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The Effect of the Time Token Cooperative Learning Model on Fifth-Grade Elementary Students' Learning Outcomes

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ABSTRACT

This paper discusses the use of the Time Token learning model for students' learning outcomes in class V at SD Negeri 060938 Medan Johor in the academic year 2022/2023. Quantitative research methods are used in this study. The research population is 30 fifth-grade students at SD Negeri 060938 Medan Johor. The sampling is probability sampling samples for 30 students. The research result indicates that students' students' learning outcomes using the Time Token model are in the very good category with an average score of 80.3. The result of a correlation coefficient is 0.701, which means that if r_{count} 0.701 ≥ r_{table} 0.361, Ha is accepted. Hence, there is a significant effect of the Time Token learning model on students' learning outcomes in class V at SD Negeri 060938 Medan Johor. It can also be seen from the results of the t-test, t_{count} 5.196 ≥ t_{table} 1.701 means Ha is accepted. In conclusion, there is a significant positive effect from the use of the Time Token learning model on students' learning outcomes in class V at SD Negeri 060938 Medan Johor in the academic year 2022/2023.

Keywords*: *learning outcomes, time token learning model, elementary students

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INTRODUCTION

Education is a process of intentional activity based on student input to produce a desired result according to the goals set by Purwanto (2020:18). Education is one of the most important things that can support and sustain the progress of a nation. Through education, it is hoped that the quality of individuals or even groups or communities can improve properly. Education has a very important role in educating professional people who can work alone or in groups. For that, we need a quality of education that can produce a new generation that is beneficial to the nation. Education determines and directs the future and direction of life. Although not everyone thinks so, education is still the most important human need. A person's skills and abilities are formed and polished through education. Education is also often used as a measure of a person's quality.

A teacher replaces a parent in a school whose duty is to guide the students toward achieving educational goals and making them whole human beings through equality, enthusiasm or the urge to be better, and guidance or direction to always be on the path of truth while developing the potential within them. Teachers have a burden or duty to advance the ability of the pupils to promote and enlighten the lives of a nation because the purpose of education is to enlighten the lives of the nation.

Learning results can shape student behavior, be helpful in learning other aspects, and be used to acquire knowledge and other information. The will and ability to learn independently can be capital for developing their own creativity. In principle, learning doesn't just disappear. Such learning results can shape the student's personality. The students want better results. Therefore, students change how they think, leading to better behavior. Students learning results are not only seen in test or exam results..

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Based on the results of observations conducted by the researchers by the guardian of the V grade SD Negeri 060938 Medan Johor, it was found that students are still less enthusiastic and not engaged in learning. Besides, teachers are still not optimal at applying the learning model and still apply the conventional learning model. Conventional primary education is the teacher's daily learning, which is more under the control of the teacher and usually continuous, with no variation in the delivery of material. Teachers have not yet implemented innovative learning, and the learning process becomes less attractive so quickly that it makes students bored and unenthusiastic, as well as afraid or embarrassed to express their opinions in learning, as a result of which learning is less enjoyable and more complex. Teacher-centered learning makes students stressed and bored.

Based on the above exposure of student learning results in Theme 8: Our Friendly Environment obtained in the full semester of 30 students at the time of re-formative rehearsal, in the learning of IPA 10 students, or 33% who reached KKM and not reached 20 students, or 66.7% who did not reach KKM, in the Indonesian language 13 students, or 43% who achieved KKM and not achieved 17 students, or 56.7% who didn't reach KKM, in SBDP 7 students, or 23% who did and not attained 23 students, or 76.6% who failed to attain KKM. The applied KKM school has 70 thematic subjects. This means that the accuracy of learning outcomes in thematic learning is very low. According to the teacher of the fifth grade, the problem of the inexhaustibility of learning results occurs every semester. Based on the background of the problem, the researchers want to do research with the title " The Effect Of The Time Token Type Of Cooperative Learning Model On Student Learning Outcomes In Class V SD Negeri 060938 Medan Johor In The Academic Year 2022/2023".

LITERATURE REVIEW

Given the qualification requirements that students must meet, the learning model needs to be changed. In the evolving learning model, students are expected to be able to serve, help, and do something. Teachers have developed many learning models to facilitate students' understanding and learning of specific information or lessons. The development of a learning model depends heavily on the characteristics of the subject or material given to the student; therefore, no particular learning model is considered to be the best learning model; it all depends on the situation and circumstances. A learning model is a plan designed to create effective learning in the classroom and optimize classroom learning to meet learning goals. Learning models are one way to improve the quality of students in the classroom.

A learning model not only defines what a teacher should do but also includes the steps, principles, and responses of teachers and students as necessary support systems. According to Soekamto (Shoimin, 2020:23), a learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences toward a specific learning objective. According to Nurlaelah and Sakkir (2020:116), a model of learning is a plan or a pattern used as a guideline in planning to learn in class or in a tutorial. In relation to Mirdad (2020:15), it states that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or elsewhere.

