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The Implementation of The Time Token Arends Learning Model on Student Learning Activeness in Fiqh Subjects

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Abstract. *This study aimed to determine the influence of student learning activeness using the Time Token Arends learning model on student learning activeness class in Fiqh subjects at a Private junior high school or boarding school. This study used an experimental method with a quantitative design. The study used sample random sampling as a technique to take the experiment class and control class. The results of this study were (1) The pre-test of the control class has a low category in learning activeness with a mean of 34.03. (2) The pre-test of the Experiment class had a low category with a mean of 38,42 in learning activeness. (3) The post-test of student learning activeness in the control class was the low category with a mean of 40,36. It was a higher mean than the pre-test mean in the control class. (4) The post-test of the experiment class in learning activeness had a low category with a mean of 45,97. Meanwhile, the post-test mean was higher than the pre-test mean. It can be concluded that Time Token Arends influenced students' learning activeness in the seventh class in Fiqh subjects at a Private junior high school or boarding school in West Pasaman Barat.*

Keywords*: Fiqh Subject, Students' Activeness, Time Token Arends Learning Model,*

INTRODUCTION

Learning activeness is an activity or busyness given to students physically and non-physically during the learning process to achieve the learning objectives optimally. Students' learning activeness will arise if educators stimulate students' learning motivation. Educators not only explain the material but also bring a fun learning atmosphere and interactive interactions between educators with students and students with students. Active learning is a learning system that emphasizes student activeness physically and psychologically to obtain learning outcomes that form a combination of cognitive, affective, and psychomotor aspects (Rikawati & Sitinjak, 2020; Ta'dungan, 2021). There are several indicators of the student's learning activeness. They are visual activity, oral activity, listening activity, writing activity, mental activity, and emotional activity (Retno & Purwati, 2020).

Learning activeness is a learning condition that shows the active involvement of students in learning activities through asking, searching, discussing, arguing or formulating solutions to problems in learning (Dadi & Kewa, 2020). It is supported (Amijaya & Ristiani, 2023; Paksi, 2022) that activeness is the most important learning principle because learning without activeness is like someone who will not succeed in learning. Activeness in the teaching and learning process makes the function of students' thoughts, hearing, vision, and others active.

Learning objectives will be achieved when educators have the skill to choose the learning model. The educator must know various learning models to formulate the learning objective. The educator who knows the characteristics of various learning models can easily determine the model that is suitable for the situation and conditions in the learning process. The success or failure of educators in carrying out the teaching and learning process determines the learning models that they use in the class (Fahrudin & Nasir, 2022; Hanum & Elfrianto, 2022). It can cause learning

models to affect learning objectives for students. Frequently, we found educators have more knowledge about the material but are unsuccessful in teaching with students in class. It shows that the learning model is important for educators in learning activities with students and the educators have to choose a learning model based on student factors, learning objectives and materials and student learning environment factors

The Time Token learning model is a cooperative learning model used to achieve goals in the learning process (Rahmawati et al., 2023; Wijayanti & Suyanto, 2019). Time Token comes from the word Time meaning "time" and token meaning "sign". Time Token is a learning model characterized by a time mark or time limit (Asnita & Khair, 2020). The time limit purpose to motivate and encourage students to maximize their ability to think and express their ideas. (Kurniawan et al., 2022) the Time Token learning model is appropriate for structured learning used to teach social skills, avoid students dominating the conversation or being silent at all, where the learning process puts students as subjects, students' activities become the main point of attention, students are actively, while educators have the role to invite students finding solutions from the problem or topic discussed. It is used to work on social skills and avoid students dominating the conversation or students being silent at all, thus an effective step of the Time Token learning model is taken (Nurjehan & Ansari, 2024; Rahayu et al., 2023). There are 8 steps of applying the Time Token Arends model as follows: (1) The educator explains the material to be learned. (2) Educators create a class condition to carry out discussions (Cooperative Learning/CL). Cooperative learning is learning that is by human nature as social beings who are fully dependent on others, and have common goals and responsibilities, assignments, and a sense of equality. By utilizing this fact, in cooperative group learning, students are trained and accustomed to sharing knowledge, experiences, tasks, and responsibilities. Learning activities by working together in groups to help each other construct concepts, and solve problems. (3) Educators give tasks or problems to students to discuss. (4) Educators apply a variety of learning models to make learning or discussion interesting. (5) Educators give several speaking coupons with ± 30 seconds per coupon to each student. (6) Educators ask students to hand over the coupons before speaking or giving comments. (7) Students who have run out of coupons may not speak again. This goes on until all children have spoken. (8) The educator gives several marks according to the time used by each student (Ali et al., 2021; Syarifah & Misbah, 2023).

