

# Comparison Study of Time Token and Numbered Head Together Learning Models to Improve Student Life Skills by Looking at the Assignment of Projects and Portfolio in Economics Subject of X Grade at SMA Muhammadiyah 2 Bandar Lampung

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**Abstract --** This study aims to determine the significant difference in students life skills between students whose learning uses time tokens and numbered head together learning models by looking at the assignment of projects and portfolios in economics subject of X grade at SMA Muhammadiyah 2 Bandar Lampung. This research uses quasi-experimental method with a comparative approach. The population in this study are all students of X grade at SMA Muhammadiyah 2 Bandar Lampung. There are 165 students consisting of 5 classes. The sampling technique used in this study is cluster random sampling technique obtained by X grade of social one with 33 students and X grade of social two with 34 students. The results showed that there were differences in life skills between students whose learning used the Time Token learning model and the Numbered Head Together learning model in Economics subject. There were differences in life skills between students given project assignment techniques and students given portfolio assignment techniques in economics subjects. There was an interaction between learning models with the assignment of life skills in economics subjects. Life skills of students taught using the Time Token learning model were higher than those taught using the Numbered head together learning model for students given project assignments in economics subjects. Life skills of students taught using the Numbered Head Together learning model were higher than those of students taught using the time token learning model for students given portfolio assignments in economics subjects. Life skills of students given project assignments were higher than portfolio assignments for students whose learning uses the Time Token learning model in economics subjects. Life Skills of students given portfolio assignments were higher than project assignments for students whose learning uses the Numbered Head Together learning model in Economics.

**Keywords:** Time Tokens, Numbered Head Together, Life Skills, Project Assignments, Portfolios.

## I. INTRODUCTION

Education is a conscious effort to grow the potential of Human Resources (HR) through learning activities. There are two concepts of education related to each other, such as learning and learners (instruction). The concept of learning is rooted in the part of the students and the concept of teaching is rooted in the part of the educator.

Life skills are the skills needed by people to be successful in their lives (Samani, 2007: 70). Yamin defined life skills as the ability and courage to face life's problems then proactively and creatively seek and find solutions to overcome them (Yamin, 2013: 282). Therefore, schools as educational institutions must equip each student with the provision of life skills.

According to Hidayanto in Anwar (2012: 5) the four pillars of learning consist of: (1) knowledge, (2) skills, (3) independence, and (4) ability to adapt and cooperate. The four pillars are the pillars of learning that must be the basis of every formal educational institution as well as non-formal education and informal education in organizing learning activities aimed at the actual learning outcomes needed in human life. In line with this opinion, schools as educational institutions should improve and balance physical skills (hard skills) and mental abilities (soft skills), so that a life skill education concept needs to be inserted in learning.

The Ministry of National Education in Anwar (2012: 28) divided life skills into 4 types:

1. Personal skills that include self-awareness and thinking skills
2. Social skills
3. Academic skills
4. Vocational skills

According to Ibrahim (2005: 15) the Time Token Model was a special activity carried out by a teacher in cooperative learning by using cards to talk, Time Tokens can help sharing the role more equally with each student.

In NHT learning according to Huda (2014: 203-204) there were several steps that must be done, as follows, (1) Teacher prepares lesson plans, (2) Group formation is adjusted to the NHT type of cooperative learning model. The teacher divides students into groups of 5-8 students. The teacher gives a number to each student in the group and the name of a different group, (3) Discussion of problems in doing group assignments, each student thinks together to describe and make sure that everyone knows the answers to the questions that have been given by the teacher, (4) Calling member numbers or giving answers, the teacher calls a number and students from each group with the same number raise their hands and prepare the answers to students in class, (5) give a conclusion, the teacher gives a conclusion or final answer to all questions related to the material presented.

The formulation of the problem in this study are:

1. Is there any difference in life skills between students whose learning uses the time token learning model and students whose learning uses the NHT learning model in Economics subject?
2. Is there any differences in life skills between students given project assignment techniques, and students given portfolio assignment techniques in Economics subject?
3. Is there any interaction between learning models with the assignment to life skills in Economics subjects?
4. Is the life skills of students whose learning uses the time token learning model higher than students taught using the NHT learning model for students given project assignments in Economics subject?
5. Is the life skills of students whose learning uses the NHT learning model higher than the time token for students given portfolio assignments in Economics subject?
6. Is the life skills of students assigned to project assignments higher than portfolio assignments for students whose learning uses the NHT learning model in Economics subject?
7. Is the life skills of students given portfolio assignments higher than project assignments for students whose learning uses the time token learning model in Economics subject?

According to Sapriya (2015: 13-14) Social Study has five traditions that can be referred to as core goals in learning. Based on the five IPS traditions related to the scope of the study in this study, as follows:

1. Social study as a deep research (reflective inquiry), which reflects the results of studies in the field of social science in actual teaching and learning activities, so it gets the proof of the approach taken.

2. Social study as personal individual development (social studies as personal development of the individual), such as an effort to develop themselves in carrying out tasks and professions in occupied teaching and learning activities. Social studies education will equip a person's ability in self-development through various social skills in his life (social life skills), about knowledge, skills, attitudes and values, so it shapes the self-image of students into humans who have identities and capable to live in a peaceful society.