According to Istarani (2019:1), the learning model is the entire set of presentations of teaching material that covers all aspects before and after learning that teachers perform as related facilities used directly or indirectly in the teaching and learning process. According to Kurniasih & Sani (2016: 180), a learning model is a systematic procedure for organizing learning experiences according to learning goals and serves as a guideline for learning designers and teachers in planning teaching and learning activities.

Based on some of the expert opinions above, the researchers concluded that the learning model is a plan designed to create effective learning in the classroom and optimize classroom learning to meet learning goals. The learning model is one way to improve the quality of students in the classroom.

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Cooperative Learning Model Time Token Type

Etymologically, time Token comes from the English words time, which means time, and token, which means sign. Time-token-type cooperative learning models can improve speaking skills and make students more democratic, so they are more motivated to learn. The Time Token cooperative learning model also helps teachers develop learning processes that have themes associated with learning outcomes.

Eliyana (Shoimin, 2020:216) argues that the Time token-type cooperative learning model is one of the types of cooperative learning. Students are formed into learning groups, which teach social skills to avoid students dominating the conversation or not participating at all in the discussion. In connection with Wahyudi (2020:33), the cooperative learning model of the Time Token type is a learning model that is applied by the method of assignment of tasks written in a coupon that is made in such a way that the student is given time to explain the material contained in the coupon.

Kurniasih & Sani (2016:107) stated that the Time token-type cooperative learning model is one of the few examples of the democratic application of learning in schools. A democratic learning process is one that places students as subjects. Through the learning process, the student's activity becomes the main focus, finding joint solutions to the problems encountered.

According to Istarani (2019: 194), the cooperative learning model of the Time Token type is a structure that can be used to teach social skills. To avoid the student dominating the speaker or any silence at all, an effective step is to use a cooperative Learning Model of the time token type. Because the establishment of speaking time and giving each student the opportunity to speak will establish the order in which the student will speak or submit opinions.

Based on the opinions of the experts above, the researchers concluded that the cooperative learning model of the Time Token type is more aimed at enabling students to express their opinions more individually. This model teaches speaking skills and avoids students who have difficulty speaking or who are completely silent. Thus, this Time Token-type cooperative learning model is more focused on the student's actions and responsibilities on the speech cards so that they can express their opinions according to their own minds and express each other's opinions in the classroom.

According to Shoimin (2020:216–217), the steps of the cooperative learning model of the Time Token type are: The teacher explains the purpose of learning, Teacher conditioning the class to conduct discussion (Cooperative Learning), The teacher gives the student a duty, The teacher gives a number of speaking coupons with a time limit of 30 seconds per coupon to each student, The teacher asks the student to submit a voucher in advance before speaking or commenting, The teacher gives a number of values according to the time used by each student.

From the opinion of the experts above, the researchers chose to use the Shoimin theory and concluded that the steps of the Time token-type cooperative learning model are as follows: The teacher explains the purpose of learning or basic skills, Teachers arrange classes for discussion, Teachers give homework to students, The teacher will issue a number of speaking coupons to the student, and the duration of each coupon is 30 seconds, The teacher asks the student to hand over the coupon before speaking or commenting. One coupon, one conversation, The teacher gives a rating according to the time each student speaks.

The advantages of a Time Token cooperative learning model, according to Shoimin (2020:216–217), are as follows: Encourage students to increase initiative and participation, Students do not dominate the conversation or shut up at all, Students become active in learning activities, Improve students' ability to communicate, Train students to express their opinions, Cultivate the habit of students listening to each other, sharing, giving input, and being open to criticism, Teach students to appreciate the opinions of others, Teachers can play a role in inviting students to find joint solutions to problems encountered, It does not require a lot of learning media.

Based on the opinions of the experts above, the researchers concluded that the advantages of the Time token-type cooperative learning model are as follows: Increase initiative and participation in the learning process, Students do not master speech or silence at all, Students become active in learning activities, Improve

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student communication skills, Train students to express their opinions, Cultivate the habit of students listening to each other, sharing, contributing, and being open to criticism, Teach students to appreciate the opinions of others, The role of the teacher is to bring the students together to find solutions to the problems they face, It does not require a lot of learning media.

The shortcomings of a Time Token cooperative learning model, according to Shoimin (2020:218), are as follows: It can only be used for specific subjects, It can't be used in classes where there are a lot of students, It takes a lot of time for preparation and in the learning process because all students have to speak one by one according to the number of coupons they have, Active students cannot dominate learning activities.

Based on the opinions of the experts above, the researchers concluded that the shortcomings of the Time token-type cooperative learning model are as follows: It can only be used on specific subjects, It can't be used in a classroom where there are a lot of students, It takes a lot of time for preparation and in the learning process because all students have to speak one by one according to the number of coupons they have, Active students can't dominate learning activities.