In addition, (Anggraini & Aulia, 2023) stated that the Time Token Arends has 8 advantages, among others: (1) Encourage students to increase initiative and participation. (2) Avoiding the dominance of students who are good at speaking or who do not speak at all. (3) Helps students to be active in learning activities. (4) Improve students' ability to communicate (speaking aspect). (5) Practices students to express their opinions. (6) Develop the habit for students to listen to each other, share, provide input, and have an attitude of openness to criticism. (7) Teach students to respect other students' opinions. (8) Invite students to find solutions together to the problems faced.

Besides having advantages, according to (Labudasari & Hidayat Afendi, 2021; Silalahi et al., 2021) it has several disadvantages that must also be taken into consideration, including (1) It can only be used for certain subjects with a relatively small number of students. (2) It cannot be used in classes with a large number of students. (3) Requires a lot of time for preparation. In the learning process, all students must speak one by one according to the number of coupons they have. (4) Tendency to put a little pressure on passive students and allow active students not to participate more in class.

Besides that active learning is an umbrella term for various learning models that focus on students as responsible for learning (Dulyapit & Rahmah B, 2023). Initially, it is individualized and independent active learning, as well as collaborative active learning. However, recently there has been a tendency to interpret collaborative active learning. Activeness is an activity that is both physical and mental, namely doing and thinking as a series that cannot be separated. It can be concluded that learning activeness is an activity or busyness given to students both physically and

non-physically during the learning process to achieve the learning objectives as much as possible (Yasin et al., 2024).

Therefore, Students are not listening and taking notes as is common in traditional schools but they also take action in the learning process in the class. Meanwhile, some indicators support students' learning activeness in the school. According to (Saprisal, 2023; Sinta et al., 2019) stated that Indicators of student learning activeness are as follows: (1) Visual Activities (13) such as reading, paying attention, pictures, demonstrations, experiments, other students' work and others. (2) Oral Activities (43) such as stating, formulating, asking questions, giving suggestions, expressing opinions, conducting interviews, discussions, interruptions and others. (3) Listening Activities (11) such as listening to descriptions, conversations, discussions, music, speeches and others. (4) Writing Activities (22) such as writing stories, essays, reports, tests, questionnaires, copying and others. (5) Drawing Activities (8) such as drawing, making graphs, maps, diagrams, patterns and others. (6) Motor Activities (47) such as conducting experiments, making constructions, and models, repairing, playing, gardening, raising animals and others. (7) Mental Activities (23) such as responding, remembering, solving problems, analyzing, seeing relationships, making decisions and others. (8) Emotional Activities (23) such as taking an interest, feeling bored, happy, brave, calm, nervous and others. In addition, (Nuryani & Kamil, 2021) explain that, three factors influence students' learning activeness, including: (1) Internal (psychological) factors: Intelligence (level of intelligence), attitude (positive or negative response), talent (basic potential of each person), interest (passion) and motivation (encouragement). (2) External factors (from outside/environmental conditions): Social environment (educators, TU staff, classmates), non-social environment (school buildings, students' environment, learning tools, weather conditions and learning time used). (3) Learning Approach Factors (strategies used by educators include appropriate learning methods and interactive learning media).

Gagne and Briggs cited by (Noviasari & Rajagukguk, 2022) said that, the factors that can develop students' activeness in the learning process are: (1) Motivate or attract students' attention thus students can play an active role in learning activities. (2) Explaining instructional objectives (basic abilities to students). (3) Remind students of learning competencies. (4) Provide stimulus to students. (5) Provide instructions to students. (6) Generating students' activeness and participation in learning. (7) Providing feedback. (8) Conducting assessments to students in the form of tests. (9) Delivering any material that is summarized at the end of the lesson.

