

Contribution of Token Type Cooperative Learning Models for in the Haruru Christian Middle School

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Contribution of Token Type Cooperative Learning Models for in the Haruru Christian Middle School

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ABSTRACT

A teacher who is capable of carrying out his teaching duties if the stages of preparation, learning process and evaluation are carried out according to his design. The process that is often neglected is that the learning model used is sometimes unable to provide solutions to teachers. Curriculum changes that have occurred in Indonesia indicate that all education actors, including teachers, must be ready and improve themselves to follow the development of change. In line with the demands for changes in the 2013 Curriculum calls for changes in development from social in nature to democratic participation, for the sake of human resource growth. If so, education should be directed as a process: learning to know, learning to do, learning to live together, learning to be yourself (learning to be) and even lifelong learning (life long). learning), must adorn the lifestyle of a teacher, remembering that the teacher is an important figure in the process of change. This study intends to apply a learning model including: development of a syllabus and a Learning Implementation Plan (RPP) cooperative type time token type in PAK and Character In Class V, the material of Allah loves the world. The action hypothesis is a temporary answer in the form of action on the formulation of the problems set out in this classroom action research which is: student learning outcomes will increase "can be accepted. Based on the results of the implementation of classroom action research with the title implementation of the Jerrold E camp learning model in Christian education (PAK) and Character subjects in junior high schools, especially in Hauru Christian Middle School in class VIII which lasted for 2 research cycles, it can be concluded: Christian Education (PAK) and Character work effectively, so student learning outcomes will increase

Keywords

Cooperative Learning Model, type of time token, Christian Education (PAK) subjects

Introduction

The preparation stage is shown through the Learning Design which includes material content, strategies, models and even media according to student needs. While considering the facilities to be used, the class with all the equipment, even the situation/character of students in receiving learning.¹ The implementation stage realizes the preparation stage according to the design, and the evaluation stage tests the effectiveness of the

preparation stage and the implementation stage. The process described above is also expected to occur in Christian Education (PAK) lessons and manners. Christian Education (PAK) and character are one of the subjects in the educational curriculum that is religious in nature, by expecting a student to grow in his faith, help translate and consider everyday life. Christian Education (PAK) and character are also expected to be able to make everyone aware of God and His love in Christ, so that they know their true self, their condition, grow as God's children in Christian fellowship, fulfill their common calling as disciples in the

¹ Suparlan. Y.B. *Aliran-Aliran Baru Dalam Pendidikan*.Yogyakarta, Andi Offset. 1984, p. 68

world and still believe in hope.² In line with that, the content of religious education sometimes contains a number of questions that challenge the meaning, meaning and purpose of life, faith and even beliefs about God, self and the nature of reality, issues of rights and what it means to be human . This viewpoint shows that the implementation of Christian Religious Education will be successful if what the students believe must be real in their practice of life according to the Bible as the basis for implementing the PAK itself. Or in other words the longing above actually expects the knowledge, attitudes, personality, and skills of a student after getting Christian Education (PAK) and Budi subjects. The thoughts above will be real if the learning climate that is designed, implemented and evaluated by a teacher, especially PAK teachers in real life, sometimes causes various kinds of questions that challenge the meaning, meaning and purpose of life, faith and even beliefs about God, self and the nature of reality. This is a problem that is often debated, so Christian Education (PAK) and Character are expected to be able to provide solutions to these questions. (PAK) and Characteristics held in schools should help students find through the learning process according to the Bible as the basis for implementing Christian Education (PAK) itself.

Realize that Christian Religious Education has been trying to apply what is learned in class and practiced in the daily life of students. Bridging these problems is often in the learning process offered and applied learning that is closer to the application of the values that are held. A learning process that is able to make students at the level of making decisions and beliefs personally. The learning process of Christian Religious Education and character through teaching teachers should form faith that appears in the form of awareness, teachings and being able to

practice in student expressions based on the teachings received and learned. Also students must be directed continuously to learn to respect themselves and others as a form of the teachings they receive, so that what they have through teaching the teacher is valued by students as a wealth for students. Therefore Christian Religious Education and character must be given space in accordance with the express meaning content to make Christian students especially in achieving success.