Learning Outcome

Learning outcomes are one of the aspects that should be taken into account in learning planning. Teaching-learning interaction in schools occurs when teachers teach, students listen, and they do until they finally obtain the results of the learning material test. According to Purwanto (2020:46), learning results are changes in student behavior as a result of learning. The change in behavior is due to his mastery of a number of materials given in the teaching and learning process. That achievement is based on the purpose of teaching that has been established. The result can be changes in cognitive, affective, and psychomotor aspects.
According to Winkel (Purwanto 2020:45), the result of learning is a change that causes a person to change his attitude and behavior. In the case of Matrimony and Return (2020:17), the learning outcome is a specific statement expressed in behavior and appearance that is realized in writing to describe the expected learning output.

According to Frita (2021:4), the result of learning is a final judgment obtained by a person through a process of repeated recognition. Learning outcomes are also influential in shaping an individual's personality because individuals who want to get a good learning outcome will change the way they think and behave anyway.

From several opinions, the researchers concluded that the learning result is a change that occurs in the student in terms of cognitive, affective, and psychomotor aspects. Learning outcomes also affect a person's personality development because someone who wants a good learning outcome changes their way of thinking and behaving to get it.

METHOD

Place and Time of Research

Research sites include places that are the object of research to obtain the necessary information and places of data collection related to the research carried out. This research was carried out in SD State 060938, Jl. Luku I, Kwala Bekala, Kec. Medan Johor , Medan City, North Sumatra. The study was conducted in the full semester of May of the 2022–2023 academic year.

Populations and Samples

Populations

According to Sugiyono (2021:117), a population is a region of generalization consisting of objects or subjects that have certain qualities and characteristics that the researcher defines to be studied and then draws conclusions from. So the population is not just people but also objects and other natural objects. From the defense, the population of this study is a total of 30 students in the fifth grade.

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Samples

According to Sugiyono (2021:118), samples are part of the number and characteristics that the population possesses. In this study, the researchers used a non-probability sampling technique. According to Sugiyono (2021:124), saturated sampling is a sample determination technique in which all members of the population are used as samples. Then the sample for this research is the entire student body of V grade SD Negeri 060938 Medan Johor.

Research Methods

According to Sugiyono (2021:6), educational research is a scientific way to obtain valid data with the aim of finding, developing, and proving certain knowledge. According to the explanation, the research method is a method used to collect, interpret, and organize data for the intended purpose. According to Sugiyono (2021:107), the experimental method is a method of research used to find the influence of a certain treatment against another under controlled conditions. It can be concluded that experimental methods are used to determine a particular influence on another or to determine a causal and consequential relationship. In this study, it was used to find out if there was any influence of the cooperative learning model and the type of Time Token on student learning outcomes.

Data collection techniques

The techniques and measures used in collecting data in this study are as follows:

Test

One of the evaluations to find out a student's learning ability is a test. According to Arikunto (2017: 193), a test is a set of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, abilities, or talents possessed by an individual or group.

The form of test used by the researchers is a double-choice test. In the double selection test, students are asked to give the correct answers to questions on the evaluation sheet.

Questionnaire

In this study, the data collection technique used is a questionnaire (angket). According to Sugiyono (2021:199), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to be answered.

The given trigger is filled immediately by a check mark. Angket is used to respond to a student's response to a Time Token-type cooperative learning model, which can improve student learning outcomes.

Observations

According to Sugiyono (2021:203), observations as data collection techniques have specific characteristics when compared to other techniques, namely interviews and questionnaires. Observation is not limited to people but also other natural objects. In this study, the researchers conducted a live observation where they directly observed the learning done by the students. The observations carried out by the researchers were not carried out without the guidance and instructions of the classmaster, as they had before.

Documentation

According to Arikunto (2017: 274), documentation is a technique to find data about things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, lengths, agendas, and so on. The things that researchers need to use in this research are notes and photos.

This documentation technique is used by researchers to obtain documents in the form of images, such as textbooks, RPP, and photos, at the time of the research.

Test Research Instruments

According to Sugiyono (2021:148), a research instrument is a tool used to measure observed natural or social phenomena. Specifically, all these phenomena are called research variables. The instruments used to measure variables in the natural sciences are already available and tested for validity and reliability, but many

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are also outdated. For that, the researchers must be able to assemble their own instruments for each study and test their validity and reliability. Instruments used without being tested for validity and reliability will produce data that is hard to believe is true.

