

## **THE INFLUENCE OF INTEREST IN LEARNING USING THE TIME TOKEN LEARNING MODEL ON MANAGEMENT LEARNING OUTCOMES**

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### **ABSTRACT**

In the teaching and learning process, of course, there are many things that need to be considered by a teacher to ensure the teaching and learning process becomes smooth and achieves the target learning objectives. One of the things that need to be considered is how a teacher can influence the interest in learning from the students taught. With a teacher able to increase the interest in learning of a student, of course, the learning process will be more effective because students will feel more enthusiastic in seeking knowledge that makes them interested. The way that a teacher can do to increase the interest in learning students is through the use of learning models. There are various kinds of existing learning models that can be used by teachers to increase interest in learning and stimulate students' thinking skills, one example of an existing learning model is the time token learning model. The time token learning model itself is a learning model that is suitable for making students more active in class and making them able to think more critically. So this is expected to be able to affect learning outcomes positively.

**Keywords:** Learning Interest, Learning Model, Learning Outcomes, Time Token.

### **INTRODUCTION**

Along with the times, many things have developed rapidly because humans always go through learning. All aspects of life have been studied in order to develop what humans have today to achieve a better life. So it can be said that knowledge is very important in the development of an era. For this reason, the learning process is also something that needs to be experienced by every human being. In the process of development, learning has also become more different than in the past due to the development of science and technology (Science and Technology). The development of science and technology has also affected how a teacher teaches his students. Now, there are many known types of learning models that a teacher can use in the learning process. In the learning process, of course, it must be interactive and fun to motivate students to be active in learning and provide enough space for student creativity to develop according to the talents and interests of these students (Mulyani, 2013). Interest is always an important aspect when someone wants to pursue an activity because with interest in an activity carried out will be carried out more effectively. According to Lilawati in (Zusnani, 2013) argues that interest is a deep concern and followed

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by feelings of pleasure towards an activity so that the activity is carried out with self-will. Interest means that it can influence one's will to some extent in doing something so many people need to interest others in achieving what is their goal. In this case, the role of interest can be felt in the learning process. According to (Shaleh & Wahab, 2004) said that interest can be interpreted as a tendency to pay attention and act on activities or situations that are the object of interest accompanied by feelings of pleasure. Within these limits there is an understanding that in interest there is a convergence of the subject's attention, there is an effort to know or master the subject which is done with a feeling of pleasure because there is an attraction from the object.

Then according to (Sudjana, 2013) learning is essentially a process of interaction with all situations around individuals. Learning can be viewed as a goal-directed process and a process of acting through various experiences. Learning is also a process of seeing, observing, and understanding something. Learning activities are carried out by two people, namely teachers and students. Teacher behavior is teaching and student behavior is learning. After discussing the understanding of interest and learning, it can be seen that interest in learning is the emergence of feelings of student interest in learning that make students feel curious and master the learning material so that from the learning process will bring changes to student knowledge and skills. Thus the interest in learning will help students to be interested in the subject matter presented and make the objectives of the learning process will be achieved. From this explanation, it can be seen the big role that interest in learning has so that teachers need to present interesting learning material to stimulate student interest in learning. There have been many studies that carry about interest in learning and argue that interest can affect existing learning outcomes. So that this will certainly be the attention of an educator in carrying out the existing learning process in order to achieve learning objectives. You can imagine what will happen if a student is not interested in learning. These students will not want to participate in learning activities and make them unable to absorb knowledge properly. In order to increase student learning interest, there are many ways that an educator can do to influence interest in learning. By increasing interest in learning, of course, educators also hope that student learning outcomes will be better. According to (Radiman, 2016) learning outcomes are influenced by the quality of the learning itself. One of the factors that determine the quality of learning is to use the right learning model with the material taught. There are various types of learning models, one of which is the time token learning model.



**Figure 1.** Time token learning atmosphere

The time token learning model is a learning model that aims to convey the opinions of students so that students will be more active in learning and achieving learning goals. The time token learning model can be an option for a teacher to develop the way of thinking of students and increase learning motivation so that it will increase interest in learning and thus increase the chances of achieving even better learning outcomes. With this learning model, students will learn how to think critically in facing a problem, practice speaking skills when expressing opinions and ensure that no student will be passive in learning. Thus, using this learning model will make educators know whether the material delivered to students has been mastered or not. If the material presented has not been mastered by students, then educators can evaluate the learning process so that learning objectives are still achieved.



**Figure 2.** Students form discussion groups for time tokens

Each learning model certainly has its own advantages and disadvantages, as well as the time token learning model. The advantages of this learning model are that it is useful for students in developing speaking skills and critical thinking skills, making the teaching and learning process more active by attracting the participation of each student, teaching students to express their opinions, respecting the thoughts of others and combining thoughts together in solving a problem. While the drawback is that it is difficult to use in students with a large scale because the more students who participate, the more time it will take to finish when each student is required to express their own opinions. In addition, this learning model also cannot be used for all subjects but only certain subjects. In this learning model also tends to be more beneficial for students who are usually passive because it emphasizes them to be more active in learning and limits students who are usually actively learning to express their opinions.