In line with that, as has been conveyed in the author's dissertation entitled Quantum Teaching Learning Design in Christian Education (PAK) Subjects and Character in Class IV Elementary School Based on 2013 Curriculum in Ambon City, that Christian Religious Education and Character today should be able to provide support for the learning process. which compiles knowledge from concrete experiences, collaborative activities, and reflections and interpretations of students after receiving Christian Education (PAK)³ teachings. These thoughts should be directed in learning Christian Education (PAK) and Characteristics which are presented as the main subjects in schools. Teachers must think and act on how to organize the learning process so that students understand, interpret and are motivated to then apply the teachings of Christian Education (PAK) subjects and character to address real problems in life they experience.

It is time for Christian Education (PAK) Learning and Characteristics in Schools to show encouraging developments, and to provide space for students so that they can think about their experiences and be able to make decisions. Therefore, it is necessary to develop a learning and teaching climate that can foster self-confidence and innovative and creative attitudes

² Paulus Lilik, *Prinsip dan Praktik Pendidikan Agama Kristen*, Yogyakarta, Andi Offset. 2006, p. 32.

³ Novita, L. Sahertian. di Desertasi, Tahun 2016

for students. All of them certainly require Christian Education (PAK) teachers and character who are responsible for teaching.

Teaching means conveying or imparting knowledge and views. In that case, both students and teachers must understand the material to be discussed.⁵ One can only teach as he understands it. Whatever written material is provided for guidance, the teacher reflects his own understanding in relation to the class. Even if he has only one written source for teaching, the Bible, he needs to introduce it to the children as the Bible itself means to him personally.⁶ Teaching means helping and training students to want to learn to know something and develop.⁷ Teaching is, in principle, an attempt to create conditions or environmental systems that support and allow the learning process to take place, because teaching is conveying knowledge to students. Teachers who teach in front of the previous class must prepare various preparations to support the teaching and learning process, because the duties and roles of teachers include mastering and developing subject matter, designing and preparing daily lessons, controlling and evaluating student activities.

One of the ways in which teachers design and prepare learning tools is that the teacher must choose a learning model that is considered suitable. Findings from the research results of Sahunderstanding Christina that the low acquisition of student learning outcomes is partly due to the limited available learning resources and less varied learning delivery strategies. One of the means of learning resources in question is a learning model that can produce better learning outcomes.

The learning model is an activity carried out by the teacher to teach students according to their learning styles so that learning objectives can be achieved optimally. The learning model that has been used by teachers, especially Christian Education (PAK) teachers in learning, does exist,

but in its use it is sometimes not in accordance with the material and even the situation of students. Even though that is expected, because choosing a suitable learning model results in a pleasant learning process and satisfying results, students' learning eyebrows are complete. The learning model used in Christian Education (PAK) and Character learning that is considered appropriate to change the energy, thoughts, talents of teachers and students in developing Christian Education (PAK) material and Character into positive material for students can also be useful for others is a cooperative learning model type "time token." The time token type of cooperative learning model is a type of structural approach of several cooperative learning models, to involve more students in studying the material covered in a lesson and checking their understanding of the content of the lesson.⁴

The time token type learning model is one small example of the application of democratic learning in schools, where students are the subject, they must experience a change in a more positive direction.⁵ From those who don't know towards knowing, throughout the learning process, student activities become the main point of attention. In other words, students are always actively involved. Teachers can play a role in teaching students to find common solutions to problems encountered. This model is to be used on the grounds that sometimes Christian Education (PAK) teachers in teaching pay less attention to problems that are being experienced by students, Christian Education (PAK) teachers always prioritize the achievement of learning material, indeed it is true but student problems also needs to be completed, meaning that in teaching, space must be given to students to express their opinions, maybe when students express their opinions depart from problems that students are

⁴ Iris V Cully, *Dinamika Pendidikan Kristen*, BPK Gunung mulia, Jakarta cetakan 14 Tahun 2011, p. 101

⁵ Paul Suparno, *Guru Demogratias Diera Reformasi Pendidikan*, Grasindo, Jakarta, 2004 p.1 26

experiencing.⁶ If this is given space, then in fact, not only the learning materials for the Christian Education (PAK) teacher are achieved, but student problems are resolved which leads to student satisfaction, so that satisfaction results in growing faith towards maturity in God, through Jesus Christ with the guidance of the Holy Spirit.

