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IMPROVING THE FIFTH-GRADE ELEMENTARY STUDENTS' LEARNING OUTCOMES IN INTEGRATED THEMATIC LEARNING ON THEME 6 USING TIME TOKEN MODEL

Yolla Melisandy[1], Mai Sri Lena[2].

[1,2] Universitas Negeri Padang, Padang, Indonesia
[1]*yollamelisandy2@gmail.com*, [2]*maisrilena@fip.unp.ac.id*

PENINGKATAN HASIL BELAJAR SISWA PADA PEMBELAJARAN TEMATIK TERPADU TEMA 6 MENGGUNAKAN MODEL *TIME TOKEN* DI KELAS V SEKOLAH DASAR

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ABSTRACT

Abstract: *This paper is based on research about learning in which the students still obtain learning from the teachers only and the students did not contribute during the learning process mostly. It is because the teacher did not implement innovative, creative, and diverse models. The research aims to describe how Integrated Thematic learning assisted by Time Token model in Class V at SDN 16 Enam Lingkung in Padang Pariaman can improve students' learning outcomes. The research approach is Classroom Action Research. The research subjects involved 18 teachers and students in class V. Data collection was carried out through observations, documents, tests, and non-tests. The research was conducted in two phases, Cycle I and II. In Cycle I, according to the lesson plan's findings, the average percentage was 83.33% (excellent), conversely, in Cycle II, the average percentage was 94.44%. (excellent). In Cycle I, according to the teacher, the average percentage was 82.81% (good), conversely, in Cycle II, the average percentage was 93.75%. (excellent). Students' average learning outcomes in Cycle I were 75.9% and the student's average learning outcomes in Cycle II were 89.13%. Thus, the Time Token technique in integrated thematic learning indicates students' learning outcomes produce an improvement.*

Keywords: students' learning outcomes, integrated thematic learning, time token

Abstrak: Artikel ini didasari oleh penelitian tentang pembelajaran yang mana muridnya masih banyak menerima pembelajaran hanya dari guru saja dan masih banyak murid yang belum menunjukkan perannya dalam pembelajaran. Hal ini karena guru belum mengimplementasikan model yang memiliki keterbaharuan, kreatif, dan beragam. Penelitian bertujuan untuk menjelaskan bagaimana pembelajaran Tematik Terpadu yang dipadukan dengan model *Time Token* di Kelas V SDN 16 Enam Lingkung Kabupaten Padang Pariaman dapat meningkatkan hasil belajar siswa. Pendekatan penelitian adalah penelitian tindakan kelas. Total 18 guru serta siswa kelas lima dimasukkan sebagai peserta penelitian. Pengumpulan data dilakukan dengan pemantauan, jurnal analisis, tes, dan non tes. Ada dua tahapan dalam penelitian. Di siklus I rata-rata 83,33% (sangat baik) menurut statistik RPP. Sedangkan di siklus II rata-rata 94,44% (sangat luar biasa). Siklus I memiliki rata-rata penilaian guru sebesar 82,81% (baik), sedangkan Siklus II memiliki penilaian sebesar 93,75% (sangat luar biasa). Rata-rata hasil belajar siswa pada siklus I sebesar 75,9% dan pada siklus II sebesar 89,13%. Dengan demikian, teknik *Time Token* dalam muatan pembelajaran terpadu menunjukkan hasil belajar murid mengalami peningkatan.

Kata Kunci: hasil belajar siswa, pembelajaran tematik terpadu, time token

CITATION

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INTRODUCTION

Active students can seek, study, and discover concepts and principles through integrated thematic learning if the topic includes integrated learning content. This can be done both alone and in a group. Accourding to (Majid, 2014) if the main target of integrated theme learning includes inspiring students to actively participate in knowledge creation, based on their special cognitive structure with the teacher acting as a facilitator and mediator.

