

IMPROVING STUDENTS' COMMUNICATION AND LEARNING OUTCOMES IN THE MATERIAL OF AL-QURAN HADITH THROUGH THE TIME TOKEN METHOD

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Abstract

The aim of this research is to describe the process of implementing the Time Token learning method in Al-Quran Hadith learning, and to describe the improvement in communication and student learning outcomes in Al-Quran Hadith learning in class IV MIS Andzariyah Batuputih Sumenep after applying the Time Token Method. The type of research used is classroom action research which consists of 3 cycles, where each cycle applies an action research design model in the form of planning, implementation, observation and reflection. Data collection is carried out by observation, documentation and tests. The results of the research show that the Time Token Method can improve communication in learning Al-Quran Hadith in class IV students at MIS Andzariyah Batuputih Sumenep. This is proven by the value of active learning communication which increased from 69.31 (fair category) in cycle I to 73.80 (good category) in cycle II and increased to 88.15 (very good category) in cycle III. Meanwhile, the increase in learning outcomes increased from 63.63 (fair category) in cycles I and II and increased to 80 (very good category) in cycle III. Even though in cycles I and II the overall improvement of students was the same, individually their learning outcomes in cycle II were much better than cycle I. This shows that the Time Token method is the most effective way to improve learning outcomes. This shows that the Time Token method is the right method to improve communication and student learning outcomes in learning Al-Quran Hadith in class IV MIS Andzariyah Batuputih Sumenep.

Keywords: Communication, Learning Results, Time Token.

مستخلص البحث

الهدف من هذا البحث هو وصف عملية تطبيق طريقة رمز الوقت في تعلم الحديث النبوي الشريف في تعلم الحديث النبوي الشريف، ووصف التحسن في التواصل ونتائج تعلم الطلاب في تعلم الحديث النبوي الشريف في الصف الرابع في المدرسة الابتدائية الخاصة أنذرية باتوبوتيه سومينيب بعد تطبيق طريقة رمز الوقت. إن نوع البحث المستخدم هو البحث الإجرائي الصفحي الذي يتكون من 3 دورات، حيث تطبق كل دورة نموذج تصميم البحث الإجرائي في شكل تخطيط وتنفيذ وملاحظة وتفكير. ويتم جمع البيانات عن طريق الملاحظة والتوثيق والاختبارات. تظهر نتائج البحث أن أسلوب رمز الوقت يمكن أن يحسن التواصل في تعلم الحديث النبوي الشريف لدى طلاب الصف الرابع في المدرسة الابتدائية الخاصة أنذرية باتوبوتيه سومينيب. وقد ثبت

ذلك من خلال قيمة التواصل في التعلم النشط التي ارتفعت من ٦٩,٣١ (فئة مقبول) في الدورة الأولى إلى ٧٣,٨٠ (فئة جيد) في الدورة الثانية وزادت إلى ٨٨,١٥ (فئة جيد جدا) في الدورة الثالثة. وفي الوقت نفسه، ارتفعت الزيادة في نتائج التعلم من ٦٣,٦٣ (فئة مقبول) في الدوريتين الأولى والثانية إلى ٨٠ (فئة جيد جدا) في الدورة الثالثة. على الرغم من أن التحسن العام للطلاب في الدوريتين الأولى والثانية كان متماثلا في الدوريتين الأولى والثانية، إلا أن نتائج التعلم الفردية في الدورة الثانية كانت أفضل بكثير من الدورة الأولى. وهذا يدل على أن طريقة رمز الوقت هي الطريقة الأكثر فعالية لتحسين نتائج التعلم. هذا يدل على أن طريقة رمز الوقت هي الطريقة الصحيحة لتحسين التواصل ونتائج تعلم الطلاب في تعلم حديث القرآن الكريم في الصف الرابع في مدرسة المدرسة الابتدائية الخاصة أندرية باتوبوتيه سومينيب.

الكلمات المفتاحية: التواصل ونتائج التعلم و Time Token.