The basic idea of using this model is that Christian Education (PAK) teachers are actually learning designers, implementing and evaluating results, so this model is thought to be able to develop learning that can help teachers in teaching lessons related to faith, but also students to be more mature in faith in every decision making answer. his life problem. This model will make it easier for teachers to teach students to think broadly and thoroughly, thoroughly, critically or comprehensively.⁷ so that positive things can lead to new positive understandings. The author wants to apply the time token type cooperative learning model. This format is believed to really increase the passion for quality learning and satisfying student learning outcomes. In principle, the cooperative learning approach of the time token type in PAK and Character requires optimal student activeness and participation so that students are able to change their behavior properly in their daily lives.⁸ *In other words, learning becomes more fun, and this is what Richard I Arends hopes in his book Learning To Teach that today's teachers are expected to help students construct their own knowledge and to be actively involved in their own learning.*⁹ This idea actually

provides a teaching style that empowers students to remain successful in their learning, but helps teachers expand their skills. So that the teacher is satisfied because the students are successful, the students are happy because they have new values. The thought above encourages the writer to be able to make it a time token type of cooperative learning model as a bridge to the success of the Christian Education (PAK) learning process and Character in Elementary Schools (SD).

The success of a learning process is illustrated by the results obtained after student learning reaches the predetermined standard of completeness but it is also more satisfied if students are able to live well because every problem that befell students can overcome which is solved through learning using the time token type. In grade V semester 1 the subject matter "God loves the world" is believed to be suitable using the time token type cooperative model.

Christian Education (PAK) Learning and Character, especially the subject matter "God loves the world" is a material that must in the interpreter require a real experience of life every day so that the material when presented is really accepted by students with reason. Based on the results of preliminary observations at elementary school students in participating in Christian Education (PAK) and Character learning, especially in the material God loves the world, the teacher uses the Cooperative Learning model. It is true that students are said to be successful, but there are also those who are not successful, even if it is only the standard of 75 (standard value/KKM) there are only one to 2 more (results are attached). This fact is what makes researchers interested. The aim is to increase the results better.

This study intends to apply a learning model including: development of a syllabus and a learning implementation plan (RPP) for the cooperative type of time token in Christian Education (PAK) and Character subjects in Class V, the material of Allah loves the world based on

⁶ Sardiman. *Interaksi dan motivasi belajar mengajar*, PT Raja Grafindo Persada, Jakarta 2005, p. 71

⁷ Sahertian, Pengaruh Bahan Ajar dan Gaya Belajar Terhadap Hasil Belajar Matakuliah Strategi PAK, Tesis 2003, p. 86.

⁸ Richard I Arends, *Learning To Teach (belajar untuk Mengajar)* buku satu edisi ke 7, Jokjakarta, Pustaka Pelajar, 2008, p. 36

⁹ Ibid

the background of the problems above, the problem formulation is as follows: "How to improve the learning outcomes of fifth grade students in the PAK subject and the character of the Matri Allah loves the world through the application of the time token type cooperative model? The Time Token learning model is one small example of the application of democratic learning in schools. A democratic learning process is a learning process that places students as subjects. They must experience a change in a more positive direction. From not being able to become able, from not understanding to understanding, and from not knowing to knowing. Throughout the learning process, student activities are the main focus. In other words, they are always actively involved. The teacher can play a role in inviting students to find solutions together to problems encountered. This model is used¹⁰ to train and develop social skills so that students do not dominate the conversation or be silent at all. The teacher gives a number of speaking coupons with a time of ± 30 seconds per coupon to each student. Before speaking, students hand over coupons to the teacher first. Each appear speaks of one coupon. Students can perform again after taking turns with other students. Students who have run out of coupons cannot talk anymore. Students who still have coupons must talk until all the coupons are used up.

Time Token Learning Model Steps:

1. The teacher explains the learning objectives / KD.
2. The teacher conditions the class to carry out discussions (cooperative learning / CL).
3. Each student is given a number of speaking coupons with a time of ± 30 seconds per coupon. Each student is given a number of grades according to the time used.
4. When the student has finished talking, the coupon held by the student is handed over. Each appear speaks of one coupon. Students can appear again after taking turns with other students.
5. Students who

have run out of coupons cannot talk anymore. Students who still have coupons must talk until all the coupons are used up

2. The advantages of the time token learning model :
 - Encourage students to increase their initiative and participation.
 - Students do not dominate the conversation or be silent at all.
 - Students become active in learning activities
 - Improve students' ability to communicate (speaking aspect)
 - Train students to express their opinions.

