

CAN MOTIVATION AFFECT THE APPLICATION OF TOKEN AREND TIME TO AKHLAQ AQIDAH LEARNING IN MADRASAH IBTIDAIYAH?

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ABSTRACT

The formation of praiseworthy morals becomes a necessity in the education process in Madrasah Ibtidaiyah, so that the process of learning moral aqidah material must always apply innovative and creative learning. So, the purpose of this study looked at the relationship between the applications of the arend time token learning model on moral aqidah material in Madrasah Ibtidaiyah (MI). Not to forget this study will also look at whether student learning motivation has a significant impact on learning models and improved student learning outcomes at MI. To achieve the purpose of the study, experiments with an ANAVA analysis were used two ways. This study sample was as many as 104 learners spread across class V MI KKM Kapongan Situbondo Sub district. Data collection techniques for learning outcomes from students' objective test results, while for measuring motivation using questionnaires. There are four research findings that can be explained, namely; 1. There is a difference between students who follow the time token arend learning model and the conventional learning model; 2. There is an interaction between learning models and motivation aimed at student learning outcomes; 3. For students with high motivation, there is a difference between the application of the time token arend learning model and the conventional learning model; 4. For students with low motivation, there are differences in the learning model of time token arend with conventional. Then overall describing the time token arend can be applied to moral aqidah learning materials to improve student learning outcomes in MI. Then motivation is needed so that students at MI can follow the arend time token learning model effectively.

Keywords: Islamic education; learning model; learning outcomes; Motivation to learn

1) INTRODUCTION

Madrasah Ibtidaiyah is a formal educational institution under the auspices of the ministry of religion whose focus on its formation is emphasized on morals (character). To achieve these qualifications in the world of madrasah education is done with the learning process in schools, especially the process of learning moral aqidah. Thorough moral aqidah learning has a task as an emphasis on learning on the rules of life that are firmly held and produce good behavior of daily life. If the understanding of moral aqidah is connected to the purpose of learning, then moral aqidah learning must be able to form all the competencies of learners from the cognitive, affective, and psychomotor realms. Moral aqidah learning has a very noble purpose so that learners become human beings who can relate both to Allah SWT (hablum minallah) and humans (hablum minannas) (Sufianai, 2017: 127-144). But in reality, on the ground today

students still do not fully have knowledge of a concept of human relationships (*hablum minannas*), which is shown in the learning of moral aqidah (Zakariya, 2020: 92-108). This is evident in the rise of fights shown by our teenagers. As I read in the article written by Ige, in his story he explained that how an elementary school boy who carries a sharp weapon to exhale to his opponent who is still his age (Ige, 2017). Similarly, there was a fight over how a child was early in his early age and spilled blood (Silitonga & Yulastri, 2014). Problems like this are very sad if done by the children of the successors of this nation, especially early children aged.

From the above problems, we can understand that the purpose of moral aqidah learning that should create a harmonious life between human beings is not carried out properly. Based on the results of the survey that has been done to several schools, one of them is MI Thariqun Najah Seletreng problems that arise known to bring the learning process carried out so far still using conventional learning models. In conventional learning, there are still many more lectures than students looking for their own knowledge. The way students acquire knowledge on this conventional model causes the learning process does not really help them relate the meaning of values contained in moral aqidah learning that students should assimilate in the social world. For this reason, the problem of the moral aqidah learning process that occurs in formal education has not been able to connect what students learn and how knowledge should be applied to themselves and society.

In order for the learning of moral aqidah in madrasah Ibtidaiyah to run effectively to meet the qualifications in accordance with the expected objectives, moral aqidah learning not only rests on the end but must also put forward the process of obtaining knowledge. The process of obtaining knowledge of moral aqidah can be effective where students are involved in critical, and creative thinking skills that are oriented to an intellectual acquisition. For this reason, the moral aqidah learning process must refer to the standard of the educational process that requires the learning process of educational units to be held using an active student approach (*student centered approach*). If the learning of moral aqidah that departs from the purpose of learning and the standards of the student process is carried out properly, it will have an impact on the mastery of knowledge of the basic concepts of moral aqidah not only on a knowledge, but also on the aspect of attitude, and motor as well (Muqarramah, 2016). In connection with the above, Vygostky who is known for his theory of social constructivism emphasizes that learners will more easily know a knowledge by consigning their own knowledge derived from their social environment. To be able to direct students to interact or discuss with friends so as to gain knowledge, teachers must apply innovative learning models. One of the learning models that apply innovative learning models is the Cooperative Model of *Time Token Arend type*.

