

Effect of Time Token and Talking Stick Learning Model on Improve Interest and Learning Outcomes on Sosial Sciences Student Fifth Grader at SDN 107458 Dolok Masihul Serdang Bedagai

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Abstract

Abdi Hakiki Sihotang (8156182001). Effect of Time Token and Talking Stick Learning Model On Improve Interest and Learning Outcomes On Sosial Sciences Student Fifth Grader at SDN 107458 Dolok Masihul Serdang Bedagai. This study aimed to analyze. (1) The influence of learning model to outcomes learning of students. (2) The influence of science learning outcomes of students who have high interest and the students who have low interest. (3) The interaction between the learning model with the level of interest in influencing student learning outcomes. This study is a quasi-experimental research (quasi experiment). This population is the class V SDN 107458 Dolok Masihul Serdang Bedagai. The sample in this study selected by purposive random sampling as much as two grades. Class experiment treated with a time token model, the control class treated with talking stick model. The instrument used consisted of: learning outcomes test and learning interest questionnaire sheet. Data analysis was performed using ANOVA two lanes. The results of this research suggest that the learning design time token is a solution to and alternatives for the teachers to improve student social science learning outcomes.

Keywords: Sosial Sciences Student Learning, Interest, Time Token, Talking Stick

1. Background

Education can not be separated from one's life, both in the family, society, and nation, because through education can create human resources capable of facing the development of an increasingly developed era. Developing countries like Indonesia is strongly influenced by the development of the world of education.

Education is a process in order to influence learners to be able to adjust to the best possible with their environment, and thus will cause changes in him that allows to function well in public life.

According to Mukhayat (2004), learning by memorization is not too demanding of children's thinking activities and contains adverse effects on the child's mental development. Children will tend to like to find easy just in learning. The child loses a sense of learning, a habit that keeps the child passive or accepts what it is without thinking where to get it.

In this case the child is not accustomed to learning by trying to answer why, what, and how something can happen and can be obtained. It is this habit that makes learners have low reasoning and very low logic. In education in schools observed, especially learning IPS the quality of on going learning is still less satisfactory, seen most students lack the appeal to learn. So in the implementation of learning is not running properly and students tend to be more interested in other lessons. Students in learning tend to feel bored, less interested, even monotonous or walk like a normal day before.

For that very necessary learning activities that stimulate learners. The teacher's role is no longer an informant but as a facilitator and organizer. Teachers in implementing the learning management should be done seriously through careful planning, utilizing all available resources and taking into account the level of intellectual development and development of student learning psychology. Such teachers will be able to produce a higher quality of learning compared to teachers who in the management of learning is done sober without considering the various factors that can affect the success of the learning process.

The reality as described above appears in Social Science lessons at SD Negeri 107458 Dolok Masihul, interest and learning outcomes of students in subjects of Social Sciences is still categorized low. Berdasarkan observations and interviews conducted by researchers at SD Negeri No. 107458 Dolok Masihul, Serdang

Bedagai Regency can be seen mastering of teachers on teaching materials or subject matter given is sufficient, but because kekuranganmampuan teachers in packaging lessons, lack of creative, monotonous, boring less interesting so that eventually lead to the achievement of inadequate learning outcomes. Thus the relationship between teachers and students became stiff.

The low interest in student learning is influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within students, such as: students feel less motivated and confident when asked to express opinions, respond to problems and tell stories. In addition, students also lack the vocabulary, pronunciation / intonation is less than the maximum and also less coherent sentence so difficult to speak properly and correctly.

Furthermore, external factors, external factors are factors that come from outside the students themselves, such as: teachers lack the opportunity and time to practice speaking, learning strategies, methods and learning models used are less precise in memberdayakan students' ability in speaking and lack of facilities or facilities and infrastructure that support the learning process. Both of the above factors are often found in elementary school students which makes the learning atmosphere to be very monotonous, passive and uninspired.