Integrated thematic learning uses several themes to relate some of the contents of existing subjects so as to produce an impression for students (Amini & Lena, 2019). Teaching-learning techniques that combine various academic subjects to provide students with abundant learning opportunities are known as integrated learning. Because students will immediately understand the topic they are studying and relate it to other concepts as a result of learning an integrated theme is said to have a meaningfulness that has been understood by these students.

According to (Hasandi & Lena, 2021) learning is divided into several learning content that form coherent and integrated learning topics as a complete study unit called thematic learning content. The purpose of this integrated thematic learning is to promote student engagement and their capacity to learn, integrated theme learning including people-focused learning (Merantika & Lena, 2021).

In integrated thematic learning a teacher is required to use various models, techniques, strategies, and methods when studying. Students must be more involved, inventive, creative, and critical during the implementation of learning if the intended learning objectives can also be carried out correctly. Meanwhile, thematic learning encourages student participation in the learning process and requires mature teacher preparation (Fauzana & Lena, 2020).

The 2013 Curriculum Guidelines that are now being implemented should be followed in planning how lessons will be implemented. Based on the research results of fifth grade students at SDN 16 Enam Lingkung in Padang Pariaman Regency on September 12, 13, 21, 2022, the researcher found several problems in learning in the class, both in preparation, delivery of instructions, and student learning outcomes that did not meet the standards set in the curriculum 2013 current.

The first researcher identified various problems with planning, including: (1) The lesson plan model did not use multiple models; (2) Learning indicators based on core skills are not developed by the teacher, (3) The stages of lesson plans do not involve interactive media so that learning becomes less attractive to students.

Second, in terms of implementation, the researcher found several problems, namely: (1) Education was dominated and focused on teachers; (2) The teacher failed to build students' interest in the material being explained; (3) The teacher restricts students from expressing their thoughts; (4) Teachers limit students to solving contemporary problems according to the subject matter discussed; (5) Students cannot learn to respect each other's point of view because the teacher does not allow them to convey the knowledge they learn to their peers.

Which caseresearchers found above can affect students: (1) Most students are passive in learning; (2) The inability to understand the teacher's explanation causes students to tend to react less to questions; (3) Students are not able to build their own learning concepts when the teacher uses excessive lecture teaching methods otherwise they can only pay attention to what the teacher says; (4) Students have not been able to speak in front of their classmates or articulate their ideas; (5) Students do not respect the freedom of expression of their peers.

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Student learning outcomes are influenced by this type of learning process. According to (Setyawan & Yunianta, 2018) low student learning outcomes cannot be separated from their lack of participation in the learning process. Student learning outcomes in the results can be used to show the value of the midterm test, the majority of which do not meet the learning completeness standard (KBM), which is 75. See the table below for further information.

Table 1. Assessment of Class V Middle Semester Examinations for the 2022/2023 Academic Year SDN 16 Enam Lingkung, Kab. Padang Pariaman

Subjects	KBM	Does Not Meet KBM	Meet KBM
PKN	75	10 people (55.55%)	8 people (44.44%)
BI	75	11 people (61.11%)	7 people (38.88%)
IPS	75	7 people (38.88%)	11 people (61.11%)

Source: Secondary data of SDN 16 Enam Lingkung Kab. Padang Pariaman Academic Year 2022/2023

Table 1. above shows the results of the thematic scores in the 1st midterm exam assessment in class V SDN 16 Enam Lingkung, Padang Pariaman Regency, student learning outcomes are relatively low and many do not meet the KBM (Minimum Learning Completeness) set by the school.

A tip to grow learning outcomes is to apply an efficient education. Move away from teacher-integrated learning, which focuses mostly on educators, and achieve integrated learning among students, which may actively involve students both from attitudes, knowledge, and creativity to participate in learning is very necessary. Therefore, educators must be proficient in selecting suitable teaching models to be implemented during lesson activities.

A model used in the above problem is using the time token model. *Time token* is a learning model that is directed at making it possible for every member of the deliberation group to have the opportunity to speak and listen to the opinions of other members (Huda, 2017).

