

# The Implementation of the Time Token Arends Model in Civic Education Learning in Developing Students' Democratic Attitudes

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**Abstract**—This research is motivated by the number of students who experience problems in the learning process of the Civic Education learning, specifically in terms of the lack of students' democratic attitudes. The aim of this present study was to acquire a comprehensive description in relation to the development of students' democratic attitudes in Civic Education learning using the Time Token Arends model. This study employed a mixed method approach and classroom action was specifically used as the research method. The instruments used in this study covered observation, interviews, field records, documentation, and self-assessment scale of students' democratic attitudes. The findings of this study were: in cycle 1, the students' democratic attitudes were categorized inadequate with the percentage of 42.4%. In this cycle, in terms of the indicators of having courage to voice opinions, ask questions, and answer questions, the students were considered adequate. In fact, there were some students who had courage to voice their opinions even though they were also still shy and in need of the teacher stimulus. On the other hand, in cycle 2, the students' democratic attitudes underwent progress with the percentage of 87.9%. Therefore, the students here were categorized as good.

**Keywords**—time token arends model; democratic attitude; civic education learning

## I. INTRODUCTION

In general, education is regarded as a gate of human civilization. As a consequence, every human being in fact is in need of education since the age of childhood. However, education today still more concerns primarily on knowledge as the main objective. In fact, it is undeniable that there are many other aspects that are more important than knowledge, such as attitudes and behavioral skills. As an illustration, students learn about democracy in school yet some of them still do not have the awareness of appreciating their friends who are voicing their opinions in front of the class, have difficulties to cooperate in group, and have lacks of courage to voice opinions.

Democracy education is viewed as a systemic and coherent concept of education consisting of an understanding of the desires, concept values, and principles of democracy through

democratic social-cultural and psycho-pedagogical interactions, and it is oriented to systematic and systemic efforts in order to establish a better democratic life in the future [1]. According to Gandal and Finn democracy education is often regarded as "... taken for granted or ignore" [2]. In the other word, democracy can take place by itself or even be totally obliterated. In order to deal with this issue, democratic learning should be taught in the student's life environment, including family, school, and community environments.

As a means of democracy education, schools are encouraged to offer a learning process in order to establish democratic understanding in a democratic atmosphere.

Based on the results of preliminary observations conducted by the researchers, it looked clear, especially when the learning process took place during the group discussion session. In fact, many students relied solely on one or two group members who are considered more diligent and smarter to do the assignments.

Coming from those reasons, as one of the efforts to develop students' democratic attitudes, teachers can implement the Time Token Arends learning model. This learning model is considered as one small example of the implementation of democratic learning in schools [3].

## II. RESEARCH METHODS

An approach in research is defined as ways or steps in a certain order in order to achieve the right knowledge. Creswell postulates three research approaches, covering quantitative approach, qualitative approach, and mixed methods approach [4].

Based on the definition of several research approaches, in this study, the researchers employed a mixed approach. With respect to this present study, the qualitative approach was used to account for descriptively the problems in the classroom in the form of teacher problems, the implementation of the Time Token Arends model, and a description of the development of democratic attitudes during the learning process. On the other hand, the quantitative approach is merely in the form of simple

statistics utilized to present the development of students' democratic attitudes from one cycle to the other one.

In relation to this study, the Classroom Action method was employed in order to deal with and handle the problems of Civics learning, specifically in terms of the lack of students' democratic attitudes. The action (treatment) used to deal with this issue was by implementing the Time Token Arends learning model. In practice, this study consisted of two cycles along with the stages in the form of planning, action, observation, and reflection that were carried out repeatedly in order to achieve the objectives of the study, specifically in improving the learning process in the classroom.

### III. RESEARCH RESULTS AND DISCUSSION

#### A. The Planning of Time Token Arends Model Implementation in Civic Education Learning

The planning of this present study cannot be separated from the pre-learning activities in order to discover the problems faced by the teachers and students during the Civic education learning process. Several steps have been set to arrange the learning plans using this Time Token Arends model. First, the researchers examined the 2013 curriculum syllabus. In general sense, syllabus is viewed as a systematic set of learning and assessment implementation plans that contain the interrelated components to master the basic competencies.

Second, the researchers arranged a Lesson Plan (RPP) for each research cycle. In the lesson plan, there were some components consisting of the Core Competence (*Kompetensi Inti*), the Basic Competencies (*Kompetensi Dasar*), the to-be-achieved characters, the learning objectives, the learning materials, the learning media, the learning resources, the learning and assessment steps. Joseph and Leonard stated that "teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has no idea what to do and how to do it" [5]. In other word, it is believed that teaching without adequate written planning is carelessness and will result in ineffectiveness in learning because of the teacher.

Third, it is important to prepare questions for each group as materials for student discussion that are in line with the learning materials. These learning materials include the meaning of the order of laws and regulations, and, for the next meeting, the process of drafting laws and regulations (the 1945 Constitution of the Republic of Indonesia, MPR Decree, Law - Regulation / Government Regulation in Lieu of Laws, and Government Regulations). Fourth, the researcher prepared the media that will be used in the Time Token Arends learning model, such as Power Points containing the learning materials in each cycle and the participation cards or talking cards in the form of colorful fruits.

#### B. The Implementation of the Time Token Arends Model in Civics Education Learning

In order to develop democratic attitudes of students, the researchers employed the Time Token Arends model in Civic Education learning which consisted of two cycles. The student activities during the implementation of Civic Education

learning using the Time Token Arends model were presented in the following figure.

