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Research Article

A Comparison Of The Time Token And Take And Give Cooperative Learning Models On Critical Thinking Skills In Islamic Religious Education And Character Education Classes At SMPN 2 Lubuk Alung

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Abstract. Critical thinking skills are one of the key competencies in the study of Islamic Religious Education and Character Education; however, in practice, students' abilities to analyze, evaluate, solve problems, and draw conclusions are still not optimal. This study aims to determine the improvement in students' critical thinking skills through the Time Token and Take and Give learning models and to identify the differences between these two models in the teaching of Islamic Religious Education and Character Education. This study employed a quantitative approach using a quasi-experimental method and a nonequivalent control group design. The sample consisted of 64 eighth-grade students at SMPN

2 Lubuk Alung, divided into two experimental classes. Data were collected through tests, observations, and documentation and analyzed using the Paired Sample t-Test, Independent Sample t-Test, and N-Gain. The results showed that critical thinking skills increased significantly in both the Time Token and Take and Give classes, with a significance value of $0.000 < 0.05$. The N-Gain values were 0.5128 and 0.4636, respectively, which fall into the moderate category. The results of the Independent-Sample t-test showed a significance value of $0.425 > 0.05$, indicating that there was no significant difference between the two models. Thus, both the Time Token and Take and Give models are equally effective in improving students' critical thinking skills.

Keywords: Time Token, Take and Give, Critical Thinking Skills, Islamic Religious Education, Character Education.

INTRODUCTION

Education plays a vital role in developing students' abilities—not only in mastering knowledge but also in fostering the thinking skills needed to address various challenges in life. One of the skills that needs to be developed in the learning process is critical thinking (Hidayatullah et al., 2019; Nggadung et al., 2025). Critical thinking encompasses the ability to analyze information, evaluate a problem, provide logical reasoning, solve problems, and draw conclusions. These abilities are an important part of the higher-order thinking skills that students need to meet the demands of 21st-century learning (Ismeirita et al., 2025; Widyawati et al., 2021).

In Islamic Religious Education and Character Education, critical thinking skills play a vital role. The teaching of Islamic Religious Education and Character Education not only guides students to understand concepts and memorize religious material but also encourages them to analyze issues, justify their opinions, evaluate actions based on Islamic values, and connect the material to their daily lives (Karolina et al., 2023; Mashudi & Azzahro, 2019; Rasyidi, 2024). Thus, the learning process must provide sufficient space for students to ask questions, engage in discussions, express opinions, analyze problems, and draw conclusions.

However, based on the issues identified at SMPN 2 Lubuk Alung, the teaching of Islamic Religious Education and Character Education still faces several challenges. Teaching methods still predominantly rely on conventional, teacher-centered approaches. This situation results in learning activities that tend to be monotonous and fail to encourage students to actively participate, express their opinions, ask questions, critique, discover concepts on their own, and solve problems presented by the teacher. The lack of active student engagement in the learning process prevents their critical thinking skills from developing optimally.

This issue highlights the need for a learning model that positions students as active participants in the learning process. One alternative that can be used is the cooperative learning model. One such cooperative learning model is the time token system. This model provides each student with the opportunity to express their opinions through the use of tokens or speaking time cards (Damaianti et al., 2023). The time token model helps students feel confident speaking by providing fair speaking time for each individual in the group. Each student has a token (time card) that grants them the right to speak, ensuring that no single person dominates the discussion (Adzra et al., 2023). In addition to time tokens, the “take and give” model

can also serve as an alternative for increasing student engagement. The “take and give” learning model is a teaching method that emphasizes the use of cards containing learning materials as the primary tool for the teaching-and-learning process (Pahri, 2023). This model emphasizes the exchange of information and knowledge among students. Students obtain information from the cards they are given, then share or exchange that information with their peers. This process enables students to help one another understand the material, communicate, and build understanding through interaction with their peers (Nurwahidah et al., 2025; Simarmata et al., 2024; Sofiani et al., 2021).

Both models share similarities in that they both use a cooperative approach and encourage student engagement, but they have different interaction mechanisms. The Time Token model places greater emphasis on equal speaking opportunities, while the Take and Give model emphasizes the exchange of information among students. These distinct characteristics provide a compelling reason to compare the two models in terms of their effectiveness in enhancing critical thinking skills. Based on this discussion, it is important to examine the implementation of the Time Token and Take and Give models, as they offer different learning experiences in fostering student engagement. This study not only examines whether each model is capable of improving critical thinking skills but also compares the results of implementing both models. Therefore, this study was conducted to analyze the improvement in students’ critical thinking skills through the Time Token and Take and Give learning models and to determine whether there are differences in critical thinking skills between students who learned using these two models in Islamic Religious Education and Character Education classes at SMPN 2 Lubuk Alung.