INTRODUCTION

Communicating or speaking is one aspect of language skills that functions to convey information orally. Speaking means actively expressing ideas or oral messages. In conveying messages, the information conveyed must be easily understood by others so that communication occurs smoothly. Every speaker is required to be skilled at communicating, skillfully expressing his thoughts, ideas, feelings, skillfully capturing and conveying the information he receives when speaking. Not everyone has the ability to speak well and correctly. Tarigan (2008) argues that the level of students' speaking ability varies from good or fluent, moderate, stuttering or lacking.¹ There are students who are fluent in expressing their wishes, feelings of pleasure, sadness, pain or fatigue. They may even be able to express their opinion about something even though it is in a simple level. Some other students are still timid about standing up in front of their classmates. In fact, it is not uncommon to see some students sweating coldly, standing stiffly, forgetting everything when they face other students. In learning Quran Hadith skills, students are expected to be able to present factual knowledge in clear, systematic and logical language. Thus, learning to speak occupies a strategic position in the Quran Hadith material. Initial observations made by researchers in Class IV MIS Andzariyah Batuputih Kene Batuputih Sumenep in the subject of the Qur'an Hadith, that the low speaking ability of students is due to a lack of confidence and motivation in speaking activities. When it comes to restating the content of the text, when speaking the body looks stiff and not flexible because it feels embarrassed when standing in front of the class.

In addition, the concept of "Education for Free Learning" which was coined by the Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim during his speech at the 2019

¹ Hendry Tarigan, *Berbicara Sebagai Salah Satu Keterampilan Bahasa* (Bandung: Angkasa, 2008).

National Teacher's Day (HGN) event is a response to the education system in the era of the industrial revolution 4.0. The field of education is closely related to the Industrial Revolution 4.0 which can be utilized to support learning patterns and thinking patterns as well as develop creative and innovative innovations from students, in order to produce the next generation of nations that are superior and able to compete.

Thus, communication is a social skill that must be honed early by teachers to create students who are able to think critically, proficient in collaboration, able to think creatively and innovatively, and the results of learning activities are achieved optimally. For this reason, the Time Token method is one method to train and develop students' social skills in communication and to achieve optimal learning outcomes.

Based on the above exposure, the problem formulations in this PTK are: Is the Application of the Time Token Method in the Subject of the Qur'an Hadith able to improve student communication in class IV MIS Andzariyah Batuputih KeneK Batuputih Sumenep? Is the Application of the Time Token Method in the Subject of the Qur'an Hadith able to improve student learning outcomes in class IV MIS Andzariyah Batuputih KeneK Batuputih Sumenep?

The purpose of this PTK is to: Knowing the improvement of student communication skills in class IV MIS Andzariyah Batuputih KeneK Batuputih Sumenep if learning the material of the content of Surahs in the Qur'an and the content of a Hadith in the Subject of the Qur'an Hadith applying the Time Token method. Knowing the improvement of student learning outcomes in class IV MIS Andzariyah Batuputih KeneK Batuputih Sumenep if the learning of the content of Surahs in the Qur'an and the content of a Hadith in the Qur'an Hadith Subject applies the Time Token method.

The results of this study are expected to be useful for: Helping the development of educational science, especially in the Qur'an Hadith subject. Information to determine the steps for using learning methods in the Qur'an Hadith Subject. Improve teacher professionalism in learning activities. Increase students' interest and motivation in communicating in general. Increase students' interest and motivation to achieve optimal learning outcomes.

LITERATURE REVIEW

Definition of Time Token Learning Method

According to Arends (in Huda, 2013: 239) "the time token learning model is a learning model that aims for each member of the discussion group to get the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members". This model

has a teaching structure that is very suitable for teaching social skills, as well as to avoid students dominating the conversation or students being silent at all.

The selection of material that is suitable for the Time token learning model is material that emphasizes the delivery of student opinions in the course of learning. This is because this learning model emphasizes student activeness in expressing their opinions about a problem that arises. Understanding of the material by students in this model is prioritized, especially in the form of discussions where most opinions must have a strong basis for an argument.