Cultivate the habit in students to listen to each other, to share :

- provide input and openness to criticism
- Teach students to respect the opinions of others.
- The teacher can play a role in inviting students to find solutions together to problems encountered.
- Does not require a lot of learning media. Lack of Time Token Model
- Can only be used for certain subjects.
- Cannot be used in classes with a large number of students.
- It takes a lot of time for preparation and in the learning process, because all students must speak one by one according to the number of coupons they have.
- Active students cannot dominate in learning activities

The time token learning model is a learning model that is used with the aim that students speak actively. In discussion learning, time tokens are used so that students actively ask questions in discussion. By limiting the speaking time for example 30 seconds, it is expected that students will get a fair chance to speak.

Action Hypothesis

The action hypothesis is a temporary answer in the form of action (action) on the formulation of

¹⁰ Arends, 1998

the problems specified in this classroom action research are:

"If the application of the time token type of coopectarification learning model in PAK and Character subjects runs effectively, then student learning outcomes will increase" can be accepted.

RESEARCH METHODS

1. Type of Research

The type of research carried out in this study is Classroom Action Research (PTK). Classroom action research includes qualitative research although the data collected may be quantitative in nature. Action research is different from formal research which aims to test hypotheses and build general theories. This research aims to improve, improve, performance. It is contestual in nature and the results are not to be generalized.

Types of Classroom Action Research (CAR) are set as follows:

- a) Research location: SD
- b) Research Subjects (sample): Students of Class V
- c) Study Material: God loves the world
- d) The media used
 - Video
 - Work sheet
- e) Semester / Academic Year: 2019/2020 Odd semester
- f) Circle. physical school: Rural
- g) Researcher's Name: Dr. Novita. Loma. Sah understanding. M, Th
- i) Research partners: PAK teacher and character
- j) Schedule / time of activity: adjusted to the school calendar

Kurt's model becomes the main reference for action research carried out in this study. The Concept of action according to Kunt Lewis consists of 4 main points: Planning, Action, Observation, and Reflection. The relationship between these four components as a cycle¹¹

¹¹Muklhis. A. Penelitian tindakan kelas,konsep, dasar danlangkah-langkah ,Unesa, Surabaya2011

Data collection technique

Data collection techniques in this study were obtained through observation and field data notes, interviews, test results and notes on the results of reflections / discussions conducted by researchers and research partners. The determination of these techniques is based on the availability of facilities and infrastructure and the capabilities of the researchers and research partners. Further descriptions of the data collection techniques are as follows:

Observation and field data records

Observation in field research (PTK) activities is an activity of observing the activities carried out by researchers while carrying out teaching and learning activities in class. The form of observation activities carried out in this field research (PTK) uses an open observation model. As for what is meant by open observation is that the researcher observes with the teacher recording everything that happens in class. The results of observations from teachers and researchers were then used as field data notes.¹²

Interview

In this Classroom Action Research (CAR), interviews were carried out by researchers and assisted by research partners to several students (as samples) who were involved in this Classroom Action Research (CAR).

Test results

The test result in question is the result in the form of a score obtained through the post test. These results can be used as a comparison between the results of the previous post and the results of the previous post.

Reflection notes

As for what is meant by notes on the results of reflection are notes obtained from the results of

¹² Ibid

reflections carried out through discussion activities between researchers and research teachers. The results of this reflection, apart from being used as material in the preparation of further action plans, can also be used as a means of knowing whether the objectives of this research activity have been achieved.

Analyst Data Techniques

Data analysis in this Classroom Action Research (CAR) was carried out from the start, meaning that data analysis was carried out step by step or cycle by cycle. This is in accordance with the opinion of Miles and Huberman in Rochiati Wiriaatmaja that "... the ideal model for data collection and analysis is one that interweaves them from the beginning."¹³ This means that the ideal model of data collection and analysis is one that alternates from the start. Data analysis activities will be carried out referring to Rochiati Wiriaatmaja's opinion,¹⁴ by doing reflection notes, namely thoughts that arise when observing and are the result of the process of comparing, linking or linking the data displayed with previous data. The description of the results of the implementation of the reflection is made in the form of a matrix to make it look clearer and easier to understand substantially. Here's an example of a matrix to use:

EXAMPLE OF DATA ANALYSIS MATRIX Cycle To

Tecnic	Implementation description	Analisis – Reflection
Pengumpulan Data	The results obtained	
Observation		
Interview		
Tes Result		

¹³ Wiriaatmadja, Rochiati, Prof.Dr. (2005). *Metode Penelitian Tindakan Kelas*. PPS UPI dan Remaja Rosdakarya; Bandung.p.139

¹⁴ Ibid 135-151

The descriptive column of the implementation and the results obtained will be filled with data on the description of the implementation of the observation activity itself (especially the obstacles in its implementation) and filled with data resulting from the implementation of data collection activities using this technique. While the analysis and reflection column is filled with data from the results of reflection and analysis carried out through discussion activities between researchers and research partners. The validity of the data has a high urgency, because the subjectivity of the researcher is very dominant so that it can easily influence the research process. The truth of reality in this study is found in classroom action which begins with planning, acting, observing, reflecting.

Jerrold E Kemp model learning¹⁵

This model is a frame of reference with the following steps:

- 1). Estimated teaching material requirements for designing a teaching program: states the objectives, constraints and priorities that must be known.
- 2). Choose a subject or task to carry out and indicate general goals
To be achieved.
- 3) Examine the characteristics of students that should receive attention during planning.
- 4). Determine the learning content and description of the elements of the task related to the goal.
- 5). State the learning objectives to be achieved in terms of the content of the lesson and the elements of the assignment.
- 6). Design teaching and learning activities to achieve stated goals.

¹⁵ Jerrold, *Proses Perancangan Pengajaran*, 1994. Bandung, IBT.p.24

7). Select a number of media to support teaching activities.

8). List the support services needed to develop and

carry out all activities and to obtain or make materials.

9). Prepare to evaluate learning outcomes and program outcomes.

DISCUSSION AND RESULT

The researcher tries to present the research data and analysis data which is described by the research cycle. The number of cycles of this research is 3 cycles. This is because the data from the two research cycles have provided a significant picture of the achievement of the research objectives. That is, the data obtained cycle by cycle shows an increase in student learning outcomes that contribute to this research. As the researcher has said, in the application of the time token type of cooperative learning model in PAK and Character subjects there are two parts that must be carried out, namely the first part which consists of planning until the learning process occurs before the classroom learning process occurs. In this section the researchers carry out before the cycle is carried out.

Part I

Haruru Christian Junior High School (SMP) is one of the junior high schools that has been using the 2013 curriculum since 2015. When researchers reported that the school was to be used as a research location, the researcher began conducting interviews with the Deputy Head of Rurriculum.¹⁶ there are even some subject teachers. Researchers get preliminary information before continuing by designing lesson plans, especially in the first part about the needs, goals, characteristics of students and the initial test that: The general objectives of Haruru Christian Middle School are: Through planning, implementation and evaluation that is

good, superior and correct will produce good resources. quality and able to compete in the world of education. Specific objectives are: Education held at Haruru Christian Junior High School, especially the Christian Education (PAK) lessons, among others¹⁷:

1. Teachers have the ability to prepare learning tools before teaching.

2. Teachers and students are motivated to manage teaching materials (LKS).

3. Teachers are passionate and active in implementing innovative learning models and face-to-face activities.

4. Teachers and students are able to take advantage of technological means to improve the quality of teaching processing (PBM).

5. Teachers and students are able to manage school management for effective assessment. The five goals above make Haruru Christian Middle School have needs.

One of the needs referred to is related to learning involving teachers and students. Based on the results of the conversation between the researcher and the principal¹⁸among others: a. We need additional study spaces to accommodate a large number of students. It is recognized that in recent years this need has begun to be answered with the help of several spaces from sponsors, but looking at the graph of the number of students from year to year, it is increasing. B. We need some additional subject teachers. in order to meet the quota for the comparison ratio of teachers and students. c. We need complete facilities and infrastructure to fulfill the needs of teachers and students, especially facilities to support the learning process such as complete libraries.¹⁹

The three points above require the researcher that actually the goals they have are to accompany

¹⁷ Interview with the school of curriculum 8/8/2018

¹⁸ Interview with the school of headmaster 8/8/2018

¹⁹ British Learning Association. *Quality mark profiles*. Retrieved August 10, 2005, from <http://www.british-learning.org.uk/qualitymark/pages/profiles.htm>