Validity Test

Sugiyono (2021:173) argues that a valid instrument means that the measuring instrument used to obtain data (measuring) is valid. Valid means that the instrument can be used to measure what should be measured. The validity test in this study uses a validity product moment test technique with the following raw numbers:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\ \Sigma X^2 - (\Sigma X^2)\}\{(N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

Sumber: Arikunto (2017:213)

Description :

RXY : Correlation coefficient between variables x and y
ΣXY : The sum of the multipliers x and y
X : Score each item
Y : Total score
N : Sample

To determine whether the instrument is valid or not, the help of the SPSS version 22.0 program is as follows:

1. If r counts ≥ r tables with a degree of significance of 0.05, then the instrument is considered valid.
2. If r counts ≤ r tables with a degree of significance of 0.05, then the instrument is said to be invalid.

Reliability Test

A reliability test shows to what extent a measuring instrument is reliable, relatively consistent and reliable. The alpha formula used to find the reliability of the instrument is:

$$_{rii} = \left(\frac{k}{(k-1)}\right)\left(\frac{V_t - \sum \sigma_{b^2}}{\sigma_{t^2}}\right)$$

Sumber: Arikunto (2017:239)

Description:

r_{11} = Reliability of instruments
k = A lot of questions
$\Sigma\sigma_{b^2}$ = Number of variants of particles
σ_{t^2} = Total variance

To find the total number of variants use the following formula:

$$Vt = \frac{\sum x^2 - \frac{(\sum X)^2}{N}}{N}$$

Sumber: Arikunto (2017:227)

Description:

N = Many students participated in the test
Vt = Total variation
X = The value of each element

Data Analysis Techniques

Data analysis techniques are used to answer formula problems and test hypotheses. The data obtained is analyzed using statistical techniques such as the t-test or test-t. The analysis of research data was processed using the statistical analysis application program Statistical Package For Social Sciences Version 22.0. Before the data is analyzed, the tests are first performed as a prerequisite for the analysis, i.e., the normality test and the homogeneity test.

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Normality tests

Normality tests are performed to see if the data is distributed normally or not. Normality tests can be used to prove that a sample comes from a normal-distributed population, and bias also proves that a population has a normal distribution. The normality test in this study uses the Kolmogorov-Smirnov test, and the researchers used SPSS Version 22.0. The normality tests, according to Widana and Muliani (2020:11), are as follows:

1) Sort the data from the smallest to the largest.
2) Find Zi values from every piece of data.
3) Find the F (Zi) value using the Z distribution table.
4) Calculates the cumulative frequency (fKum) of each piece of data.
5) Calculate the value of S (Zi), that is, calculate the ratio value of each cumulative frequency of the data divided by n (banyak data).
6) Count the ratio of Z1, Z2, and Z3, and then divide the sample number.
7) Determining difference F(Zi) - S(Zi). The result of the difference is then determined by its absolute value.

The criteria for determination are as follows:

a. If the level of significance obtained is ≥ 0.05, then the data has normal-distributed variants.
b. If the significance level obtained is ≤ 0.05, then the data has a non-normal distribution variance.

Coleration Test

To determine whether or not there is an influence between a free variable (X) and a bound variable (Y). With the product moment coleration formula which is:

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

Sumber : Arikunto (2017:213)

Description :

R_{XY} : Product moment collation coefficient
N : Number of students
∑X : Item Score
∑Y : Total score of all students
XY : The number of duplications between X and Y scores

It can be concluded that if r counts ≥ r table, then there is a bet between a free variable and a bound variable. On the other hand, if r counts ≤ rtable, then there is no influence between free variables and bound variables.

Hypothesis Test

The hypothesis test aims to determine whether the use of a Time token-type cooperative learning model (variable X) has a significant impact on student learning outcomes. (variable Y). The formula to test the significance of the product-moment correlation with the help of SPSS version 22.0 using the T-test is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Sumber: Sugiyono (2021:259)

Description:

r = Korelasi
n = Lots of samples
t = Significance level (r_{count})

The hypothesis is accepted if t counts ≥ t tables whereas the hypotheses are rejected if $t_{counts} \leq t_{tables}$ with a rate of error of 5%.

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RESULTS AND DISCUSSION

Class V Pretest Results

For more clarity about the results of the class V pre-test, below is a brief table of the frequency of the grade V pre-test values as follows:

Table 1. Frequency Data Distribution Experimental Pretest Cooperative Learning Model Time Token Type

X	F	FX	$X=x-\bar{x}$	X^2	FX^2
23	1	23	(-26.43)	698.54	698.54
26	2	52	(-23.43)	548.96	1097.92
30	1	30	(-19.43)	377.52	377.52
33	4	132	(-16.43)	269.94	1079.76
36	2	72	(-13.43)	180.36	360.72
40	2	80	(-9.43)	88.92	177.84
43	3	129	(-6.43)	41.34	124.02
46	2	92	(-3.43)	11.76	23.52
50	1	50	0.57	0.32	0.32
53	2	106	3.57	12.74	25.48
59	2	118	9.57	91.58	183.16
60	1	60	10.57	111.72	111.72
73	2	146	23.57	555.54	1111.08
76	2	152	26.57	705.96	1411.92
79	2	158	29.57	874.38	1748.76
83	1	83	33.57	1126.94	1126.94
Total	**ΣF= 30**	**ΣFX=1483**		**ΣX^2=5696,52**	**ΣFX^2=9659,22**

Based on the above data, mean, standard deviations and standard errors can be as follows: Average (mean) 49,43, Standard Deviations 17,94, Standard Error 3,38.

