

## RINGKASAN

Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen yang dilakukan terhadap siswa kelas XI IPS SMAN 2 Cilacap. Penelitian ini dilatarbelakangi oleh rendahnya nilai rata-rata siswa kelas XI IPS pada mata pelajaran ekonomi. Tujuan penelitian ini adalah untuk menganalisis perbedaan dan pengaruh penggunaan model pembelajaran kooperatif tipe *time token* terhadap keaktifan dan hasil belajar siswa kelas XI IPS pada mata pelajaran ekonomi. Penelitian dilaksanakan pada tahun ajaran 2022/2023 di SMAN 2 Cilacap.

Metode penelitian yang digunakan adalah *Quasi Experimental Design* dengan bentuk *Nonequivalent Control Group Design* yang pada prosesnya menggunakan kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini berjumlah 142 responden yang merupakan jumlah keseluruhan siswa kelas XI IPS di SMAN 2 Cilacap. Adapun teknik pengambilan sampel yang digunakan yaitu teknik *Purposive Sampling* di mana penentuan sampel didasarkan atas kriteria-kriteria tertentu, sehingga diperoleh 70 responden yang merupakan siswa kelas XI IPS 2 dan XI IPS 4 yang akan diuji dengan menggunakan instrumen berbentuk angket keaktifan sebanyak 19 soal dan pilihan ganda sebanyak 15 butir pertanyaan.

Hasil penelitian menunjukkan bahwa pertama, terdapat perbedaan keaktifan belajar siswa kelas XI IPS di SMAN 2 Cilacap yang diajarkan dengan model pembelajaran kooperatif *time token* dengan model pembelajaran ceramah. Kedua, terdapat perbedaan hasil belajar siswa kelas XI IPS di SMAN 2 Cilacap yang diajarkan dengan model pembelajaran kooperatif *time token* dengan model pembelajaran ceramah. Ketiga, terdapat pengaruh positif model pembelajaran kooperatif tipe *time token* terhadap keaktifan belajar siswa kelas XI IPS pada mata pelajaran ekonomi di SMAN 2 Cilacap. Keempat, terdapat pengaruh positif model pembelajaran kooperatif tipe *time token* terhadap hasil belajar siswa kelas XI IPS pada mata pelajaran ekonomi di SMAN 2 Cilacap.

Implikasi penelitian ini yaitu guru dan sekolah dapat meningkatkan keaktifan dan hasil belajar siswa dengan menciptakan atmosfer pembelajaran yang menyenangkan, tidak monoton, dan meningkatkan partisipasi siswa. Upaya tersebut dapat dilaksanakan dengan menerapkan model pembelajaran kooperatif tipe *time token* dalam proses pembelajaran. Hal ini didasari hasil penelitian yang menyatakan bahwa model pembelajaran tersebut mampu meningkatkan keaktifan dan hasil belajar siswa.

Kata Kunci: Model Pembelajaran, *Time Token*, Keaktifan Belajar, dan Hasil Belajar

## **SUMMARY**

*This research is a quantitative research with experimental method conducted on students of class XI IPS SMAN 2 Cilacap. This study was motivated by the low average value of students in class XI IPS in economics subjects. The purpose of this study was to analyze the differences and influence of the use of time token type cooperative learning model on the activeness and learning outcomes of XI social studies class students in economics subjects. The research was conducted in the 2022/2023 academic year at SMAN 2 Cilacap.*

*The research method used is Quasi Experimental Design with the form of Nonequivalent Control Group Design which in the process uses experimental classes and control classes. The population in this study amounted to 142 respondents which is the total number of XI social studies class students at SMAN 2 Cilacap. The sampling technique used is Purposive Sampling technique where the determination of the sample is based on certain criteria, so that 70 respondents are obtained who are students of class XI IPS 2 and XI IPS 4 who will be tested using an instrument in the form of a questionnaire as many as 19 questions and multiple choice as many as 15 questions.*

*The results showed that first, there was a difference in the learning activeness of students in class XI IPS at SMAN 2 Cilacap who were taught with a time token cooperative learning model with a lecture learning model. Second, there is a difference in learning outcomes of XI social studies students at SMAN 2 Cilacap who are taught with time token cooperative learning model with lecture learning model. Third, there is a positive effect of time token cooperative learning model on the learning activeness of XI social studies students in economics subject at SMAN 2 Cilacap. Fourth, there is a positive effect of time token cooperative learning model on the learning outcomes of XI social studies class students in economics at SMAN 2 Cilacap.*

*The implication of this research is that teachers and schools can improve student activeness and learning outcomes by creating a learning atmosphere that is fun, not monotonous, and increases student participation. These efforts can be carried out by applying the time token type cooperative learning model in the learning process. This is based on the results of research which states that the learning model is able to improve student activeness and learning outcomes.*

*Keywords: Learning Model, Time Token, Learning Activity, and Learning Outcomes*