	1	13	1	169	13
41	Syafarudin	0	9	0	81	0
42	Syarifa Warahmah	1	16	1	256	16
43	T.M Al Hakkil Ben Aktah	0	12	0	144	0
44	Wahyu Andhika	1	9	1	81	9
45	Wahyu Mardani	0	6	0	36	0
	Jumlah	**30**	**714**	**30**	**12520**	**522**

(Source: Research Results, 2023)

Determine r count using the product moment correlation formula as follows:

$$r = \frac{NN\sum XY - (\sum X)(\sum Y)\text{rxy}}{\sqrt{(\text{N}\sum \text{X}^2 - (\sum \text{X})^2)(\text{N}\sum \text{Y}^2 - (\sum \text{Y})^2)}}$$

$$\frac{(45x522) - (30x714)}{\sqrt{\{(45x30) - (30)^2\}\{(45x12.520 - (714)^2\}}}$$

$$\frac{23.490 - 21.420}{\sqrt{\{(1.350) - (900)\}\{(563.400) - 509.796)\}}}$$

$$\frac{2.070}{\sqrt{\{450\}\{53.604\}}}$$

$$\frac{2.070}{\sqrt{24.121.800}}$$

$$= 0{,}421$$

No.	N	∑ X	∑ Y	∑ X^2	∑ Y^2	∑ XY	r hitung	r tabel	Ket
1	45	30	714	900	509796	522	0,421	0,294	Valid
2	45	27	714	729	509796	493	0,570	0,294	Valid
3	45	27	714	729	509796	459	0,270	0,294	Tidak Valid
4	45	24	714	576	509796	443	0,539	0,294	Valid
5	45	31	714	961	509796	544	0,486	0,294	Valid
6	45	31	714	961	509796	546	0,505	0,294	Valid
7	45	34	714	1156	509796	594	0,548	0,294	Valid
8	45	30	714	900	509796	508	0,293	0,294	Tidak Valid
9	45	34	714	1156	509796	594	0,548	0,294	Valid
10	45	30	714	900	509796	540	0,586	0,294	Valid
11	45	26	714	676	509796	445	0,284	0,294	Tidak Valid
12	45	34	714	1156	509796	593	0,538	0,294	Valid
13	45	29	714	841	509796	529	0,621	0,294	Valid
14	45	14	714	196	509796	276	0,503	0,294	Valid
15	45	37	714	1369	509796	626	0,440	0,294	Valid
16	45	29	714	841	509796	523	0,567	0,294	Valid
17	45	30	714	900	509796	544	0,623	0,294	Valid
18	45	28	714	784	509796	509	0,577	0,294	Valid
19	45	26	714	676	509796	471	0,511	0,294	Valid
20	45	33	714	1089	509796	569	0,443	0,294	Valid
21	45	23	714	529	509796	404	0,338	0,294	Valid
22	45	27	714	729	509796	466	0,332	0,294	Valid
23	45	22	714	484	509796	392	0,371	0,294	Valid
24	45	28	714	784	509796	453	0,078	0,294	Tidak Valid
25	45	30	714	900	509796	477	0,009	0,294	Tidak Valid

The calculation results above show that the calculated r-value = 0.421. Because the r-count value is greater than the rtable value (0.421 > 0.294), question number 1 is valid. Reliability testing refers to the accuracy of a research instrument. Repeated measurements carried out on the same variable with the same instrument will give relatively different results. Based on the calculation results, it is found that $r11$= 0.822. So, it can be concluded that 0.822 > 0.7 means the question instrument is reliable (valid).

An initial ability test was carried out to ensure whether experimental classes I and II had the same average ability before being given treatment. Experimental class I in this research is class X IPS 1, totalling 37 students and experimental class II, namely class

Based on the table above, it is known that the number of samples for experimental class I (n1) = 37, the number of samples for experimental class II (n2) = 35 and the total sample (N) = 72. To get the F value, you must first follow the steps of the ANOVA test, namely calculating the total number of squares, calculating the number of squares between groups, calculating the number of squares within groups, calculating the mean square between groups and calculating the mean square within groups.

Based on the calculation results above, it is known that the value of Fcount = 0.10. In the F distribution table with the values dkant=m-1=2-1=1 and dkdal=N-m=72-2=70 at a significance level of 5%, the Ftable value = 3.98. Based on the data above, it is known that Fcount < Ftable, so Ho is accepted, meaning that the geography learning results for experimental class I and experimental II are the same.

Experimental Class Normality Test I

Based on calculations using the chi-square formula (X2), the value obtained is χ^2= 2.324. At a significance level of 5% and dk = k-1 = 6-1 = 5, then looking at the chi-square table, we get χ^2table = 11.07. The calculation results obtained a value of χ^2count < $\chi^2$2table or 2.324 < 11.07, so the post-test value data for experimental class I was usually distributed.

Experimental Class Normality Test II

Based on calculations using the chi-square formula (X2), the value obtained is χ^2= 4.5. At a significance level of 5% and dk = k-1 = 6-1 = 5, then looking at the chi-square table we get χ^2 table = 11.07. The calculation results obtained a value ofχ^2count < χ^2table or 4.5 < 11.07, so the post-test value data for experimental class II was normally distributed.