The advantage of this time token model is that it expands students' curiosity and increases student participation in learning, no one coordinates or stays silent throughout learning, and their speaking skills increase, trains students' ability to express opinions, trains the habits of school members to listen to other people's insights, dares to provide input and receive criticism from others, train students to assess the understanding of school members, teachers and students solve the problems they face, and not use a lot of learning media (Kurniasih & Sani, 2016).

The success of implementing the Time Token model in an effort to improve student learning outcomes can be seen from several previous research results. The results of (Monita et all., 2021) show that student learning outcomes can increase in cycle I with an average of 62,52, increasing in cycle II with an average of78,33 by using the time token model in grade IV elementary school student. The results of Rahmi & Yunisrul (2022) show that student learning outcames can increase in cycle I with an average of 73,00, increasing in cycle II with an average 82,55 by using the

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time token model in grade IV elementary school students. The results of Rahmi & Zuardi (2022) that student learning outcomes can increase in cycle I obtained an average score of 76,24, increasing in cycle II with an average score of 86,5. Howefer, the research that the researchers conducted entitled improving student learning outcomes in theme 6 Integrated thematic learning using the time token model in class V elementary school.

Based on this, the formulation of the problem in this study is wether the use of the time token model can improve student learning outcomes in integrated thematic learning in grade V elementary school. The purpose of this study is to describe or describe the increase in student learning outcomes in integrated thematic learning using the time token model in grade V elementary school.

THEORITICAL REVIEW

According to (Safitri and Sukma, 2020) learning outcomes can be used as criteria to support students in honing their critical thinking skills while studying. Lena, et al. (2021) defines learning outcomes as students' abilities to follow the learning experiences of teachers and other people and complete assessments of the information taught. Learning model *Time Token* according to (Taniredja et al., 2015), is a framework that can be used to teach verbal skills to prevent school members from being completely silent or monopolizing discourse.

The time token model is according to (Shoimin, 2014) : a) Educators discuss learning objectives; b) The teacher gives the necessary instructions to students to take part in the discussion. Participate in cooperative learning activities with 4-5 classmates where they collaborate to explore concepts and find solutions; c) student assignments; d) Giving talking coupons, each of which lasts for approximately 30 seconds; e) Before speaking or making statements, educators ask for speaking coupons; f) Depending on the amount of time each student spends, the teacher provides a number of numbers.

RESEARCH METHODS

This study used a classroom action research methodology. The goal is to raise or increase the level of learning experience in the classroom. Educators organize, implement, monitor, and reflect on actions when carrying out these scientific activities in their own classes, throughout several cycles (Juanda, 2016). According to (Saputra & Lena, 2022) classroom research actions are teacher self-reflection activities in learning activities in their class through the stages of planning, implementing, observing, evaluating and reflecting on activities until an increase in the quality of learning is achieved.

This research was carried out in the second semester of the 2022/2023 academic year at SDN 16 six lingkung Kab. Padang Pariaman. This research was conducted in two cycles. Cycles I was held in two meetings and cycle II was held in one meeting. Cycle I meeting I was hels on Tuesday, 3 January 2023 at 07.30-12.00 WIB, Cycle I meeting II will be hels on Monday, January 9 2023 at 07.45-12.15 WIB. While cycle II was held on Monday, January 16 2023 07.45-12.15 WIB.

The subjects in this study were teacher and students of class V SDN 16 six lingkung Kab. Padang Pariaman with the number or participants 18 students consisting of 8 male students and 10 students woman. As for those involved in this research are researches as teacher class teachers and colleagues as observers. This research generally uses an approach qualitative and supported by a quantitative approach because in this research, the data obtained is not just qualitative data, but also quantitative data derived from test scores and participant learning out comes educate.