## II. RESEARCH METHOD

The research method used in this study is a quasi-experimental method with a comparative approach. Experimental research is a study used to look for the effect of certain treatments on others under controlled conditions, other variables that can affect the experimental process can be controlled precisely (Sugiyono, 2013: 107).

According to Arikunto (2013: 3) experiment is a way to find a causal relationship between two factors caused by researchers by eliminating or reducing or eliminating other factors that interfere. This research uses quasi-experimental methods (quasi-experimental). Research using a comparative approach is also very consistent with the objectives of this study, which is to compare life skills with the Time Token learning model and the NHT Learning model.

The research design used in this experimental study uses a quasi-experimental research design with a factorial design pattern. Quasi experimental design is a development of true experimental design that is difficult to implement (Sugiyono, 2012: 114).

The population in this study are all students in X grade at SMA Muhammadiyah 2 Bandar Lampung, there are 165 students consisting of 5 classes.

The Sampling in this study is conducted by cluster random sampling technique obtained by X grade of social one and X grade of social 2 as the samples, to determine the experimental class and the control class. The sample in this study amounted to 67 students spread into two classes, namely X grade of social one with 33 students and X grade social 2 with 34 students.

This study uses three variables, such as the independent variable is denoted by X, which is the Time Token learning model and NHT, the dependent variable is denoted by Y for life skill and the moderator variable is denoted by Z for assignment technique such as project technique and portfolio.

## III. RESULT AND DISCUSSION

1. There was a difference in life skills between students whose learning uses the Time Token learning model and students whose learning uses the NHT learning model in Economics subjects. The results of the hypothesis test stated that  $H_a$  was accepted and  $H_0$

- was rejected with the Fstatistic about 22.695 with a significance level about 0.000.
2. There was a difference in life skills between students given project assignment techniques and students given portfolio assignment techniques in Economics subjects. Based on the results of hypothesis testing obtained Fstatistic about 22.273 and Ftable about 3.99 with a significance level test about 0.000.
  3. There was an interaction between the learning model by assignment to life skills in economics subjects. The results of the study obtained Fstatistic about 72.376 and Ftable about 3.99 so Fstatistic > Ftable.
  4. The life skills of students taught using the Time Token learning model were higher than those of students taught using the NHT learning model for students given project assignments on Economics subjects. Based on the results of hypothesis testing evidenced by the acquisition of a significance test level about 0,000 < 0.05.
  5. Life skills of students taught using the NHT learning model were higher than students taught using the Time Token learning model for students given portfolio assignments in Economics subjects. The results of the significance level about 0.002 < 0.05.
  6. The life skills of students given project assignments were higher than those of students given portfolio assignments for students whose learning uses the Time Token learning model in Economics subjects. The results of the significance level about 0,000 < 0.05.
  7. The Life skills of students given portfolio assignments were higher than those of students given project assignments for students whose learning uses the NHT learning model in Economics subjects. The results of the significance level about 0.002 < 0.05.

#### IV. CONCLUSION AND SUGGESTION

Based on the results of data analysis and hypotheses, the following conclusions can be drawn:

1. There was a difference in life skills between students whose learning uses the Time Token learning model and students whose learning uses the Numbered Head Together (NHT) learning model in economics subjects.
2. There were differences in life skills between students given project assignment techniques and students given portfolio assignment techniques in economics subjects.
3. There was an interaction between the learning model to the assignment of life skills in economics subjects.
4. The life skills of students taught using the time token learning model were higher than those taught using the Numbered head together learning model for students given project assignments in economics subjects.

5. The life skills of students taught using the Numbered Head Together learning model were higher than those of students taught using the time token learning model for students given portfolio assignments in economics subjects.
6. The life skills of students given project assignments were higher than portfolio assignments to students whose learning uses the Time Token learning model in economics subjects.
7. The life Skills of students given portfolio assignments were higher than project assignments for students whose learning uses the Numbered Head Together learning model in Economics subjects.

#### Suggestion

1. Students given portfolio assignments should participate more actively in learning that uses the Time Token learning model or those that use the Numbered Head Together learning model to improve life skills.
2. Students given portfolio assignments should participate more actively in learning that uses the Time Token learning model or those that use the Numbered Head Together learning model to improve life skills.
3. Students given project assignments and portfolios should participate more actively in learning that uses the Time Token learning model in improving life skills.
4. Students given project assignments and portfolios should participate more actively in learning that uses the Numbered Head Together learning model in improving life skills.
5. Teachers at SMA Muhammadiyah can use the Time Token and Numbered Head Together learning models as an effort to improve students' life skills both in personal, thinking and social skills.
6. Teachers at SMA Muhammadiyah 2 Bandar Lampung can use project assignments and portfolio assignments as alternatives to improve students' life skills.
7. Teachers at SMA Muhammadiyah can use a combination of learning models with assignments such as the Time Token learning model with portfolio assignments or project assignments and the Numbered Head Together learning model with portfolio assignments or project assignments as the effort to improve the lives of students.

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