Another impact of the low interest in student learning is that students experience difficulties behaving and interacting with their peers. Students at school experience lack of attention, peer rejection, difficulty in controlling emotions, difficulty in friends, difficulty concentrating which resulted in disturbed student learning activities, resulting in low student learning outcomes. To overcome various problems in the implementation of learning above, it takes a more effective and inofatif model of learning that makes students more active during the learning takes place, so that there is a paradigm shift learning that originally centered on the teacher (teacher centered) switch to student-centered learning (student centered); the methodology that was originally more dominated by Expository learning turned to the CTL learning approach. There is an assumption about learning that connects that students will learn well if the environment is created naturally. Learning will be more meaningful if students experience what they learn, not knowing. Learning-oriented assignment of learning outcomes proves to fail to equip students to solve problems in life they face.

Roles and duties of teachers have a great responsibility. Tugas teachers not only teach, but also must be able to educate, guide, nurture and lead students in learning. Through his role as a teacher, gurudiharapkan expected to encourage students to always learn by motivating students. Teacher's job is not only to stop teaching as a transfer of knowledge, but as someone who must be able to arouse students' interest in learning. In this case the teacher must be able to create PAIKEM (Learning, Active, Innovative, Creative, Effective and Fun). Thus, students will be more interested to learn. For that, teachers must be creative in choosing and developing learning materials in accordance with indicators that must be achieved in the learning of students to form the competence of learners. Teachers should also be fun, not only for learners, but also for him. That is, learning and learning should be staple food for everyday teachers in order to generate interest and enthusiasm learners learn.

How to teach teachers in the classroom greatly affects students' interest in learning. One of them is the creativity of teaching teachers to student learning interests where the creativity of teachers is basically a process by which teachers can influence students in which contains a series of actions or certain behaviors against each student who influenced. Teacher teaching creativity should be realized as a form of effort to achieve the best goal possible in the learning process. Learning model is a series of planning or conceptual framework that describes the systematic procedure used by the teacher to design the learning patterns of students in the learning process. The use of multi-model also affects student's interest in learning. Multi model that delivered teacher is an effective characteristic that can influence the teaching and learning process, so it can be seen directly the result between which gives positive and negative response to what is delivered by the teacher. Using multi models appropriately and varied will lead to passion or interest in student learning and enable the interaction of students with teachers, so that students can learn according to their ability and interests respectively. Not only teachers or multi-model teachers can influence students 'interest in learning, but external factors are also very influential, for example, parents also provide things that can affect their children's learning interests. Attention from parents, parents' efforts to send their children, Parental care also affects students' interest in learning. If the students are given good attention then their will or interest will arise to learn.

Model selection is strongly influenced by the nature of the material to be taught, also influenced by the goals to be achieved in the teaching and the level of the learner's abilities. In addition, each learning model always has stages (syntax) that students will do with teacher guidance. Between syntax with each other also has a link. This syntactic link should be understood by the teacher so that the model can be implemented properly. Therefore, teachers need to master and can apply various teaching skills, in order to achieve the learning objectives. It can be concluded that in order to increase the learning interest of learners is very necessary election and application appropriate learning model to achieve the indicators in Social Science subjects.

Based on the above description, the researcher is interested in conducting a research entitled "Influence of Learning Model Time Tokendan Talking Stick Toward Increased Interest and Learning Results of Student Social Studies Class V SDN 107458 Dolok Masihul Serdang Bedagai".

2. Theoretical Framework

Interest in learning consists of two words of interest and learning. Meaning interest in learning is a general ability of students to achieve optimal learning outcomes that can be demonstrated by learning activities. Each student has different interests with each other, for that teachers need to develop by using learning that can foster interest in student learning. As the Vienna Sanjaya (2009: 28)

Slameto (2010: 57) interest is a constant tendency to pay attention to and remember some activities. Further Syah (2009: 133) "interest is a high inclination and enthusiasm or a true desire for learning.