The research flow used by researchers is that developed by Kemmis & Mc Taggart (Juanda, 2016) in outline there are 4 stages

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carried out, namely: a) Planning, this activity begins with formulating a design thematic learning actions in the form of learning with using the time token model, b) implementation, starting from the implementation of the learning process with themes, sub-themes and learning that has been designed with the time token model, c) observationa, carried out by the observer (grade V teacher) when the researcher (practitioner) carry out integrated thematic learning activities using the time token model, d) reflection, an effort to examine what is occurs in the implementation af thematic learning as a material consideration for the next action or cycle.

The research data will be collected using: a) document analysis, in the form of a lesson plan (RPP), b) observation is an activity to monitor the process of implementing learning through observation sheets which already provided, c) test, d) non test to measure an obtain outcome data learning of students in terms of attitudes and skills. The research instrument is real important evidence that research has been carried out. Reseachers must prepare tools or research instruments through the RPP assessment sheet observation, question sheet, skills assessment rubric and attitude journal.

Acquisition of research implementation data was analyzed qualitative an quantitative. According to Audina & Reinita (2019:13) "qualitative data analysis carried out on data in the form of information and desciptions in the form of explanations. Meanwhile, quantitative data analysis was performed on data that contains numbers or student learning outcomes".

RESULTS AND DISCUSSION

There are two lines of research. This research was conducted during two sessions of cycle I and cycle II. The first meeting of the cycle I education process took place on January 3, 2023. Theme 6, 1st sub-theme, lesson one, while the second meeting was held Monday, January 10, 2023, theme 6, 2nd sub-theme, learning 1. Cycle II was held Monday, January 16, 2023 theme 6 sub-theme 3 learning 1. Every implementation of the modeltime tokensused during class action. The researcher received assistance from the fifth grade teacher and other team members in conducting this research. The research findings can be seen as follows for a more thorough explanation.

Cycle I Research Results

Two sessions were held to carry out Cycle I learning. The steps for planning, carrying out activities, observing, and reflecting were the first time this learning was practiced.

1. RPP Observation Results

Research cycle one Meeting one was held Tuesday, January 3 2023. The assessment of the results of the survey conducted by observers on the lesson plan observations reached 29 with a value that must be obtained 36. So, the presentation of the assessment obtained was 80.55% with Good achievement (B) . Research cycle I Meeting II was held Monday, January 10, 2023 reaching 31 with a maximum score of 36 so that the assessment presentation obtained was 86.11 with a Good achievement (B).

Based on the results of the evaluation of the lesson plans in cycle one, it shows that there was a shortage of educators when preparing lesson plans, namely innovative learning methods that were not in accordance with student development, development of teaching materials that were not in accordance with student characteristics, and evaluation instruments that were not in accordance with the instruments that had been set in elementary schools. . Therefore, it is necessary to carry out improvements to the preparation of lesson plans in cycle II with the aim of getting maximum results.

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2. Observation Results of Educator Aspects Cycle I

The survey conducted on the teacher aspects of cycle I meeting I from the results of the observer's assessment resulted in a score of 25 with a maximum score of 32 so that the percentage of success obtained by the teacher was 78.12% in the Enough category (C). Cycle I meeting II from the results of the observer's assessment reached a score of 28 out of a maximum score of 32 so that the percentage of success obtained by the teacher was 87.5% with a Good qualification (B). The results obtained belong to the categories carried out by the teacher during the integrated thematic learning process with the time token model. Therefore, the average success of implementing the learning process from the educator's point of view at the first meeting was 82.81% with a Good achievement (B). Details of the observer's observations on the teacher aspect can be observed in the table below.