## METHOD

The method used in this study is a descriptive qualitative research method, namely library research. Where literature research is a research activity carried out by collecting information and data with the help of various kinds of materials in the library, such as reference books, similar previous research results, articles, notes, and various journals related to the problem to be solved. Activities are carried out systematically to collect, process, and conclude data using certain methods/techniques to find answers to the problems faced (Sari & Asmendri, 2020). If quantitative research is research that is objective, tests theories, is generalizing, and testing hypotheses in a statistical way. Thus, qualitative

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research emphasizes more on in-depth understanding of a problem or examining problems on a case-by-case basis, the nature of one problem will be different from the nature of other problems (Prasetia, 2022). In other words, quantitative research measures objects by a calculation, by numbers, percentages and statistics. Meanwhile, qualitative research does not emphasize quantum or quantity, so it emphasizes more on the aspect of quality naturally because it involves understanding, concepts, values and characteristics inherent in the object of research.

### RESULTS and DISCUSSION

(Slameto, 2003) states that interest in learning is one of the biggest factors in influencing learning outcomes because if the subject matter studied is not in accordance with the interests of the student then students will not be able to learn well. Learning that is accompanied without interest, students will be lazy and will not get satisfaction in participating in learning. Thus, if an educator is able to attract students' interest in learning, it will be able to stimulate the desire to learn so that the desired learning goals will be achieved. Conversely, if student interest becomes reduced when learning it will affect the objectives in learning. That is why teachers need to arrange learning designs that are able to attract student learning so that the learning outcomes can be effective. By influencing students' interest in learning, educators can increase student interest and of course students will be more enthusiastic in carrying out the learning process. Students will be more active in learning activities by being more diligent to educators and more actively seeking other information about the material presented. Students who lack interest in the learning process tend to make the learning process less effective which is then accompanied by the use of learning methods that do not stimulate students to question and answer to the educator on the material learned so that the educator does not know whether at the time the material is taught students have understood the material delivered or not. Some students lack the desire to ask questions about material they do not understand or ask educators to explain more slowly so that educators are also less able to determine students understand the material that causes learning other material to continue. This is certainly a problem for students who do not understand the material just learned but have continued to learn the next material. Thus, an educator should be able to determine what learning model can help in increasing student interest in learning and can find out the extent of his students' ability to understand the material presented. Because the right learning model will determine the effectiveness in the learning process which will then improve learning outcomes (Gayatri & Bahar, 2017). One example of a learning model that can attract student learning interest and make students more active in learning is the time token learning model. The time token learning model is a learning model that makes students required to answer questions with a predetermined duration of time according to the speaking coupons they have. Thus through this speaking coupon students will learn more actively and learn to think critically which will then improve student learning outcomes better.



**Figure 3.** When students are delivering responses within a predetermined time duration

Each learning model must have its own disadvantages and advantages. For the time token learning model, the disadvantage of this learning model is that it is difficult to use in students with a large scale because the more students who participate, the more time it will take to finish when each student is required to express their own opinions. In addition, this learning model also cannot be used for all subjects but only certain subjects. In this learning model also tends to be more beneficial for students who are usually passive because it emphasizes them to be more active in learning and limits students who are usually actively learning to express their opinions. As for the advantages of this time token learning model is that the time token learning model is a learning model that is very useful for students in developing speaking skills and critical thinking skills. In addition, the time token learning model makes the teaching and learning process more active by attracting the participation of each student in answering questions so as to prevent students from becoming passive in learning which is usually often experienced by teachers in teaching. This learning model can also teach students to express their opinions, respect the thoughts of others and combine thoughts together in solving a problem. Finally, time tokens can also be a measure of students' ability to understand the material delivered by the teacher.



**Figure 4.** Test students after using a time token learning model

From this explanation, it can be known how the role of interest in learning in improving student learning outcomes. There are many factors that can affect the learning outcomes of a student, one of which is to determine what learning model will be used to deliver the existing material. With the use of many variations in learning models, students will not feel bored and more interested in the learning process so that it will improve learning outcomes and then achieve learning goals.



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**Figure 5.** Teachers can give praise for responses submitted by students

After educators have chosen a suitable learning model to increase interest in learning, educators also need to ensure the learning model used is in accordance with the learning material delivered. This time token learning model is suitable for management subjects. By using this learning model, educators will know the extent of student knowledge of the material presented.

### CONCLUSION

The use of the time token learning model can be an alternative for education to increase student activeness and interest in learning. In addition, this learning model also makes it possible to find out the extent of students' understanding of the material presented. In addition to educators, this journal article can also be a reference for other researchers in their research using different indicators.

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