Based on observations made at the Private junior high school of boarding school West Pasaman, there were problems related to learning activeness and several symptoms during the learning process. One of them was the passivity of students in the learning process. It was caused by many factors, one of them was the students did not have confidence in expressing their opinions in front of the class. It made them to be silent and passive in the learning process. The students felt uncomfortable with the surrounding environment and they had low enthusiasm in the learning process or group discussions. The educators only provided teaching material, explained in front of the class, the students listened and memorized what the teacher said and the last activity was the teacher gave assignments for the students. the flow of learning was boring for students because they did not contribute to the learning process and the educators did not invite them to the class. Therefore, it was the reason for students to sleep, talk with others, to be passive, and they decided to cheat on their friend's answers in assignments because the students did not understand and pay attention when the educator explained. Because of this, the educators did not know the students' ability to understand of the concept. Thus, the students' learning activeness could not be maximized in the learning process because there were a few students who were active and dominated in class and others to were silent. It could cause, all students could not achieve the learning objective. In summary, low students' learning activeness impacted to learning objectives for students in the class.

Based on the results of observations at Private junior high school of boarding school West Pasaman, the question of how the influence of the Time Token Arends learning model on the

learning activeness of students in Fiqh class VII subjects at Private junior high school of boarding school West Pasaman.

METHOD

This study used a quantitative approach with experimental methods. Quantitative research is a type of study in which data is collected in the form of quantitative data or other types of data (Syahza, 2021). The design in this study was quasi-experimental design or pseudo-experiment. Researchers used a quasi-experimental design that was Non-Equivalent Control Group Design. The main objective of using this design is to compare changes in learning outcomes of students who receive the time token learning model treatment with a group of students who do not receive the conventional learning model. The population of this study was all VII (seventh) classes. It consisted of five classes and a total of them were 175 students at a Private junior high school boarding school, samples of VII 1 class as an experimental class and VII 5 as a control class, the sampling technique was simple random sampling. This study was conducted at the Private junior high school of boarding school. It is located in West Pasaman Regency. The samples in this study were VII 1 as the experimental class and VII 5 as the control class.

Table 1. The total of seventh grade students

No	Classes	Total of Students
1	VII 1	33
2	VII 2	39
3	VII 3	37
4	VII 4	33
5	VII 5	33
Total		175

Sources: Administration of Private junior high school of boarding school West Pasaman.

Table 2. Seventh Grade Students in the Sample

No	Group	Class	The total of Students
1	E	VII 1	33
2	K	VII 5	33
Total			66

The researcher chose a private junior high school boarding school West Pasaman as a place to conduct the study based on the results of preliminary observations. There were several problems during the Fiqh learning process, especially the problem of learning activities in that the students had low learning activeness in the class. It was seen when the educator explained the material, the students did not respond, they slept and talked with their classmates. Meanwhile, the educators focused on explaining the material in books in the learning process without paying attention to the students' feelings. Therefore, when educators asked questions, students did not care to answer these questions. It was because there was no innovation in the learning system that focused only on the educator. Because the time allocation was limited, it affected the learning outcomes of students in Fiqh seventh class at a Private junior high school of boarding school Pasaman Barat.

FINDINGS

The results of the study showed differences in learning activeness between the experimental class and the control class in the seventh grade of the private junior high school of Islamic Boarding School in West Pasaman. Students in the experimental class using the Time Token Arends model showed more activeness, carefulness, and focus in understanding the learning material than the control class without using the Time Token Arends model. Based on hypothesis testing, it was

obtained α in two directions or sig (2-tailed) of = 0.009 or (0.009 <0.05). Therefore, H0 was rejected and Ha was accepted, which meant that the experiment class using the Time Token Arends learning model had increased the students' learning activeness in Fiqh subject at Seventh Class in Private junior high school of boarding school West Pasaman. Learning activeness using the Time Token Arends model had a significant increase saw in the table below:

Table 3. Frequency Distribution of Learning Activeness Pre-Test of Control Class

Classification	Interval	Frequency	Percentage
Very High	41-45	3	9,1%
High	36-40	9	27,3%
Low	31-35	8	24,2%
Very Low	26-30	13	39,4%
Total		33	100