¹⁶ Ibid

both teachers, students and educational staff so that their efforts to maintain and advance Haruru Christian Junior High School both in terms of quality and quantity are increasing every school year. The enthusiasm and discipline that is carried out at school is the hospitality that is created as reflected in entering and leaving school. Students are welcomed by teachers, teachers and students get a welcome and welcome home from school. Researchers assume that with an application like this, both teachers and their students will be disciplined and loyal and the responsibility will be shown when they are in school making the learning process in class even more enjoyable. The characteristics of students at Haruru Christian Middle School show that on average students have abilities²⁰ :

□ Economically in the middle category. Not too poor, not too rich in terms of parents' income. There are civil servants, military, businessmen, farmers even fishermen. This means that even though parents' work may be mediocre, they always support their children's activities at school, especially in the learning process. This can be seen when there are student assignments that always prepare well.²¹

□ Faith Side. There are students who are Muslim. The principal's admission that there are habits created by students of other religions must be protected and guarded by Christian students (many protect a little). Religious education that is obtained is Christian Education(PAK) and Character.

The two sides above represent the characteristics of students at Haruru Christian Middle School.

²⁰ Interview with the school of teachers 8/8/201821 /8/ 2018

²¹ Laszlo, A., & Castro, K. (1995). Technology and values: Interactive learning environments for future generations. *Educational Technology*, 35(2), p.13.

The researcher concludes from the first part above, among others:

1. The objective is to encourage both teachers and students to remain there and adopt creative, active and innovative ways of learning. This is in accordance with the mandate of the 2013 curriculum but also the longing of Jerrold E Camp which gave birth to this learning model. He missed that the learning process that occurred was an active, creative process for both teachers and students.

2. The need to lead teachers and students to remain optimistic and enthusiastic in carrying out their respective responsibilities while waiting for the realization of their needs. This is in line with the vision of "quality, efficient and devoted"

3. Characteristics of students show their readiness to accept learning in a day of patience and humility, especially tolerating fellow friends who do not share their beliefs.

The researcher concluded that the first part of the research results referred to several things:

1. Based on the need, characteristic objectives and preliminary tests through the results before clearly bridging the researcher to carry out the second stage using PTK which applies cycles in the class.

2. Researchers feel facilitated by the first part of the data, especially in planning, taking action to the evaluation stage.

Part II

The learning process in the classroom includes the planning stage, by making and preparing lesson plans. The implementation of multiple teaching actions in the classroom and the assessment stages are arranged in cycles such as the following:

1. Cycle I

The learning tools in the classroom are used in this cycle. The syllabus and lesson plans used are reflective syllabus results at the planning stage between the researcher and the research partner. The syllabus used can be seen in appendix 3, while the lesson plans in cycle 1 can be seen in appendix 4. In this cycle, the learning of faith and hope with indicators: Being grateful for himself is given faith in Jesus Christ, explaining the meaning of living in faith and maintaining faith.

The following describes the main steps for learning activities at this stage, namely as follows:

1. Students in each group are assigned to read the Bible passage Hebrews 11, 1 James 2:17, 2 Timothy 4: 7, discuss together in groups.
2. Students give reasons why many people still live in violence, are selfish, greedy and give up / lose hope.
3. Students give their opinion what faith is.
4. Students explain how faith grows.
5. Students who do not understand the group's answers may ask the teacher (Clarification)
6. Finally, students present their work on the material teaching (LKS) to other groups.
7. The teacher responds to the student's answer, the student notes the teacher's improvement.
8. Finally collect the worksheets
9. The teacher gives conclusions and the activity is closed by responding to the teacher's explanation by clapping his hands, as well as singing and leading prayers

Research data in the form of field data (interview results) can be seen in the attachment

Collection Techniques Data	Description of implementation and the results obtained	Analysis – Reflection
Field observations and data	Observations were made by research partners. The results obtained are: a) Most of the students seem to be active in participating in learning activities because the teacher does teaching and learning activities which can empower students' own abilities	Reflection is carried out by means of discussions between researchers and research partners. This discussion discuss the data obtained through observation (field data), interviews
	b) The activeness of some students in learning activities can be seen from the question and answer activity	The results of the reflection at this stage conclude
	1) Develop in an orderly manner with good answers, even learning media supports the learning presented, in responding to answers and responding to other groups' answers, not emotion. 2). Even though the activeness of some students was evident, the quality of the answers of some students was still not good. 3). Learning media made are	The quality of learning still needs to be improved, through: a). It is better if the questions asked are in good and correct language and are easy to understand according to the developmental age of the students. b). Giving rewards or reinforcement needs to emphasize student learning

