

ANALYSIS MODEL COOPERATIF LEARNING TYPE TIME TOKEN TO INCREASE LEARNING OUTCOMES STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe the results of the analysis and study of the use of the *time token* type of cooperative learning model to improve student learning outcomes in elementary schools. This research is a library research that examines various literatures such as journals, theses, books, and other scientific articles that are relevant to the discussion. Based on the results of this study, it can be concluded that 1) the time token type cooperative learning model is a democratic learning model that prioritizes student activities both individually and in groups. 2) learning outcomes are a sign of the success of students in understanding the material learned in the teaching and learning process. Learning outcomes for students aim to be able to fulfill the cognitive, affective and psychomotor domains so that the acquisition of student learning outcomes before the model treatment is an average of 49% then an increase of 45% so that after the treatment they get 87%. 3) The relationship of the time token type of cooperative learning model with student learning outcomes is based on the teacher's role, the role of students and supporting factors in the learning process, so that learning objectives can be achieved properly.

Keywords: *learning outcomes, cooperative time token type, literature study*