Based on the data table 4.2 above, it showed that 3 students categorized very high in learning activeness (9.1% from 33 students), 9 students had high category (27,3% from 33 students), there were 8 students categorized low learning activeness (24,2% from 33 students) and 13 students got very low categories (39,4% from 33 students). The mean of the students' activeness was 34.03. To understand more easily compare the distribution of the data, illustrated with the following histogram:

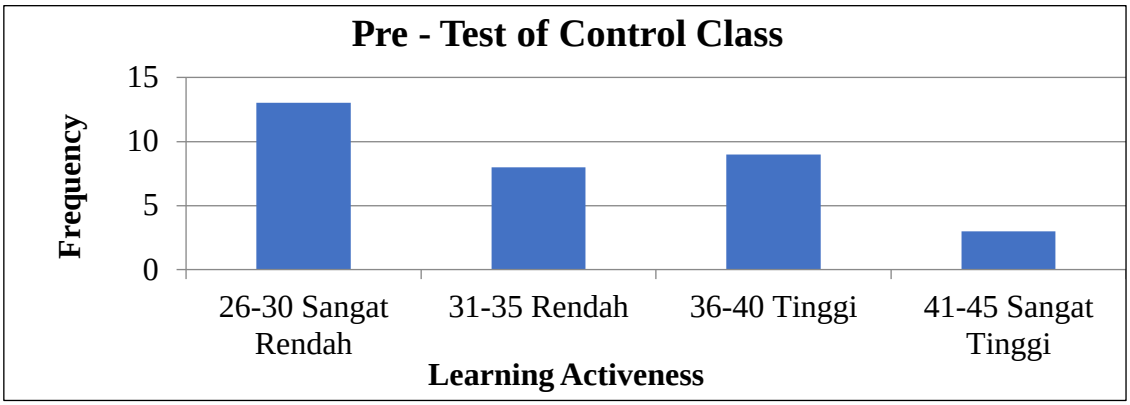

Figure 1. Histogram of Pre-Test Learning Activeness of control class VII (seventh) at Private junior high school of boarding school West Pasaman Barat.

The result of the pre-test of the control class based on the mean of the student's learning activeness was a low category in Fiqh subject at VII 5 with the interval of 31 – 35. It showed that the class of VII 5 as the control class in the Private junior high school of boarding school West Pasaman was in the low category.

Table 4. Frequency Distribution of Experimental Class Pre-Test in Learning Activeness

Classification	Interval	Frequency	Percentage
Very High	47-52	3	9,1%
High	41-46	7	21,21%
Low	35-40	15	45,45%
Very Low	29-34	8	24,24%
Total		33	100

Based on the data table 4.3 above, it showed that 3 students categorized very high in learning activeness (9.1% from 33 students), 7 students had high category (21,21% from 33 students), there were 15 students categorized low learning activeness (45,45% from 33 students)

and 8 students got very low categories (24,24% from 33 students). The mean of the students' activeness was 38.42. It meant that the pre – test of experiment class in learning activeness was low category. To understand more easily compare the distribution of the data, illustrated with the following histogram:

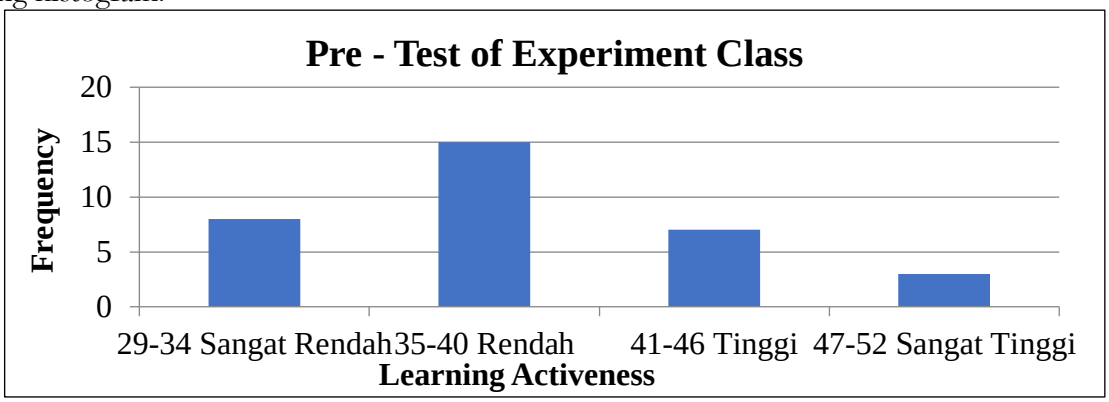

Figure 2. Histogram of Pre-Test Learning Activeness of Experiment Class VII 1 (seventh) at Private junior high school of boarding school West Pasaman Barat.