Time Token Learning Method Syntax

According to Huda (2013: 240) the syntax of this Time token learning model is as follows: The teacher explains the learning objectives/KD. The teacher conditions the class to carry out classical discussions. The teacher gives the task to the students. The teacher gives a number of speaking coupons with ± 30 seconds per coupon to each student. The teacher asks the students to submit the coupons first before speaking or giving comments. Each performer speaks one coupon. Students can perform again after taking turns with other students. Students who have exhausted their coupons may not speak again. Students who are still holding coupons must speak until all their coupons are used up. This goes on until all the children have spoken. The teacher gives a number of marks according to the time used by each student.²

Definition of Communication

Communication comes from the English language, namely “communication”, etymologically or according to the origin of the word is from the Latin *communicatus*, and this word comes from the word *communis* in this word *communis* has the meaning of ‘sharing’ or ‘belonging together’, namely an effort that has the aim of togetherness or commonality of meaning.

According to Oteng Sutisna (1989) Communication is a process of interaction between people or groups of attitudes and is intended to influence the behavior of people and groups in an organization.

According to Fandy Tjiptono and Anastasia Diana (2001) Communication can be interpreted as an effort to convey certain intentions to others so that people can understand the intentions conveyed. Communication can also be interpreted as meaning the process of sending (meaning) from sender to receiver, using certain media.

In this life, communication is something very vital. Communication plays an important role in human life, because humans themselves are known as social beings. Every moment humans in this world communicate, be it verbal communication or non-verbal communication.

² <https://fatkhana.web.id/pengertian-model-pembelajaran-time-token/>

Quoted from the book *Communication Science an Introduction* written by Deddy Mulyana, there are four communication functions, namely: social communication, expressive communication, ritual communication, and instrumental communication.

Social communication is communication activities that are directed at achieving a situation of social integration. Social communication is also a process of influence to achieve the aspired social relations between individuals in society.

Social communication at least suggests that communication is important for building our self-concept, self-actualization, survival, gaining happiness, avoiding pressure and tension (through communication that is entertaining) and having relationships with others.³

The functions of Social Communication are as an exchange of information, socializing, providing understanding, showing expression, solving problems, making decisions, obtaining entertainment or entertaining others, increasing knowledge, providing explanations and motivation, as a controller, building social communities, educating, as an identifier, Instructive, self-existence statement.⁴

Definition of Learning Interest

Here are some definitions of interest according to experts: M. Alisuf Sabri; Interest is “the tendency to always pay attention and remember something continuously, this interest is closely related to feelings of pleasure, therefore it can be said that interest occurs because of a happy attitude towards something, people who are interested in something mean that they are happy with something. (M. Alisuf Sabri, 1995)

Muhibbin Syah; Interest is “a tendency and high enthusiasm or a great desire for something”. (Muhibbin Syah, 2001)

Ahmad D. Marimba Interest is “the tendency of the soul to something, because we feel there is an interest in that something, generally accompanied by a feeling of pleasure in that something”. (Ahmad D. Marimba, 1980)

Mahfudh Shalahuddin; Interest is “attention that contains elements of feeling. That way interest, added Mahfudh, greatly determines the attitude that causes a person to be active in a job, or in other words, interest can be the cause of an activity”. (Mahfudh Shahuddin, 1990)

Learning Interest Indicator

The indicators of interest in learning are as follows: Feelings of pleasure, attention in learning, interesting subject matter and teacher attitudes, benefits and functions of the subject.

³ <https://www.gurupendidikan.co.id/pengertian-komunikasi-sosial/>

⁴ <https://pakarkomunikasi.com/fungsi-komunikasi-sosial>

Factors that Influence Learning Interest

There are several factors that can affect student interest in learning, among others: Motivation, learning, materials and teacher attitudes, family, friends, environment, ideals, talents, hobbies, mass media, and facilities.

Rational

From the literature review above, the Time Token learning method is a learning method that aims to give each member of the discussion group the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members. This model has a teaching structure that is very suitable for teaching social skills, as well as to avoid students dominating the conversation or students being silent at all. This is because this learning model emphasizes students' activeness in expressing their opinions about a problem that arises. The understanding of the material by students in this model is highly prioritized especially in the form of discussion where most opinions must have a strong basis for an argument.

For this reason, if the Time Token Method is applied in the Qur'an Hadith subject, students are expected to be able to train and develop their social communication by contributing in expressing their opinions in the social realm.⁵ In addition, student learning outcomes are also an urgent benchmark in the field of education, because students can be considered successful in learning activities if they are able to understand the material well.