	<p>quite varied and easy to understand by children (familiar) so that it stimulates student activity. Some things that still seem less than optimal in this cycle are:</p> <p>4). In certain students, sometimes they are afraid to ask questions and even give answers, they still look stiff and even afraid.</p> <p>5). Students need preparation, therefore assignments need to be given before (at least what will be presented next week is assigned to read so that maturity in preparation narrows down shortcomings and fears later)</p> <p>6). Motivation needs to be increased through giving rewards (gifts) to students in the form of words and in other forms.</p>	<p>motivation.</p> <p>c). Students should be informed about the subject matter to be discussed a week earlier or at the previous meeting.</p>
Interview	<p>In general, respondents stated that activities learning like this keeps them motivated, but sometimes there is tension and fear of being questioned or</p>	

	<p>asking. This fear is caused by what they feel in their daily lives, they always remember, especially about the application of faith.</p>	
Tes Result	<p>Total number of students 28 people, with a critical completeness study with a value of 75, 20 people have reached the pass mark (a grade above or equal to 75), while the rest still have a score below the pass mark. Of the 20 students who passed, even 13 of them had reached the passing standard (value equal to or above 80)</p>	

The temporary conclusion that can be obtained from the results of the data analysis is that

1. In terms of the process and learning outcomes, it has shown activity to increase motivation and student learning outcomes
2. In terms of the teacher itself, it can be seen that there is a process of optimizing the task by providing the best possible learning.
3. In an effort to improve the learning process even though there has been an increase in quality, there are still several things that need improvement including:

a). Presentation of questions is as good as using lighter language, in the sense that it is easy for students to understand

b). The need for giving rewards or strengthening in order to increase student motivation.

c). Students should be informed about the subject matter to be discussed a week earlier or at the previous meeting.

Based on the foregoing, the researcher and the research partner prepare a lesson plan for the next meeting by taking into account the above findings.

2. Cycle 2

In this second cycle, God's learning material continues to work in human life with indicators of the experience of visiting a baptized brother, the meaning of baptism and the execution of baptism. The implementation of the learning process in this cycle uses the lesson plans that have been made based on the agreement on the results of the reflection in cycle 1 (RPP Cycle-2 can be seen in attachment 6). The main learning steps at this stage are as follows:

1) Students are directed by the question of who has faith.

2) Collect students' opinions and explain KD and GPA the meeting takes place.

3) Students are divided into groups and ask students to discuss

- Evidence of maintaining faith
- Faith in everyday life (home, school and community)
- How faith grows
- Determine the character of the Bible character who has faith

4). Students are given worksheets and direct students to work on worksheets ..

5) Give the group the opportunity to present their work and allow other groups to respond to presentations.

6) Give reinforcement to the opinions expressed in the discussion

The data from the researchers' interviews with students can be seen in appendix 7. Based on this data, the researcher and research partners tried to make a summary matrix of research data cycle-2 and the results of the analysis, as shown in the following table:

The temporary conclusion that can be obtained from the results of the data analysis is that learning activities using the Jerrold E Camp learning model with a variety of media prepared are effective in improving student learning outcomes. Based on the provisional conclusions in cycles 1 and 2 it can be concluded that:

The action hypothesis in research is acceptable.

CONCLUSION

Based on the results of the implementation of classroom action research with the title application of the Jerrold E camp learning model on PAK and character subjects in junior high schools, especially at Hauru Christian Middle School in class VIII which lasted for 2 research cycles, it can be concluded:

1. The objectives, needs, characteristics of students and the initial test are the first part of the Jerrold E Camp model which needs to be known before the learning process occurs in the classroom which will make it easier for teachers to design, implement and evaluate students.
2. During the CAR, the efforts to implement the Jerrold E Camp model were carried out well. The implementation activities with the application of the Jerrold E Camp model were quite effective in increasing motivation and enthusiasm and increasing student learning outcomes.
3. The action hypothesis is accepted.

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