The selection of *the Time Token Arend type* cooperative learning model was selected based on several empirical analyses including; First, research that has been conducted with the results that the Learning Model time Token Arend has an effect on improving the learning outcomes of students of class III MI Miftahul Huda Banjarejo Tulungagung (Aidah, 2015); Second, with the result that learning that applies cooperative learning methods not only makes it easier for learners to understand the material that will be conveyed, but will also be able to strengthen the moral and activeness of learners in learning (Sumantri, 2019: 1-10). From the two studies conducted above, it is expected that the Cooperative learning model of *Time Token Arend type* was chosen because the concept of this model is not only an *activeteacher (teacher centred learning)* to form a knowledge owned by students only, but provide opportunities for students to be more active (*student centred learning*) in group sets or discussions so as to improve learning outcomes from Aqidah Akhlaq learning goals.

Group is the main thing in the learning process that is cooperative, because without a cooperative learning group this will not run effectively. Group learning in a cooperative model set serves as a communication interaction between individuals and other individuals so as to get

information or knowledge, but in communicating between individuals in a group there are problems that often occur. Problems that often occur in interactions or relationships between individual students in a group is the lack of motivation of learners in the learning process. Motivation in learning is the encouragement for every learner to take action or behave in the learning process (Wahyuni, 2009). Motivation in learning such as examples, there are students who do not want to cooperate and there are students who want to cooperate, there are students who during groups are not active and there are active students. These problems all include the motivation of students in following the learning process in the classroom. Motivation learning is what is not done more in-depth research by the two researchers above.

Based on empirical and theoretical studies rationally above, this study will discuss the "Influence of Cooperative Learning Model Type Time Token Arends on Learning Outcomes Aqidah Akhlak Reviewed from Learning Motivation". With the formulation of some initial hypotheses as follows; 1) There is a difference in moral aqidah learning outcomes between those who follow the Time Token Arends learning model and the conventional learning model, 2). There is a significant interaction influence between the Time Token Arends learning model and students' learning motivation towards moral aqidah learning outcomes, 3) In high student motivation, there are differences in Aqidah Akhlaq learning outcomes of students who follow the Time Token Arends learning model with students who follow conventional learning models. 4) In low student motivation, there are differences in Aqidah Akhlaq student learning outcomes who follow the Time Token Arends learning model with students who follow the conventional learning model. Thus, the research to be conducted is about "The Influence of Time Token Arends Learning Model on Learning Outcomes Aqidah Akhlaq Students Class V Reviewed from Student Learning Motivation".

2) METHODS

This study is a quasi-experimental study with *pretest-posttest nonequivalent control group design*. In this study there are three variables consisting of free variables are cooperative learning models Type *Time Token Arends*, bound variables are learning outcomes, and moderator variables are learning motivations. The design of the analysis in this study used a 2 x 2 factorial design.

The population in this study was all students of class V in KKM Kapongan Subdistrict, which consists of 7 schools with a population of 198 people. In determining the research sample, there is no equivalence test because there is already a *pretest* and *posttest* so that it is directly drawn using *simple random sampling techniques*. It was found that the results of class V MI Miftahul Ulum and MI Nurul Huda Gebangan as a control group as many as 47 people, while class V MI Nurul Huda Peleyan and MI Thariqun Najah as an experimental group as many as 57 people.

The next stage, from a number of students in the sample group was taken 33% of the upper group and 33% of the bottom group based on the learning outcome score obtained by each student. To further facilitate the explanation, the distribution of samples of this study can be seen in the following table.

Table 1. Distribution of Samples in High and Low Grades

	Model Time Token Arends	Model Conventional
Height (B1)	15	16
Low (B2)	15	16

Substantially: The content of the introduction is supposed to clearly mention the aims of your writing. It states your research problems or the question(s) you intend to address in your paper.

Your introduction would typically include some variation such as the statement of your topic, problem or gap in knowledge, your forecast, as well as relevant literature reviews.

The data in the study was collected using multiple choice for study outcomes, while questionnaire test instruments were used to gain students' learning motivation. Before the use of the instrument is carried out field tests. Based on the tests that have been done, the following conclusions are obtained.

1. Of the 35 multiple choice items about the study results that have been tested, all items are declared valid with reliability of 0.90 which is in a very high category.
2. Of the 33 questionnaires about learning motivation that have been tested, all items are declared valid with a reliability of 0.90 which is in a very high category.

The data analysis technique in this study used descriptive data analysis with two-way variant analysis (ANOVA). Descriptive analysis is used to describe student learning motivation data and student learning outcome data. Variant analysis is used to test proposed hypotheses. Before continuing at the hypothesis test stage first conducted the test of analytical prerequisites, namely the normality test and homogeneity test.