Homogeneity Test

The homogeneity test was conducted to determine whether the data groups for experiment classes I and II studied varied the same (homogeneous). The variance value is obtained from the results of calculating the squared standard deviation for each variable. The homogeneity test is carried out using the Fisher formula as follows:

F = (largest variance)/(smallest variance)

F = 79,19/78,23 = 1,01

Based on the results of calculating the variance above, Fcount = 1.01 and the value of Ftable = 1.01 with dk = 37-1 = 36. Following the calculation results above, Fcount ≤ Ftable or 1.01 ≤ 1.78 so it can be concluded that the data variance is homogeneous.

Hypothesis testing

To prove the hypothesis according to the formula above, tcount is compared with the ttable value at a significance level of 5% with dk = n_1+ n_2 – 2. The test criteria are to accept Ha if tcount>ttable and reject Ha if tcount<ttable. According to the calculations carried out above, it is known:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{77,74 - 73}{\sqrt{\frac{79,19}{37} + \frac{78,23}{35}}}$$

$$t = \frac{4,74}{\sqrt{2,14+2,23}}$$

$$t = \frac{4,74}{\sqrt{4,37}}$$

$$t = \frac{4,74}{2,09}$$

$$t = 2,268$$

Based on the tcount and ttable values, it is known that t-count > t-table, so Ha is accepted. Acceptance of Ha means that it can be concluded that the learning outcomes of students taught using the Time Token

learning model assisted by Flashcard media are better than the learning outcomes of students taught using the Talking Chips learning model assisted by Flashcard media in class X geography subjects at SMA Negeri 3 Kuala, Nagan Raya Regency.

Discussion

Research comparing geography learning outcomes using the Time Token learning model with Talking Chips assisted by Flashcard media was conducted at SMA Negeri 3 Kuala, Nagan Raya Regency. Before treatment, give pre-test questions to assess the student's initial abilities. The Pre-Test data obtained is processed using the ANOVA formula with the test criteria. Namely, if the Fcount value is smaller or equal to the Ftable price, then H0 is accepted. Based on the calculation results, it is known that Fcount < Ftable, so Ho is received, meaning that the geography learning results for experimental class I and experimental II are the same.

After obtaining the same initial abilities, the two experimental classes were treated using different learning models. At the end of each meeting, give a Post-Test to see student learning outcomes. After obtaining student learning outcomes, data analysis can be carried out to test the initial hypothesis. Before carrying out a hypothesis test, the analysis prerequisite tests are first carried out, namely the normality test and homogeneity test. Based on the normality test for experimental class I, the value obtained was χ^2count < χ^2table or 2.324 < 11.07, so the post-test value data for experimental class I was usually distributed. In the experimental normality test II, the value obtained was χ^2count < χ^2table or 4.5 < 11.07, so the post-test value data for experimental class II was normally distributed. Furthermore,

The homogeneity test was conducted to determine whether the data groups for experiment class I and II studied varied the same (homogeneous). Based on the calculation results, the value Fcount < Ftable or 1.01 < 1.78 is obtained, so it can be concluded that the data variance is homogeneous.

Once the data is normal and homogeneous, hypothesis testing can be carried out. Based on the results of the calculations that have been carried out, it is known that there are differences in the learning outcomes of students taught using the Time Token learning model assisted by Flashcard media and the Talking Chips model assisted by Flashcard media. This can be seen in the research results. The tcount value obtained is 2.268. Proving the hypothesis, the tcount value is compared with the t-table at a significance level of 5%, so the ttable is 1.671. Based on the tcount and ttable values, it is known that t-count > t-table, so Ha is accepted. It can be concluded that student learning outcomes using the Time Token model assisted by Flashcard media are better than those using the Talking Chips model assisted by Flashcard media.

The time token learning model assisted by Flashcard media is better because there is open interaction during learning, and it avoids students dominating the conversation or being completely silent in discussions. This lesson also has a set time for expressing opinions. This makes students more interested in participating in learning. So, this learning can encourage students to do positive things to increase their knowledge of the material. While learning uses the Talking Chips model, not all students want to be representatives in expressing their opinions. This is because sufficient mastery of the material is required, making it possible for passive students to remain passive during learning.

The results of this research are supported by previous study conducted by Buchori (2018), explaining that there is an influence of the Time Token learning model on the learning outcomes of grade 4 students on the sub-theme, let's love the environment at SD Negeri 09 Tigarungu. Another study by Maharani (2023) explained that there was a better improvement in the learning outcomes of students who used the Time Token model than conventional learning.

Based on the results of this research and several previous studies, it can be concluded that the use of learning models and learning media greatly influences student learning outcomes. Implementing a learning model with appropriate media can make it easier for teachers to carry out learning activities and positively impact student learning outcomes.

Conclusion

Based on the results of research conducted at SMA Negeri 3 Kuala, Nagan Raya Regency, proven by t-test statistics, obtained tcount = 2.18. Proving the hypothesis, the tcount value is compared with the t-table at a significance level of 5% and degrees of freedom (dk) = 70, based on the t distribution table, ttable = 1.671. Based on the tcount and ttable values, it is known that t-count > ttable, so that Ha is accepted. It can be concluded that the learning outcomes of students taught using the Time Token learning model assisted by Flashcard media are better than the learning outcomes of students taught using the Talking Chips learning model assisted by Flashcard media in class X geography subjects at SMA Negeri 3 Kuala, Nagan Raya Regency.

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