Table 2. Pre-Test Presentation Distribution

Nilai	Frekuensi	Persentase	Kategori
23-33	8	27%	Tidak Baik
34-44	7	23%	Tidak Baik
45-54	5	17%	Tidak Baik
55-65	3	10%	Tidak Baik
66-76	4	13%	Baik
77-87	3	10%	Baik Sekali
Jumlah	**30**	**100%**	

Based on the above data, student pretest scores are as follows: 8 respondents obtained a score of 23–33 by 27%, 7 respondents received a score of 34–44 by 23%, 5 respondents got a score of 45–54 by 17%, 3 respondents got a score of 55–65 by 10%, 4 respondents received a score of 66–76 by 13%, and 3 respondents obtained a score of 77–87 by 10%. For more clarity, see the histogram image below.

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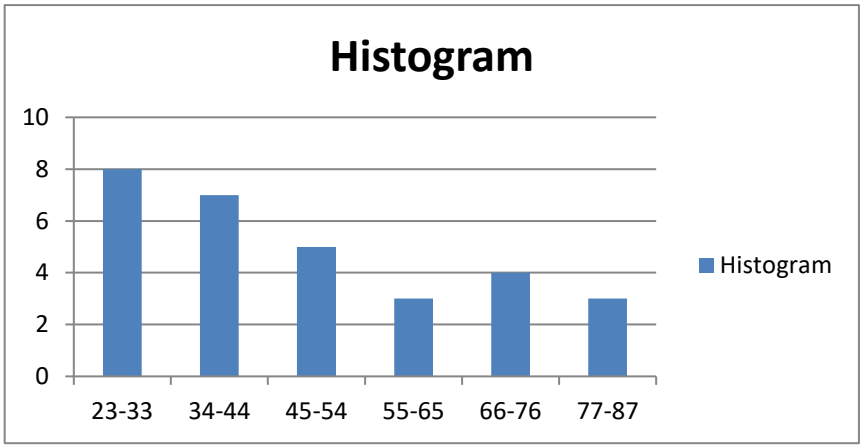

Figure 1. Histogram Frequency Distribution Value Pretest

Based on the frequency distribution histogram above, the pre-test values in class V obtained the highest score of 83 and the lowest value of 23. An average (Mean) of 49.43 was obtained, while the standard deviation was 17.94 and the standard error was 3.38. Students scored above the average of 15 people with a 50% presentation, and students scored below the average of 15 people with a 50% presentation. With the highest percentage of 27% and the lowest of 10%.

Posttest Results

For a clearer description of the class V posttest results, below is a brief table of the frequency of class V pre-test values as follows:

Table 3. Frequency Data Distribution Experimental Posttest Cooperative Learning Model Time Token Types

X	F	FX	$X=x-\bar{x}$	X^2	FX^2
69	3	207	(-11.3)	127.69	383.07
73	4	292	(-7.3)	53.29	213.16
76	3	228	(-4.3)	18.49	55.47
79	6	474	(-1.3)	1.69	10.14
83	6	498	2.7	7.29	43.74
86	3	258	5.7	32.49	97.47
89	4	356	8.7	75.69	302.76
96	1	96	15.7	246.49	246.49
Total	**ΣF= 30**	**ΣFX=2409**		**ΣX^2=563,12**	**ΣFX^2=1352,3**

Based on the above data, mean, standard deviations and standard errors can be as follows: Average (mean) 80,3, Standard Deviations 6,71, Standard Error 0,12.

Table 4. Posttest Result Presentation Distribution

Nilai	Frekuensi	Persentase	Kategori
69-73	7	23%	Tidak Baik
74-78	3	10%	Tidak Baik
79-83	12	40%	Baik
84-88	3	10%	Baik Sekali
89-93	4	13%	Baik Sekali
94-98	1	3%	Baik Sekali
Jumlah	**30**	**100%**	

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Based on the above data, the students' posttest scores are: 7 respondents obtained a 69–73 score of 23%; 3 respondents received a 74–78 score of 10%; 12 respondents achieved a 79–83 rating of 40%; 3 Respondents obtained a 84–88 score of 10%; 4 respondents got a 89–93 score of 13%; and 1 respondent obtained a 94–98 score of 3%. For more clarity, see the histogram image below:

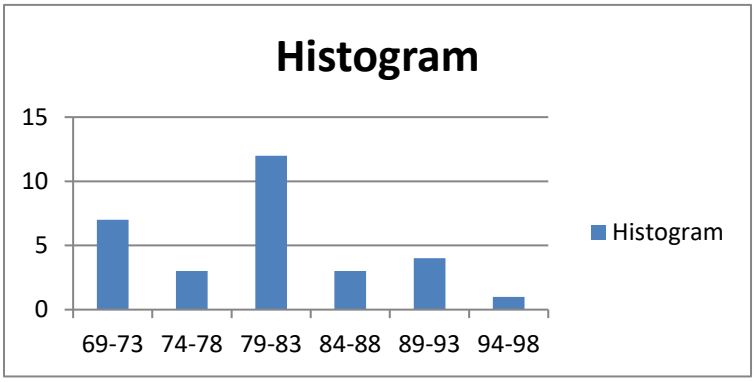
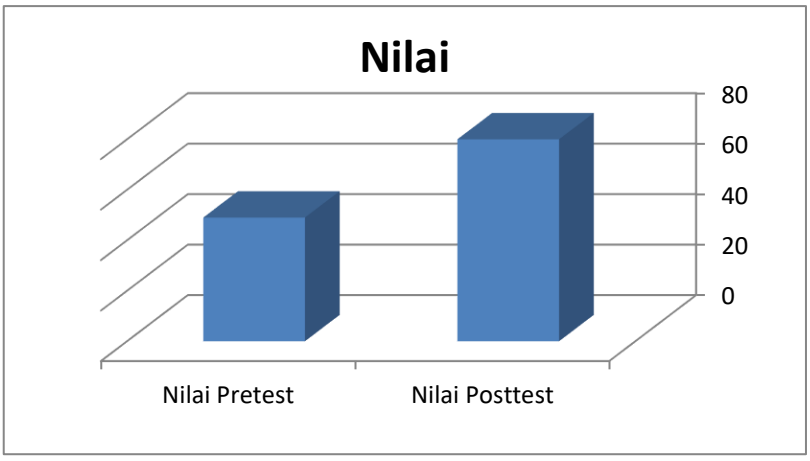


Figure 2. Histogram Frequency Distribution Value Posttest

Based on the frequency distribution table, the posttest values in class V obtained the highest score of 96 and the lowest value of 69. Obtained an average of 80.3, while the standard deviation was 6.71 and the standard error was 0.12. Students who earned a score above average (mean) amounted to 20 people with a percentage of 67%, and students who gained less than average (Mean) amounted to 10 people with 33%.

Posttest scores show that there is an improvement in the learning accuracy of class V students. This result can be seen in the higher posttest value than the pretest value. Where the average posttest score is 80.3, whereas the pretest score is 49.43. For more clarity, see the average values of the pretest and posttest on the diagram below:



Picture 3. Pre-test and Class V Posttest Average Value Diagram

Lift Results

At the end of the study, the researchers gave the students a lift aimed at finding out how successful they were and how they were after learning using a Time Token cooperative learning model.

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Table 5. Frequency Distribution of Angle Output

X	F	FX	X=x-$\bar{x}$	X^2	FX^2
58	1	58	(-18.9)	357.21	357.21
60	1	60	(-16.9)	285.61	285.61
64	1	64	(-12.9)	166.41	166.41
65	1	65	(-11.9)	141.61	141.61
67	1	67	(-9.9)	98.01	98.01
69	1	69	(-7.9)	62.41	62.41
70	2	140	(-6.9)	47.61	95.22
74	3	222	(-2.9)	8.41	25.23
77	1	77	0.1	0.01	0.01
78	2	156	1.1	1.21	2.42
79	1	79	2.1	4.41	4.41
80	6	480	3.1	9.61	57.66
81	3	243	4.1	16.81	50.43
84	2	168	7.1	50.41	100.82
85	1	85	8.1	65.61	65.61
87	1	87	10.1	102.01	102.01
90	1	90	13.1	171.61	171.61
97	1	97	20.1	404.01	404.01
Total	**ΣF= 30**	**ΣFX=2307**		**ΣX^2=1992,98**	**ΣFX^2=2190,7**

Based on the above data, mean, standard deviations and standard errors can be as follows: Average (mean) 76,9, Standard Deviations 8,54, Standard Error 1,61

Table 6. Questionnaire Result Presentation Distribution

Mark	Frequency	Percentage	Category
58-64	**3**	**10%**	**Not good**
65-71	**5**	**17%**	**Good**
72-78	**6**	**20%**	**Good**
79-85	**13**	**43%**	**Very well**
86-92	**2**	**7%**	**Very well**
93-99	**1**	**3%**	**Very well**
Amount	**30**	**100%**	