The result of the pre-test of the Experiment class based on the mean of the student's learning activeness was a low category in Fiqh subject at VII 5 with the interval of 35 – 40. It showed that the class of VII 1 as an experiment class in a Private junior high school of boarding school West Pasaman was in the low category.

Table 5. Frequency Distribution of Control Class Post-Test in Learning Activeness

Classification	Interval	Frequency	Percentage
Very High	48-53	7	21,2%
High	42-47	7	21,2%
Low	36-41	10	30,3%
Very Low	30-35	9	27,3%
Total		33	100

Based on the data table 4.4 above, it showed that 7 students categorized very high in learning activeness (21,2% from 33 students), 7 students had high category (21,21% from 33 students), there were 10 students categorized low learning activeness (30,3% from 33 students) and 9 students got very low categories (27,3% from 33 students). The mean of the students' activeness was 40,36. To understand more easily compare the distribution of the data, illustrated with the following histogram:

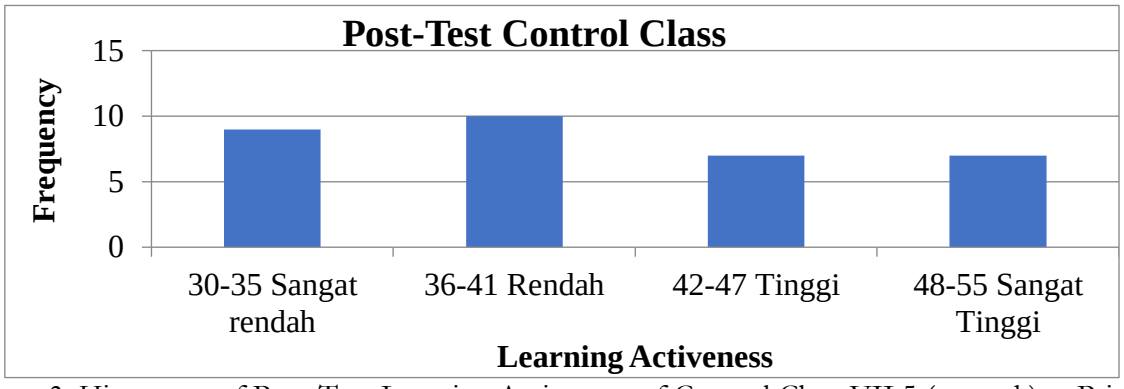

Figure 3. Histogram of Post-Test Learning Activeness of Control Class VII 5 (seventh) at Private junior high school of boarding school West Pasaman.

The result of the post-test of the Experiment class based on the mean of the student's learning activeness was a low category in Fiqh subject at VII 5 with the interval of 36 – 41. It showed that the class of VII 1 as an experiment class in a Private junior high school of boarding school West Pasaman was in the low category. Meanwhile, the mean of students' learning activeness in the post-test was higher than the pre-test means in class VII 5 as the control class.

Table 6. Frequency Distribution of Experiment Class Post-Test in Learning Activeness

Classification	Interval	Frequency	Percentage
Very High	56-63	4	12,12%
High	48-55	11	33,33%
Low	40-47	10	30,30%
Very Low	32-39	8	24,24%
Total		33	100

Based on the data table 4.5 above, it showed that 4 students categorized very high in learning activeness (12,12% from 33 students), 11 students had high category (33,33% from 33 students), there were 10 students categorized low learning activeness (30,3% from 33 students) and 8 students got very low categories (24,24% from 33 students). The mean of the students' activeness was 45,97. To understand more easily compare the distribution of the data, illustrated with the following histogram:

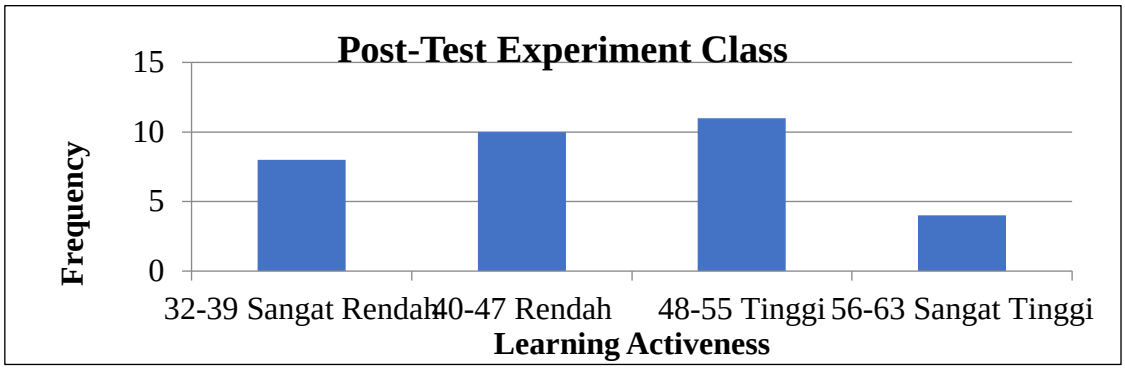

Figure 4. Histogram of Post-Test Learning Activeness of Experiment Class VII 1 (seventh) at Private junior high school of boarding school West Pasaman Barat.

The result of the post-test of the Experiment class based on the mean of the student's learning activeness was a low category in Fiqh subject at VII 5 with the interval of 40 – 47. It showed that the class of VII 1 as an experiment class in a Private junior high school of boarding school West Pasaman was in the low category. Meanwhile, the mean of students' learning activeness in the post-test is higher than the pre-test means in class VII 1 as an experiment class.

Based on the results of the study showed that the Time Token Arends were effective for increasing the students' learning activeness in the class. The students were more motivated to speak and express their opinions in the class based on the material that the educator taught in the class. They are more active, careful, and focused on understanding the learning material. Learning activeness is a learning condition that reflects the active involvement of students in learning activities through activities of asking, searching, discussing, arguing or formulating solutions to problems in learning, (Dadi & Kewa, 2020).

There was a difference in mean between the control class and the experiment class in the pre-test. The pre-test in the control class was 34,03 with the low category because the class had a low range interval value was 31 – 35. The pre-test of the experiment class was 38,42 with a low category and it had a low range interval value was 35 – 40. Meanwhile, in the post-test, the control class and the experiment class got an increased mean. The post-test of the control class had

increased to 40,36 with low category and has low interval of 36 – 41. Whereas the class of the experiment became 45,97 with the low category and it had a range low interval value was 40 – 47. Even though the students in the control class and experiment class had the same category they had different interval values between them to determine the category. The experiment class had a higher interval value than the control class. It can be seen in the control class pre-test and experiment class pre-test. The experiment class got more higher mean than the control class. Furthermore, the difference means also saw where the experiment class using the Time Token Arends learning model got a higher mean than the control class without implementation of the Time Token Arends learning model. It could be concluded that the experiment class using Time Token Arends made the students' activeness in speaking the class to express their opinion or thoughts related to material in the class. They were more focused and contributed to the learning process in the class. the teachers were not only to give material but also invite the students to be active in the class. Therefore, the learning objective could be achieved by students and teacher

The time limit purpose to motivate and encourage students to maximize their ability to think and express their ideas. (Refanda & Dzarna, 2023)the Time Token learning model is appropriate for structured learning used to teach social skills, avoid students dominating the conversation or being silent at all, where the learning process puts students as subjects, students' activities become the main point of attention, students are actively, while educators have the role to invite students finding solutions from the problem or topic discussed. It used to work on social skills, avoid students dominating the conversation or students being silent at all, thus an effective step of Time Token learning model is taken by (Azimah & Hakim, 2020; Rahayu et al., 2023). The Time Token learning model is a cooperative learning model used to achieve goals in the learning process, (Rahmawati et al., 2023; Wijayanti & Suyanto, 2019)