3) RESULTS AND DISCUSSIONS

First, the Difference in Student Motivation Between Students Who Follow the Cooperative Learning Model of *Time Token Arends* type with Students Who Follow Conventional Learning Model in students in MI class KKM Kapongan Subdistrict.

Data analysis has proven that there is an influence of interaction between learning models and the motivation of learning class V students in KKM Kapongan Subdistrict. This is indicated by the average *score gain score* of students who follow the cooperative learning model of time token *type* with learning motivation, the average score of students who have high learning motivation is 0.708, while the average score of students who have low learning motivation is 0.428. Furthermore, the average score gain score in students who follow conventional learning models with learning motivation that shows the average score of students who have high learning motivation is 0.15, while the average score of students who have low learning motivation is 0.319.

The *time token* learning model is one type of cooperative learning model that with learning design uses groups in each process. It can be understood in some existing book and journal references that the learning of this model more specifically follows Vygotsy's theory of his social constructivism. In this theory it emphasizes that knowledge is gained from the interaction of the social environment. When students interact socially that will later lead students to the confection of information between their friends so as to gain complete knowledge. But sometimes in a social interaction in a class, it is undeniable that there are students who are active and not active in discussing, students who listen and do not listen to the talk of their friends who all have their own reasons in the student's personal self. It is the reason in the student's personal that is called motivation to learn.

In the above explanation it can be understood that the cooperative model of *time token type* will be effective if implemented on students who have high enough learning motivation. The application of *cooperative type time tokens* to students who have high learning motivation will give high spirit and willpower to students. High learning spirit and motivation will provide encouragement in students to be able to further explore their abilities so that during the learning process students are able to improve their learning outcomes to the maximum, because at the beginning to the end of the learning process with a cooperative model of *time token types* students are directly involved in interaction between friends in a group, finding a knowledge with the group, And share knowledge with group friends.

While for students who have high learning motivation if given with conventional models, it will have an impact on where learning is centered on teachers, will feel constrained in themselves because they can only get learning materials by way of lectures (individual). Students will not be able to export themselves optimally so this will have an impact on the lack of student learning motivation.

Based on the results of the above presentation, that the time *token* type cooperative learning model emphasizes the activeness of interaction and discussion between friends in the search for knowledge so that students who have learning motivation will be more active in the learning process. This opinion is in line with that presented by Slavin (2015:56), that the cooperative model will not be able to be interpreted effectively in an educational environment that does not support communication between his group, or that does not pay attention to the motivational dimensions of learning from learning in the classroom. Conventional learning emphasizes more on the teacher's ability to give and transmit to students so that students seem passive, because everything is regulated by the teacher (Baihaki, 2019). Thus, it can be concluded that for students who have high learning motivation, the learning motivation will be better to follow the time *token* type cooperative learning model than students who follow conventional learning models.

Second, the Influence of Interaction between Learning Model and Learning Motivation on Student Learning Outcomes in MI Class V KKM Kapongan Subdistrict.

Data analysis has proven that there is an influence of interaction between learning models and the motivation of learning class V students in KKM Kapongan Subdistrict. This is indicated by the average *score gain score* of students who follow the cooperative learning model of time *token type* with learning motivation, the average score of students who have high learning motivation is 0.708, while the average score of students who have low learning motivation is 0.428. Furthermore, the average score gain score in students who follow conventional learning models with learning motivation that shows the average score of students who have high learning motivation is 0.15, while the average score of students who have low learning motivation is 0.319.

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Third, Differences in Student Learning Outcomes Between Students Who Follow The Cooperative Learning Model Of Time Token Arends Type with Students Who Follow Conventional Learning Model in Students Who Have High Learning Motivation in MI Class V KKM Kapongan Subdistrict.

Data analysis points to the difference in student learning motivation and students who follow the cooperative learning model of time token *arends* with students who follow conventional learning models in students who have high learning motivation in MI class V KKM Kapongan Subdistrict. This is evidenced by the average score gain score of students who follow the cooperative learning model of *time token arends* with high learning motivation which is 0.708, while the average score gain score of students who follow the conventional learning model with high learning motivation is 0.15. This situation shows that the average increase in student learning outcomes with high learning motivation taught by the cooperative learning model of *time token arends* is significantly different compared to the average increase in student learning outcomes with high learning motivation taught with conventional learning.