From the above understanding can be concluded interest is a sense of interest or the likes of a thing (learning) than on other things where students tend to give greater attention to the subject they studied"

"The learning model is the whole set of presentation of teaching materials covering all aspects before, during, and after the teacher's learning and all related facilities used directly or indirectly in the teaching and learning process". Istarani (2011: 1), Trianto (2011: 51) suggests that "learning model is a plan or a pattern used as a guide in planning learning in class or learning in tutorial".

From some expert opinions above, it is concluded that the learning model is a series of planning or conceptual framework that describes the systematic procedures used by teachers to design student learning patterns in the learning process talking stick is a group learning method with the help of a stick. The group holding the stick must first answer the questions of the teacher after they learn the subject matter. This activity is repeated continuously until all groups have a turn to answer questions from the teacher.

Learning stick talking model includes one model of cooperative learning. In the application of talking stick model, teachers divide the class into groups with 5 or 6 heterogeneous students. The group is formed with consider intimacy, intelligence, friendship, or different interests. Learning by talking stick model can encourage students to dare to express their opinions. In addition to training in speaking, this learning will create a fun atmosphere and make learners active. This model is suitable for all classes and all age levels. Arends (2008: 29) explains that "Time token is a cooperative learning model used to develop students' participation skills".

Istarani (2012: 194) states that, "Time token learning model is a learning model used in order to improve the ability of students to speak in front of others or in public, so he has the skills or ability to express his opinion in front of the crowd Thus it can be concluded that the time token learning model is one of the cooperative learning models used to train students' speaking skills by using time coupons so that students do not dominate the conversation or be silent at all.

Romiszowski (1981: 214) says that learning outcomes are shown in the form of knowledge and skills. Knowledge is grouped into four categories, namely facts, concepts, procedures, and principles. Facts are knowledge of real objects, associations, facts and verbal information of an object. The concept is the knowledge of a set of concrete objects or definitions. Procedures are knowledge of actions that are linear in achieving objectives. Further principles are statements about the relationship of two or more concepts.

3. Research Methods

This Research Using Sample Research Technique. So From That Sample Study Used Two Classes, Namely One Class Using Time Model Token And One Class Using Talking Stick Learning Model. Research method used by researcher in this research that is method "Quasi Eksperimen" with research design using factorial design 2×2 . This research consists of dependent variable and independent variable. The dependent variable in this research is interest and learning result of student's IPS. The free variables in this research are time token learning model and talking stick teaching model.

Data analysis techniques used in this research are descriptive and inferential statistical techniques. Descriptive techniques used to describe data, among others: the mean - value, median, mode, standard deviation and data tenden

4. Research result

The results obtained from this study include students 'experimental class and control class and observation data of students' interest in IPS subjects of national-scale historical heritages from Hindu-Buddhism and Islam in Indonesia V grade SD Negeri 107458 Dolok Masihul Year Lesson 2016/2017.

Based on the pretest and posttest results, it can be seen the level of students' understanding about the material of national-scale historical relic from Hindu-Buddhist era and Islam in Indonesia by calculating the normalized gain.

Based on the data processing obtained there are differences in student learning outcomes that dibelajarkan with learning models Time token with students who dibelajarkan with the model of learning stick stick where the average value of student learning outcomes that in learning with learning models Time token higher is 80.667 with average gain score of 0.69 while the average value of the group of students who were taught by the talking learning model stick that is 63.667 with an average gain score of 0.44.

This fact proves that the use of time learning model token lebih better in improving students' IPS learning

outcomes than using the model of talking stick teaching. Thus teach the IPS with time learning model tokenakan better compared to using the talking stick teaching model. The implications of the different characteristics of students in terms of the level of interest in learning hints to the teacher to choose a model of pursuit that is considered at the level of ability interest in student learning. This is worth doing because the level of ability of students' interest in learning will contribute to the students will play a role against the students at the learning activities.

Based on the data then interest in learning is a very important part in a learning. This is supported by findings in this study which proves that students who have high interest in learning outcomes will be better than students who have low learning interest. Thus, based on the findings of existing research and theory shows that the application of learning models of time token learning has a positive effect in improving the student's interest in learning compared to learning Talking Stick learning model.