Based on the above data, elevation grade students are: 3 respondents obtained a score of 58–64 by 10%, 5 respondents gained a rating of 65–71 by 17%, 6 respondents scored 72–78 by 20%, 13 respondents earned a grade of 79–85 by 43%, 2 respondents received a score of 86–92 by 7%, and 1 respondent obtained a score of 93–99 by 3%. For more clarity, see the histogram image below:

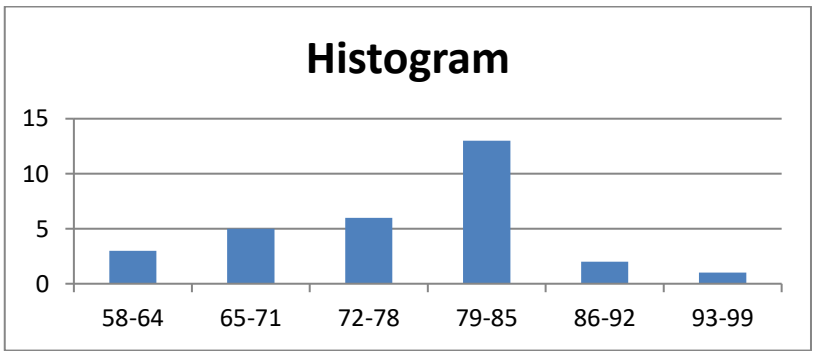

Figure 4. Frequency Distribution Histogram

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Based on the frequency distribution table, the highest score was 97 and the lowest score, 58, was obtained from the average (mean) of 77, while the standard deviation was 8.54 and the standard error was 1.61. Students who earned an above-average (median) score of 22 students with a percentage of 73% and students who gained a less than average (median) rating of 8 students with 27% With the highest percentage of 43% and the lowest of 3%.

Data Analysis

Normality Test

A normality test is performed to determine whether the data from the Posttest study results of class V pupils are distributed normally or not. Based on calculations using SPSS Version 22 Liliefors test (Kolmogrov-Smirnov) on alpha at 5%, If the significant value of the Kolmogorov-Smirnov test is greater than 0.05, then it is distributed normally. The normality test results were calculated using the SPSS Version 22 program.

Table 7. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	.120	30	.200*	.961	30	.336

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significance gradient used by the researchers is 5%, or 0.05 degree of significance. Based on the Liliefors (Kolmogrov-Smirnov) test, a significance of 0.200 is obtained, so the significance is 0.200 ≥ 0.05, so class V data is distributed normally. Furthermore, based on the Liliefors (Shapiro-Wilk) test, a significance of 0.336 is obtained, so the significance is concluded to be 0,336 ≥ 0,161, so that class V data can be declared to be normally distributed. Based on the results of the above calculations, it can be seen that the student's learning results are distributed normally.

Coleration Coefficient Test

The coleration coefficient test is used to determine whether there is no influence between a free variable (X) and a bound variable. (Y). The condition for testing the coleration coefficient is to look at the t-count table with the product moment coleration coefficient formula. The test of the Correlation Coefficients with the help of SPSS Ver 22 in table 4.9 below:

Table 8. Correlation Coefficient Test

Correlations

		Model *Time Token*	Hasil Belajar
Model *Time Token*	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	30	30
Hasil Belajar	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

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The above table shows that the value of the correlation coefficient is 0.701. If $r_{count} > r_{table}$ Then there is a strong influence between the free variable and the variable bound with r_{count} (0,701) > r_{table} (0,361). Then there is a strong influence of the learning model Time Token on the learning outcomes of students in grade V SD Negeri 060938 Johor Medan by 70.1% and 29.9% influenced by other factors not studied in this study.

Table 10. Interpretation of Correlation Coefficients

No	Interval Koefisien	Tingkat Hubungan
1	0,80 – 1,000	Sangat Kuat
2	0,60 – 0,799	Kuat
3	0,40 – 0,599	Sedang
4	0,20 – 0,399	Rendah
5	0,00 – 0,199	Sangat Rendah

Sumber: Sugiyono (2021:257)

From the Correlation Coefficient Interpretation table, the author concludes that the cooperative learning model of the Time Token type can have a strong influence on the learning outcomes of students in V SD Negeri 060938 Medan Johor.

Hypothesis Test

Once the data is stated to be normally distributed and samples from the same population are taken, subsequent hypothesis testing can be carried out using the "t-test". The statistic used to test the research hypothesis is the t-test. The hypothesis put forward is:

Ha: There is an influence of the cooperative learning model of the Time Token type on the learning outcomes of the pupils.

Ho: There is no influence of the Time Token cooperative learning model on the learning outcomes of the pupils.