As explained earlier that student who have high learning motivation are students who are more effective learning outcomes by more actively communicating with friends in a group, not students who do everything and individual ways. Students who have their learning motivation have a drive that arises in learners in the form of the need for learning (physiological), a sense of security in learning, a love for learning, appreciation in learning, and a conducive environment for learning.

When students who have high learning motivation are taught with a cooperative learning model type *time token arends*, students with high learning motivation are more able to explore the need for the development of knowledge at a group discussion because of the cooperative model of *time token arends* type. It emphasizes the activeness of each group to share, communicate in a discussion. Thus, the implications of students with high learning motivation by being taught with a cooperative learning model type *time token arends* will improve student learning outcomes. the other hand, students who have high learning motivation if following learning using conventional learning models will not give students the opportunity to be more independent in finding their knowledge because in each learning the teacher is still more dominant. The dominant teacher in the classroom will form a learning boredom for students so that students with high learning motivation will not be able to explore their abilities in every learning process. The implications of this student learning outcome cannot be improved.

From the above exposure about students with high learning motivation taught with cooperative learning model type time token *arends* and conventional learning model provides an

understanding, that students with high learning motivation if taught with cooperative model type time token arends more able to export their knowledge than taught with conventional models. Thus, a common thread can be drawn for students who have high learning motivation, the learning outcomes will be better by using a cooperative model of time token arends type than students who follow learning using conventional models.

Fourth, Differences in Student Learning Outcomes Between Students Who Follow The Cooperative Learning Model Of Time Token Arends type with Students Who Follow Conventional Learning Model in Students Who Have Low Learning Motivation in MI Class V KKM Kapongan Subdistrict.

Data analysis points to the difference in learning outcomes between students who follow the cooperative learning model of time token arends type and students who follow conventional learning models in students who have low learning motivation in class V KKM Kapongan Subdistrict. This is evidenced by the average score gain score of students who follow the cooperative learning model of time token arends with low learning motivation of 0.428, While the average score gain score of students who follow the conventional learning model with high learning motivation is 0.359. This situation shows that the average increase in learning outcomes of students with low learning motivation taught with cooperative learning models is significantly different compared to the average increase in learning outcomes of students with low learning motivation taught with conventional learning. Students with low learning motivation, are students who have very little strong drive arising from within (intrinsic) and outside (extrinsic) to increase their knowledge (Faliyandra, 2019: 35). If students with low learning motivation are taught with a cooperative learning model type time token arends, although they are arguably not active in a group discussion but unconsciously, they are also required to communicate in group discussions, because this model emphasizes the need for each member of the group to transmit knowledge and ideas. The implications of all of this are students whose learning motivation is low unconsciously gain knowledge from interactions between groups. It's different with students with low motivation. In students who have low learning motivation taught with conventional learning models. In their learning can be said to be mediocre in the learning process because in conventional learning models there is no demand for group learning that is individual and teachers still dominate the entire teaching and learning process in class.

Thus, it can be concluded that the difference in student learning motivation taught with the cooperative learning model of time token arends and conventional learning models is not too great, because learning motivation is very influential on student activities in the learning process. However, when viewed in the results of the gain score although not how far the difference is, the value of the cooperative learning model of time token arends is still greater than the conventional learning model. It states that students with low learning motivation would also be good to be positioned as a cooperative learning model of time token arends.

4) CONCLUSION

The rise of negative behavior of adolescents today indicates that the attitude of good relationship with other humans (*hablum minannas*) is fading, so that education practitioners have a heavy task in the act. Especially educators who master moral material, which should be the spearhead of students to think (cognitive processes) and act (affective processes). Therefore, innovations in moral *aqidah* learning must continue to be done, one of which uses the arend token time learning model. The results of the research that has been done explain that time token arend has a very significant impact on the development of students, among others. First, the fundamental research findings show that there are differences in student learning outcomes between students who follow the cooperative learning model of time token arends and students who follow conventional learning models in MI class V KKM Kapongan Subdistrict. Second, the findings of

subsequent research showed the influence of the interaction of learning models with student learning motivation on student learning outcomes in MI class V KKM Kapongan Subdistrict. Third, the study findings showed differences in the learning outcomes of students who followed the cooperative learning model of time token arends type with students who followed conventional learning models in students who had high learning motivation in MI class V KKM Kapongan Subdistrict. Fourth, the study findings showed differences in the learning outcomes of students who followed the cooperative learning model of time token arends with students who followed conventional learning models in students who had low learning motivation in MI class V KKM Kapongan Subdistrict. The authors are aware that, the results of the research are not perfect so the great hope for further research can be seen from qualitative research by exploring the utilization of cooperative models of various types in moral aqidah subjects.

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