Table 2. Teacher Activity Analysis Results Cycle I

No	Criteria	Cycle I Meeting I		Cycle I Meeting II	
		Score	Qualification	Score	Qualification
1	Preliminary activities	3	B	4	SB
2	Educators discuss the learning that will be achieved	3	B	4	SB
3	Educators coordinate to do group work	3	B	4	SB
4	Giving evaluation questions to students	2	C	3	B
5	Card giving speaks to time±30 second coupon for students	4	SB	3	B
6	The teacher instructs students to give cards before arguing	3	B	3	B
7	In accordance with the amount of time students use, educators give grades	4	SB	4	SB
8	Closing Activities	3	B	3	B
Lots of value received		25		28	
Lots of expected value		32		32	
Percentage		78.12%		87.5%	
Achievement		C		B	

Source: Primary Data 2023

3. Observation Results of Student Aspects

The successful implementation of integrated theme learning cycles with time tokens for students scored 25 in the meeting with 32 descriptors that had to be fulfilled, so that the success obtained by students was 78.12% with Enough (C). Cycle I Meeting II student activities get a score of 28 with a maximum number of points of 32, so the percentage of success obtained is 87.5% good achievement (B). Therefore, the average successful implementation of the process passes with a score of 82.81% and a Good qualification. The table below provides a breakdown of the observer's findings about the educator component.

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Table 3. Student Activity Analysis Results Cycle I

No	Criteria	Cycle I Meeting I		Cycle I Meeting II	
		Score	Qualification	Score	Qualification
1	Preliminary activities	3	B	4	SB
2	Educators discuss the learning that will be achieved	3	B	4	SB
3	Educators coordinate to do group work	3	B	4	SB
4	Giving LKPD to students	2	C	3	B
5	Card giving speaks to time±30 second coupon for students	4	SB	3	B
6	The teacher instructs students to give cards before arguing	3	B	3	B
7	According to the amount of time that used by students, educators provide value	4	SB	4	SB
8	Closing Activities	3	B	3	B
Lots of value received		25		28	
Lots of expected value		32		32	
Percentage		78.12%		87.5%	
Achievement		C		B	

Source: Primary Data 2023

Learning that applies time tokens in cycle I from the perspective of students shows that as a whole it does not give the best results. As a result, changes must be made if the results of cycle II are to be improved.

4. Student Learning Outcomes

According to (Susanto, 2016), learning outcomes include modifications made by students to their attitudes and behavior as a result of learning activities, knowledge and skills.In the attitude component, an assessment instrument is used in the form of an attitude journal. Meanwhile, according to (Lena et all., 2019) giving value to what students get after carrying out the learning process is called learning outcomes. In the first cycle of the first meeting there were 6 students who were more visible in the learning process activities, and 4 students who had a negative attitude, and 2 students who had a good attitude. Five students were more visible in Cycle I Meeting II, along with three negative people and two positive people.

The knowledge section of the first cycle meeting I got an average of 72.22 with the ability to need help (D), and 8 out of 18 students who completed the KBM, and 10 other students did not. Furthermore, a score of 79.44 was obtained in the first cycle of the second meeting with the achievement of needing guidance. (C) increased from before; out of 18 students, only 11 have achieved the KBM while the remaining 7 have not.

Received a passing grade (C) of 18 students, with a grade average of 80.20. The gain score for the skills component increased from 100 for "Very Good", the highest certification, to 62.5 for "Requires Guidance", the lowest certification. The average class achievement of the knowledge and skills component of cycle I at the first meeting was 71.8%, and at the second meeting was 80%.

5. Reflection Stage

In cycle I, two research sessions were carried out, but many student learning outcomes were located at the lowest level of the KBM standard. Evaluation of student

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learning is generated as a result of findings compiled from the point of view of knowledge and students at the first meeting succeeded in mastering knowledge of 6 people and those who failed succeeded in mastering knowledge of at least 12 people. If the results of student learning evaluations in terms of knowledge and skills are summarized at the second meeting, 12 people have completed the course, while 6 people have not. Classroom action research will thus be continued to cycle II, with changes determined in two research sessions of cycle I, taking into account what students have learned.