METHOD

This classroom-based research was conducted in class IV of MIS Andzariyah Batuputih Kenek. The subjects in this Classroom Action Research are all fourth-grade students of MIS Andzariyah Batuputih Kenek Batuputih Sumenep. In this study there were several variables investigated. The variables are independent variables and dependent variables. In this study the independent variable is the Time Token learning method. Time Token learning method is learning that is used with the aim that students actively speak and train students to develop social skills so that students do not dominate the conversation or be silent at all. The dependent variable in this study is social communication and learning outcomes of the Qur'an Hadith.

This research took place in class IV of MIS Andzariyah which is located in Pondok Daja Village, Batuputih Kenek Kecamatan Batuputih, Sumenep Regency. While the research time is 1

⁵<https://www.wawasanpendidikan.com/2015/10/Pengertian-Aspek-Indikator-dan-Manfaat-serta-Faktor-Faktor-yang-Mempengaruhi-Minat-Belajar.html> accessed on August 9, 2021.

month, namely from August 11, 2021 to September 08, 2021 with III cycles. Each cycle is 1 x meeting.

RESULTS AND DISCUSSION

This research is a Classroom Action Research. Classroom Action Research is an activity that is usually carried out by teachers in the classroom where they teach with an emphasis on improving or improving learning processes and praxis. The purpose of this research is to improve and enhance the conditions and quality of learning in the classroom. The discussion of the results of the study is based on the findings of observations of teacher activity, student activity and learning outcomes of each cycle on learning through the Time Token learning model in class IV students of MIS Andzariyah Batuputih Sumenep. Based on the data that has been collected, the following is a discussion of the results of this Classroom Action Research:

Improved Student Communication

From teacher activities in teaching skills, there was an increase from the initial cycle to the final cycle of about 9.57%. This can be seen from the percentage of teacher activities in cycle I scored 84% (good category), cycle II 89.77% (excellent category), and cycle III 92.04% (excellent category).

As for student activity, it also increased by about 27.18% from the initial cycle to the final cycle. This can also be seen from the percentage of student activity on the observation sheet cycle I scored 69.31% (fair category), cycle II 73.80% (good category) and cycle III 88.15% (good category).

For students' communication skills, there was also an increase of about 33.33% from the initial cycle to the final cycle. This can be seen from the percentage of student communication skills on the observation sheet of cycle I 60% (sufficient category), cycle II 72.5% (good category) and cycle III 80% (good category). However, in cycle III there was one student who was absent from the learning activities.

With an increase in both teacher activity, student activity and student communication skills, this indicates that student communication has also improved. Thus, the Time Token Method is able to improve student communication in learning Qur'an Hadith material.

Student Learning Outcomes

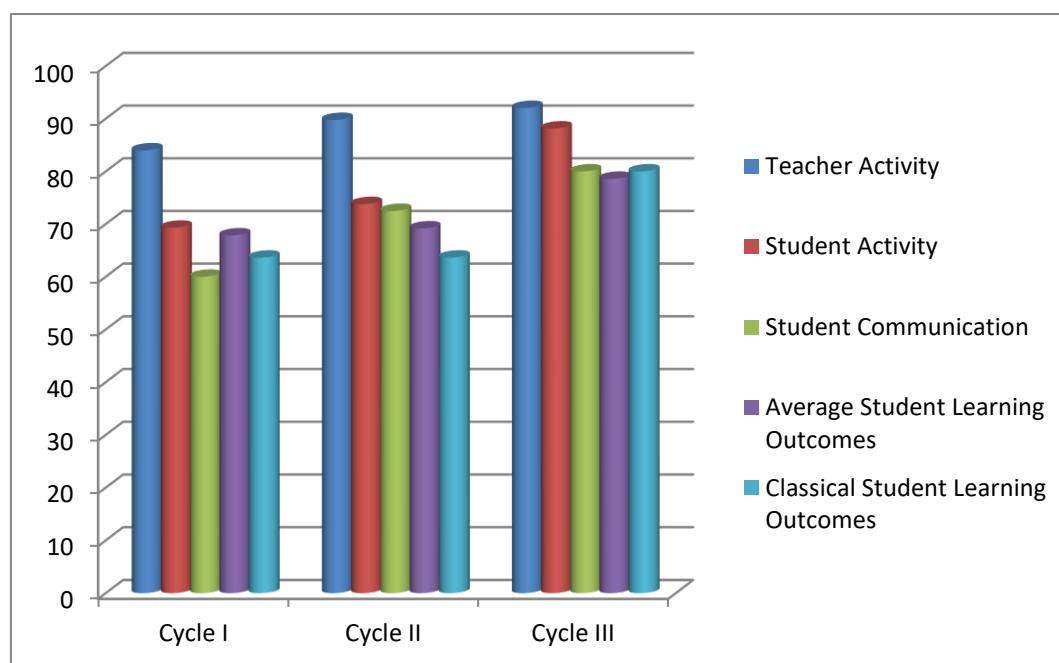
In this class action research, student learning outcomes also increased from the initial cycle to the final cycle by about 25.72%. This can be seen from the results of the assessment that has been recapitulated from the 50% knowledge value and 50% skill value, namely in cycles I and II 63.63%