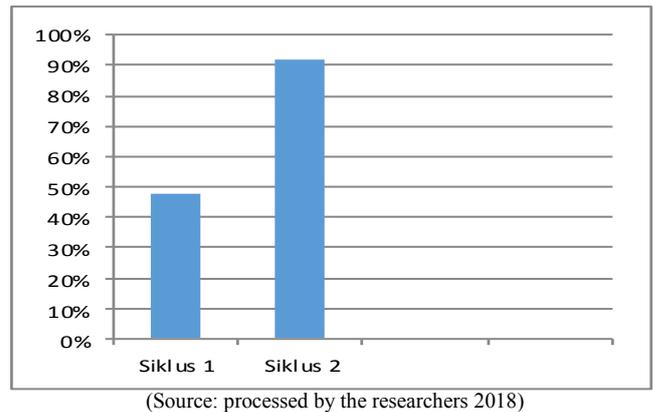


Fig. 1. The Assessment of Learning Activities towards Student Activities.

Information:  
 76 - 100 % = Good  
 51 - 75 % = Adequate  
 ≤ 50% = Inadequate [6]

Based on the figure above, it can be identified that the student activities during the learning process using the Time Token Arends model showed a continuous progress in each cycle. In cycle 1, the student activities were categorized inadequate with the percentage of 47.9%. Then, in cycle 2, the student activities were categorized as good with the percentage of 91.7%. The learning process that starts from the initial activities, the core activities, and the closing activities showed a good participation and response from the students.

In its implementation, the Time Token Arends model employed in this study required participation card media as a tool to express, ask, and answer questions. In fact, it is in accordance with the steps of the Time Token learning model postulated by Huda as follows [7]:

- The teacher explains learning objectives or basic competencies;
- The teacher arranges the class to carry out the discussion;
- The teacher assigns the students with some assignments;
- The teacher gives a number of talking coupons with a time of ± 30 seconds per coupon for each student;
- The teacher asks the students to submit the coupon in advance before speaking or giving comments. One coupon is used for one chance to speak. Students can take the second turn after taking turns with other students. The students who have their coupons empty cannot talk anymore. The students who still hold coupons must talk until all of the coupons are used up. It should be repeatedly so until all children speak;
- The teacher gives a number of scores based on the time each student spends in speaking (p.240).

Based on the Time Token Arends learning model syntax, the students in this case, acted as learning subjects so that the learning process was student-centered. Moreover, through this learning model, the students could explore their knowledge in order to complete the tasks and deal with the problems given by the teacher in group. In addition, the students were guided to have courage to voice their opinions logically by promoting mutual respect and providing opportunities to speak to other students. Therefore, this learning process is categorized as one example of the implementation of a democratic attitude.

Through the implementation of this Time Token Arends learning model, the students can participate more and have courage to voice their opinions, ask or answer questions, without being dominated by one or several students. As a result, the democratic learning can be easily realized.

This Time Token Arends learning model supports the Civic Education mission as a means of establishing democracy education. In fact, it is in line with the concept of democracy education according to Winataputra as a systemic and coherent concept of education that includes an understanding of the desires, concept values, and principles of democracy through democratic social-cultural and psycho-pedagogical interactions, and is oriented towards systematic and systemic efforts to establish a better democratic life in the future [1]. Therefore, democracy education can be taught in class through democratic Civic Education learning.

#### *C. The Results of Students' Democratic Attitudes after Using the Time Token Arends Model*

In the classroom action research conducted by the researchers using the Time Token Arends model, the accomplishment of this present can be viewed from the development of students' democratic attitudes in the grade VIII-D of SMP Laboratorium Percontohan UPI Bandung.

Based on the results of the observations, it is obvious that the implementation of the Time Token Arends learning model can develop students' democratic attitudes. In cycle 1, the students' democratic attitudes were categorized as inadequate with the percentage of 42.4%. In this cycle, based on the indicators of having courage to voice opinions, and asking or answering questions, the students were considered adequate. As an illustration, there were some students who had courage to voice even though they were also still shy and in need of the teacher stimulus. On the other hand, in cycle 2, the students' democratic attitudes underwent progress with the percentage of 87.9%. Therefore, the students here were categorized as good.

The Time Token Arends learning model is one small example of the implementation of democratic learning in schools [3]. As a consequence, it is expected that the Time

Token Arends learning model can be an alternative solution that can be employed by teachers to conduct classroom learning activities in order to establish the students' democratic attitudes.

In this case, the democratic attitudes consist of having courage to voice opinions, ask questions, or answer questions, and respecting other students in voicing opinions through listening, sharing, giving suggestions, giving opportunities to speak to others, not imposing opinions and being open to suggestions and criticisms. This democratic attitude is a tendency to act in accordance with the democratic values postulated by Zamroni including tolerance, freedom of expression, respect for differences of opinion, understanding diversity in society, openness and communication, upholding values and human dignity, confidence, independence, mutual-respect, self-restraint, togetherness, and balance [8].

#### IV. CONCLUSION

Based on the results and discussion in this present study, it can be concluded that the implementation of this Time Token Arends model in Civic Education learning can develop students' democratic attitudes. In fact, it can be viewed based on the development of democratic attitudes of each cycle including: 1) having courage to voice opinions, ask questions, and answer questions; 2) thinking critically and logically; 3) respecting the different opinions of the others; 4) not interrupting the talks of others; and 5) paying attention to friends and teachers who are talking.

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