Cycle II Research Results

1. Results of Observation of Aspects of RPP Cycle II

The research implementation for cycle II Monday, January 16, 2023 showed an increase in results on the observation of the lesson plan aspect which obtained a score of 34 with the highest score of 36 so that the percentage obtained was 94.44%. The acquisition of these results indicates *that the observations in terms* of lesson plans are in the very good category (SB).

The results of observations of lesson plans using the time token model have been successfully implemented as indicated by an increase in value compared to cycle I. Lessons made so that students' scores increase and support the development of educators. This is in accordance with the opinion of (Ihwan & Hera, 2020) that learning implementation plans aim to simplify, accelerate, and improve the results of the learning process, learning implementation plans are used so that teachers are better prepared in the learning process, and teachers know what to do during the learning process.

2. Results of Observations on Teacher Aspects

The implementation of research in cycle II showed a significant increase in observation results in terms of educator activity. According to the evaluation results, the observer in the integrated thematic learning process with the time token model obtained a score of 34 out of 36 possible points, resulting in a percentage of 94.44%. These conditions indicate that the teacher succeeded in carrying out the learning process with the time token model. The percentage obtained shows very good qualifications (SB). For more details, observe the table below.

Table 4. Teacher Activity Analysis Results Cycle II

No	Observed aspect	Score	Qualification
1	Preliminary activities	4	Very good
2	Educators discuss the learning to be achieved	4	Very good
3	Educators coordinate to do group work	4	Very good
4	Giving LKPD to students	4	Good
5	Card giving speaks to time±30 second coupon for students	3	Good
6	The teacher instructs students to give cards before arguing	3	Good
7	In accordance with the amount of time students use, educators give grades	4	Very good
8.	Closing Activities	4	Very good
Lots of value to get			30
Lots of expected value			32
Success Percentage %			93.75
Achievement			A

3. Survey of Student Aspects of Cycle II

Learning Activities, Implementation of research in cycle II which applied the time token model in an integrated thematic learning process. Students obtained a maximum score of 32 and a score of 30, with a percentage of

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93.75% indicating very high credential effectiveness (SB).

Table 5. Student Activity Analysis Results Cycle II

No	Criteria	Score	Qualification
1	Preliminary activities	4	Very good
2	Educators discuss the learning to be achieved	4	Very good
3	Educators coordinate to do group work	4	Very good
4	Giving LKPD to students	4	Good
5	Card giving speaks to time±30 second coupon for students	3	Good
6	The teacher instructs students to give cards before arguing	3	Good
7	In accordance with the amount of time students use, educators give grades	4	Very good
8.	Closing Activities	4	Very good
Lots of value to get			30
Lots of expected value			32
Success Percentage %			93.75
Achievement			A

4. Student Learning Outcomes

Laeaning outcomes are usefull criteria for knowing the skills of students after participating in the learning process which can be seen from the changes in the stages of skill habits an attitude development. Student learning outcomes increased in cycle II. In the area of attitude, four students stood out, three had a good attitude, and one had a bad attitude. On average, 88.13% of the test takers who passed the knowledge section and 89.93% of the test takers who passed the skills element earned a good rating. Based on student learning outcomes in cycle II, the recapitulation of knowledge and skills is 89.13%. Examination of attitudes, knowledge, and abilities was completed appropriately and in line with expectations, according to the results of cycle II. (Elysa and Lena, 2020) confirm that a favorable increase in attitudes, knowledge and skills is clearly indicative of excellent training.