The finding of this study was reinforced by the previous study by (Fadillah, 2021), the Time token type cooperative learning model gave significant effect for students' critical thinking skills. (Damayanti et al., 2020), the Time Token learning model on PAI subject increase the students' learning motivation. (Sembiring et al., 2021), Time Tokens could increase student learning participation in learning Fiqh. (Son, 2019), the Time Token Arends learning model on increasing student learning activeness in PAI subjects and (Anggraeni et al., 2021), the Time Token Arends type of Cooperative Learning model made the students better to understand the material. They were easier to absorb, process reflective knowledge and students were more active in the learning process. In conclusion, the Time Token Arends learning models gave significant effect for students' critical thinking, learning motivation, learning activeness and made the students understanding the material easily in the class. So that, the teacher can invite the students to be active and the students felt better in learning process because they joined in learning in the class.

Therefore, learning models were guidelines for educators in planning and implementing the form of the approach used in carrying out learning to changes in students' behavior. Thus, they increase motivation in the learning process which can help students achieve learning objectives. The Time Token Arends model trains and develops students' social skills.

DISCUSSION

The use of the time token learning model in an efficient and effective way that is suitable for learning objectives provides many benefits, such as those stated by Huda (2019), who believes that this time token training model is used to train and improve social skills so that students dare to talk in public and are not silent at all. Next, Kurniasih and Sani (2020) said that the time token learning model is one illustration of democratic learning in schools. This learning model can make students the main focus of attention in learning so that all students actively participate. Mudjiono (2021) said that "the results of students' training are the result of an interaction of actions in the category and guiding actions". On the other hand, Sudjana (2021) stated that the results of training are the abilities possessed by students after they have received training experiences. From the statements

of Mudjiono and Sudjana, researchers can draw the conclusion that success in training is not just success in the cognitive field, but also in the affective and psychomotor fields. There are several aspects that can influence the results of students' training, namely: a. Internal factors, such as: physical factors, psychological factors and fatigue factors. b. External factors, such as: family, school and community factors.

This is also in accordance with what Pramana (2019) said with the title of the effect of the time token training model assisted by video media on the learning outcomes of grade V elementary school science students. Based on the results of the analysis of understanding, there was an effect of the results of students' practice using the time token model with a contribution of 55%. Then this research was tried by Sembiring (2021) with the title of the effect of the time token training model on elementary school students' learning motivation in thematic learning. The results of his research prove that there is an effect of using the time token model on the encouragement of students to practice in lower schools on thematic material with a contribution of 76%.

Not only that, research was tried by Artawan (2019) with the title of the influence of the scientific approach to the process of communicating in the time token learning model on the results of practicing Indonesian. The results of his research proved that there was an effect of the natural approach to communicating in the time token learning model on the results of practicing Indonesian with a participation of 24%. After that, Wahyuni (2018) conducted research with the title of the influence of the time token training model on science knowledge competency. The results of his research proved that there was an influence of the use of the time token learning model on science knowledge competency with a contribution of 74%.

CONCLUSION

The result supported the finding of the previous study in using the Time Token Arends learning model to increase the student's learning motivation and activeness in the class. The students are more active in speaking their opinions related to the material which increases the students' motivation to understand the material easily. Meanwhile, the seventh students of al-barakah Gunung Tua boarding school in Pasaman Barat got a low category in learning activeness using Time Token Arends learning models but there had been an increase in the pre-test and post-test mean of students' activeness. It showed the Time Token Arends affected students' learning activeness of seventh-grade students at the private junior high boarding school in Pasaman Barat.

However, it is necessary to know the limitations of this study. This study was conducted on student activity in Fiqh subjects in West Pasaman. Therefore, for further researchers, they can conduct research on the effect of using the Time Token Arends learning model on all subjects. The next study is hoped to observe the Time token Arends learning model in some subjects and a more extensive and diverse sample encompassing different educational levels and institutions. It would be beneficial in obtaining a deeper and more comprehensive understanding of the impact of the Time Token Arends learning models. This would provide a stronger foundation for educators to choose the best learning model to motivate and increase the students' activeness in the class.

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