(sufficient category), cycle III 80% (good category) students are declared successful in learning activities. Although in cycles I and II the percentage of student success was the same, the learning outcomes obtained by each student in each cycle were different, this can be seen in Table 4.8, Table 4.13 and Table 4.18, where the average percentage of student learning outcomes in cycle I was 67.85%, cycle II was 69.18% and in cycle III was 78.6%.

With the increase in student scores per cycle, this proves that there is an increase in student learning outcomes. Thus, the Time Token Method can improve student learning outcomes in learning activities for Quran Hadith material.

From the results of the analysis and discussion of PTK above, a diagram of the improvement of communication and student learning outcomes can be seen as follows:

Figure 1. Diagram of PTK Analysis Results



Source: PTK Analysis and Discussion

CONCLUSION

Based on the results of Classroom Action Research on Improving Communication and Student Learning Outcomes on Quran Hadith Material Through the Time Token Method in class IV MIS Andzariyah Batuputih Sumenep can be concluded that: The Time Token method is able to improve the teacher's skills in managing the learning activities of the Qur'an Hadith material in class IV MIS Andzariyah Batuputih Sumenep. This can be seen from the results of observations of teacher activity with the initial category of **Good** and the final category of **Very Good**, the teacher experienced an increase in teaching skills of about 9.57% from cycle I to cycle III. The

Time Token method is able to improve student communication in learning activities for Quran Hadith material in class IV MIS Andzariyah Batuputih Sumenep. This can be seen from the results of observations of student activity with the initial category of **Moderate** and the final category of **Good**, students experienced an increase in communication skills of around 27.18% from cycle I to cycle III. The Time Token method is able to improve student learning outcomes in learning activities for Quran Hadith material in class IV MIS Andzariyah Batuputih Sumenep. This can be seen from the results of the 50% knowledge assessment and 50% skill assessment with the initial category **Fair** and the final category **Good**, students experienced an increase in learning outcomes of around 25.72% from cycle I to cycle III. Thus, it can be concluded that the hypothesis that has been set can be accepted that the Time Token Method is able to improve communication and student learning outcomes.

RECOMMENDATIONS

With the results of this study, the researcher hopes that: If the Qur'an Hadith material will discuss the content of a Quranic letter or a Hadith, then the teacher should stimulate students to make a question related to the material either individually or in groups. Then with these questions the teacher can use the Time Token method so that students inevitably have to convey the questions they have made. If the Qur'an Hadith material will discuss the content of a Quranic letter or a Hadith, then the teacher should stimulate students to make a question related to the material either individually or in groups. Then by using the Time Token method, students must convey the questions they have made and respond to their friends' questions by using Time Tokens as well. In this way, students' communication skills and learning outcomes will increase because they have been stimulated to understand the subject matter by asking and responding to a question by using speech coupons. Actually, not only in Al-Qur'an Hadith material this method can be applied, but in materials that are needed to explore a subject matter, this method is also suitable to be applied. Therefore, the researcher hopes that other teachers in this institution in particular and other educators outside this institution in general can apply this Time Token method so that learning objectives in the century of the industrial revolution 4.0 are maximally achieved.

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