5. Conclusions

Based on the results of research that has been stated before, it can be drawn conclusion as follows:

1. The result of students' science process skill which is taught by Time Token learning model is better than learning result of IPS students which is taught by Talking Stick learning model in SD Negeri 107458 Dolok Masihul, that is obtained average. Result of learning equal to 80,667 higher than with learning model of Talking Stick equal to 63,667.
2. The level of high learning interests affect student learning outcomes better than low interest in learning, the average learning outcomes of students who have high learning interest 85.16 higher than the average score of student learning outcomes that have low learning interest 58.45.
3. There is an interaction between Time Token learning model and Talking Stick learning model with student learning interest in influencing student learning outcomes. This happens because the value of the learning outcomes of the group of students who are taught by the Time Token learning model gives different results on the level of student learning interest. This can be seen from the learning outcomes obtained by students who have high level of learning outcomes higher or higher compared with students who have low learning interest. While the value of learning outcomes in the control class with high learning interest and low learning interest have increased not significant as it happened in the experimental class.

5.2 Implications

Learning is the activity of achieving competence, a teacher who wants his students to gain competence should try to think of appropriate learning model that will be used in the achievement of learning competencies, because different competencies will be achieved different achievement models, in other words different learning models. This study will show that on average the learning outcomes of elementary students who are taught by Time Token learning models are higher than those taught by the Talking Stick learning model. This suggests that in Social Studies, Time Token learning models are more appropriate to apply than the Talking Stick learning model. IPS learning with Time Token learning model is not only product oriented but process oriented. The focus of learning is on the students' ability to ask questions, to propose hypotheses and to conduct an inquiry to answer the questions they ask. Thus, learning is not only oriented to the student's ability to reflect on what the teacher is doing or informing.

The learning implications of Time Token in IPS learning require teachers who can create a conducive and responsive atmosphere that directs students ready to implement the lesson, teachers should act as facilitators and learning motivators. The role as a facilitator and learning motivator will provide wide opportunities and encouragement to students to be able to conduct investigation activities so that with the results of the analysis of the results of the investigation students can express ideas and ideas to draw conclusions about the concepts of IPS and his ideas draw conclusions about the concepts of IPS based on the results of the investigation not because of the needs of teachers.

The results of this study also indicate that there is interaction of learning model and the level of high learning interest to the result of learning. The interaction is indicated by the students with low learning interest level and learning with Talking Stick learning model, while for the students, students with high learning interest level and are taught with Time Token learning model on average higher than using Talking Stick learning model. Thus it can be understood that Time Token learning model is suitable for students with high learning interest level and Talking Stick learning model is more effective to membelajarkan students with low learning interest level.

The results also show that to improve learning outcomes is influenced by the model of learning applied by the teacher and the level of student learning interest. In this case between teachers and students have the same role and means in improving the results of the process of science itself, thus to achieve maximum learning outcomes, the two variables are learning model and the level of student learning interest needs to be considered

by the teacher.

The results of this study have implications for the Principal of SD Negeri 107458 Dolok Masihul, along with teachers of IPS subjects. Looking at improving students' ability through Time Token learning model, it is better to be competent with training education or some workshops on learning model for teachers and how to design, compile and carry out learning activities in accordance with the learning model developed. The impact of this training resulted in teachers having several learning design applied during teaching and learning activities.

5.3 Suggestions

Based on the result and conclusion of this research, peneliti have some suggestion as follows:

1. Teachers who want to use the Time Token learning model benefit from improving student learning outcomes and students' creativity through the following steps: (1) students will be more creative in learning through group learning, (2) each student will get the same opportunity in speaking, (3) dialogue and communication between students make the learning atmosphere more fun.
2. Headmaster to encourage teachers to add literature and to apply it to their students during teaching and learning activities. By holding a workshop or training on Time Token learning model.
3. For further research, should be able to continue this research by adding other variables, such as self-concept, creativity, thinking style and experience of students discussing in groups.

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