Based on a specified test-t criterion, if tcount>ttable means accepted (Ha), and if tcount>ttable means rejected (Ho), The results of the calculation of the test-t hypothesis using SPSS Version 22 can be seen in the following table:

Table 11. Hypothesis Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	37.969	8.197		4.632	.000
	Model *Time Token*	.550	.106	.701	5.196	.000

a. Dependent Variable: Hasil Belajar

Test-t calculations from SPSS version 22 were 5,196. To find out whether the hypothesis is accepted or rejected, tcount ≥ ttable is 5,196 ≥ 1,697, which means there is an influence of the cooperative learning model type Time Token on the learning outcome of the student.

The result of the manual-t test above is 5,196, so it can be known from the tcount value ≥ ttable that it is 5.196 ≥ 1,701, which means there is a positive influence of the cooperative learning model type Time Token on the learning outcome of the pupils.

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Discussing Research Results

1. This research was conducted in VSD State 060938, Medan, Johor. To determine the initial ability of the pupil, the researchers performed a pretest on the question of double choice and the same type of question, and obtained a result with an average of 49. It can be said that the early ability of the pupil is still underestimated.
2. After doing the Pretest, the researchers delivered the material using a Time Token cooperative learning model at the end of the study, and they gave the Posttest to determine the success rate. The result of the Posttest is an improvement from the previously given Pretest result. The posttest score was 80. From the data, it can be said that the rate of learning success increased.
3. There is a significant influence of the use of the cooperative learning model Time Token on the learning outcome of the students on the theme of Friendly Environment. We are subtheme 1 learners. 2. It can be demonstrated by the total score with the normality test results that if the normality test criterion is a significant value (sig) ≥ 0.161, which is 0.200 ≥ 0,161, then the sample is distributed normally.
4. The results of the correlation coefficient show that the influence of the cooperative learning model of the Time Token (X) type on the learning outcome of the student (Y) is strong. If the tcount ≥ ttable is 0.701 ≥ 0.361, then it can be concluded that there is a strong influence.
5. In the test of the hypothesis, tcount ≥ ttable, where the result is 5,196 ≥ 1,697 with a significant level (α = 0.05), it can be proved that the alternative hypotheses (Ha) are accepted, that is, there is a significant positive influence of the use of the cooperative learning model of type Time Token on the learning results of the students of class V SD State 060938 Medan Johor Learning Year 2022/2023. This proves that the cooperative learning model of the Time Token type is very effective in thematic learning.

Based on data obtained from SD Negeri 060938 Medan Johor research, it can be said that there is an influence of the cooperative learning model of the Time Token type on student learning outcomes because students become active and participate in expressing their opinions without dominating the conversation, as well as appreciating the opinions of others. Based on the study of SD Negeri 060938 Medan Johor Year Learning 2022-2023 and the results obtained from the research data, the author concludes that there is a significant influence of the cooperative learning model and the type of Time Token on the learning results of V-Class Students

CONCLUSIONS AND RECOMMENDATION

Based on the discussion of this chapter, the researchers elaborated on the conclusions and suggestions that were drawn up based on the entire research activity regarding the influence of the cooperative learning model and the type of Time Token on the learning results of students of V grade in SD State 060938 Medan Johor Learning Year 2022/2023 as follows: In class V with the learning material Theme of our Friendly Environment Subtheme of Human and Learning Environment 2 in SD State 060938 Johor Field Learning Year 2022/2023, class V obtained a Pretest average score of 49 with category less. Using a cooperative learning model of the Time Token type on our Friendly Environment Theme Subtema Human and Learning Environment 2 in SD State 060938 Johor Fields Learning Year 2022/2023 Class V, learning results improved with an average Posttest score of 80 with good categories. In class V, given a lift that corresponds to the steps of the cooperative learning model, type Time Token on the material Theme Environment Friendly We Subtheme Human and Learning Environment 2 in SD State 060938 Johor Field obtained from the lift results of students with an average lift test of 77 and a very high category.

Based on the result of the normality that can be seen from a significant degree (sig) ≥ 0.05, which is 0.200 ≥ 0.05, that normal distribution data can be said. Based on the correlation coefficient test, it can be seen that the value of the correlation factor of 0.701 means r (count) (0.701) ≥ r (table) (0,361). Then there is a strong influence and there is the influence of the cooperative learning model type Time Token on the learning results of students in Class V SD Negeri 060938 Medan Johor, and based on the calculation of the research results, there is an influence on the study results of the students on the Students' Learning Model type Time Token Subtema Human and Learning Environment 2 in SD State 060938, Johor Medan Learning Year

2022/2023 with a thitung ≥ ttable where 5,196 ≥ 1,697 at a significant level α = 0,05. Thus, Ha was accepted and Ho was rejected. Research carried out by researchers by applying the cooperative learning model of the Time Token type can also improve student learning outcomes on the subject of our Friendly Environment Subtema Human and Learning Environment 2 in SD State 060938 Johor Field Learning Year 2022/2023.

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