This is in line with the findings of (Yunisrul & Rahmi, 2021) Improving Student Learning Outcomes when Integrated Thematic Learning uses the Time Token Model. Based on these data; a) cycle II experienced an increase in educational outcomes from 76% to 88%, b) results of lesson plan evaluation increased from 80.1% to 94%, c) student performance increased 94% from cycle I to cycle II. Based on these results, it can be seen that student learning outcomes in integrated thematic learning with the time token model have increased from cycle I to cycle II. This can be seen in the following graph:

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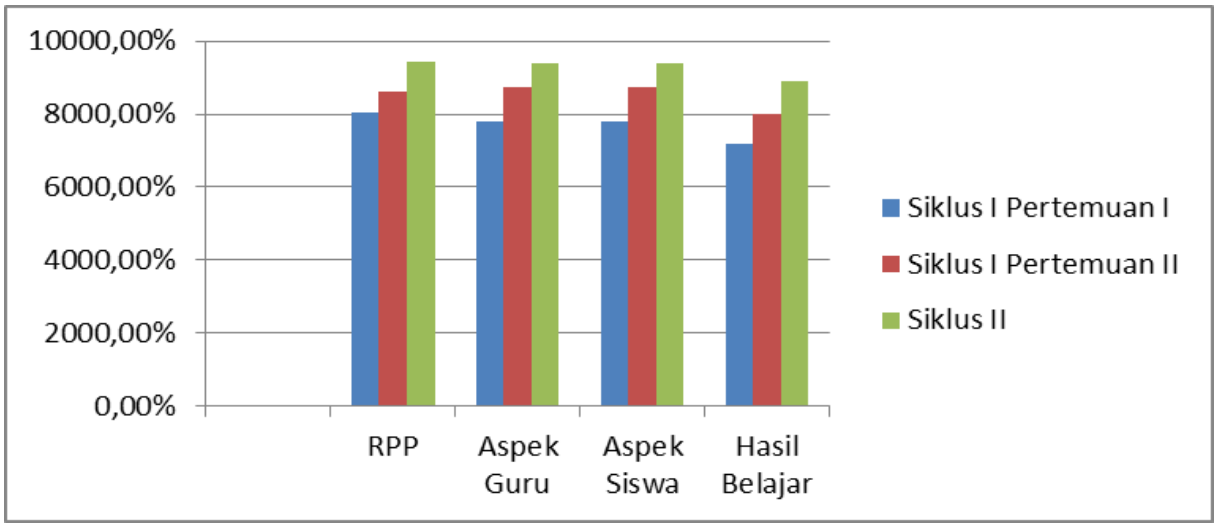

Figure 1. Graph of Increasing Student Learning Outcomes with the Time Token Model

Based on the graph above, student learning outcomes experienced a significant increase from cycle I to cycle II, Then the use of the time token model can and is able to improve student learning outcomes at the time of research and provide learning experiences and values that are needed by learners. Based on these results, researches has been succesfull in inproving student learning outcomes using the time token.

Thus the research is sufficient until cycles II because already meet the minimum learning completeness criteria. As what was revealed by Mulyasa (2014) that a learning can is said to be successful and also qualified if the whole or most students are actively involved both physically, mentally, and social in the implementation of the learning process as well show high enthusiasm for learning, believe in self-esteem and high enthusiasm in learning.

In addition, it call also be seen in the use of the time token model during the learning process as stated by Kurniasih & Sani (2016) that the use of the time token model in learning can expand curiosity and increase student participation in learning, no one coordinates or stays silent during the learning process, can train students abilities when expressing opinions and increase student confidence.

CONCLUSION

Based on the results of research and discussion regarding the implementation of the modeltime token in class V SDN 16 Enam Lingkung Kab. Padang Pariaman, the researchers concluded that by applying the time token model in the integrated thematic learning process, theme 6 (heat and its displacement), sub-themes 1 to sub-themes 3, learning 1 is proven to increase student learning outcomes. The proof of this statement is exposed from the elaboration of information that has been processed using classroom action research data processing techniques, namely: a) Lesson Plans for cycles I and II with a Very Very Good predicate (SB) each has a Good average of 83.33% and 94.44% ; b) The average teacher aspect in cycle I was 82.81% (Good), while the average student aspect in cycle I was 82.81% and the average student aspect in cycle II was 93.75%; c) The average of the first cycle is 75.9% of my learning objectives are achieved, while the second cycle increases to 89.13%.

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