RESEARCH METHODOLOGY

This study employs a quantitative approach using a quasi-experimental method and a nonequivalent control group design.

Kelompok	Pretest	Perlakuan	Posttest
Eksperimen 1	O ₁	X ₁ (Model <i>Time Token</i>)	O ₂
Eksperimen 2	O ₃	X ₂ (Model <i>Take and Give</i>)	O ₄

Notes

O₁: Pre-test for experimental class 1 (before treatment)

O₂: Post-test for experimental class 1 (after treatment)

O₃: Pre-test for experimental class 2 (before treatment)

O₄: Post-test for experimental class 2 (after treatment)

X₁: Treatment using the time token learning model

X₂: Treatment using the take-and-give learning model

The study was conducted at SMPN 2 Lubuk Alung with a population of 109 eighth-grade students. The research sample consisted of 64 eighth-grade students: 32 students from Class VIII.1, designated as Experimental Class 1, were taught using the Time Token learning model, and 32 students from Class VIII.2, designated as Experimental Class 2, were taught using the “take and give” learning model. The sample was selected using purposive sampling. Purposive sampling is a technique for selecting data sources based on specific criteria (Sugiyono, 2021). These criteria are

used to ensure that the sample is truly representative and aligned with the research objectives. Experimental Class 1 and Experimental Class 2 were both administered a pretest before the treatment and a posttest after the treatment to measure improvements in critical thinking skills. The research instrument used was a critical thinking skills test (essay questions) based on the indicators of analyzing, problem-solving, drawing conclusions, and evaluating, supported by observations and documentation. The data were analyzed using normality and homogeneity tests as prerequisite tests, followed by a paired-sample t-test to determine improvement in each class, an independent-sample t-test to determine differences between the two groups, and N-Gain to determine the level of improvement in critical thinking skills.

RESULTS AND DISCUSSION

This study was conducted with eighth-grade students at SMPN 2 Lubuk Alung, who were divided into two experimental groups: Class VIII.1, which was taught using the Time Token learning model, and Class VIII.2, which was taught using the Take and Give learning model. Each group consisted of 32 students. The study was conducted over four sessions for each group. Critical thinking skills were assessed through a pretest before the intervention and a posttest after the intervention.

Descriptive Analysis of Students' Critical Thinking Skills

The results of the descriptive analysis of students' critical thinking skills before and after the implementation of the two learning models are presented in Table 1.

Table 1. Average Critical Thinking Skills of Students

Kelompok	N	Rata-rata Pretest	Rata-rata Posttest
Time Token	32	70,63	85,44
Take and Give	32	69,81	83,97

Based on Table 1, it can be seen that the students' critical thinking skills improved in both groups after the intervention. In the Time Token group, the average score increased from 70.63 to 85.44, while in the Take and Give group, it increased from 69.81 to 83.97. These increases indicate that both learning models had a positive effect on the students' critical thinking skills. Descriptively, the average increase in the Time Token group was slightly higher than that in the Take and Give group.

Results of the Analysis of Improvements in Students' Critical Thinking Skills

To determine whether the improvement in critical thinking skills before and after the intervention was statistically significant, a paired-sample t-test was conducted. The Paired-Sample t-Test is a statistical method used to assess the effectiveness of an intervention, characterized by a difference between the mean scores before and after the intervention. The table below presents the results of the Paired-Sample t-Test analysis for Experimental Class 1 and Experimental Class 2.

Table 2. Results of the Paired-Sample T-Test Analysis for Experimental Class 1

Paired Samples Test

Eksperimen 2	Paired Differences					df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1Pre test - Post test	14.156	7.371	1.303	-16.814	-11.499	31	.000

Based on the table above, which shows the results of the Paired Sample t-Test, the Sig. (2-tailed) value is 0.000. Since the significance value of 0.000 is less than 0.05, H_0 is rejected and H_a is accepted. Thus, there is a significant improvement between the results before and after teaching using the time token learning model in the subjects of Islamic Religious Education and Character Education.

Table 3. Results of the Paired-Sample T-Test Analysis for Experimental Class 2

Eksperimen 2	Paired Differences					df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1Pre test - Post test	14.156	7.371	1.303	-16.814	-11.499	31	.000
					10.864		

Based on the table above, which shows the results of the Paired Sample t-Test, the Sig. (2-tailed) value is 0.000. Since the significance value of 0.000 is less than 0.05, H_0 is rejected and H_a is accepted. Thus, there is a significant improvement between the results before and after teaching using the “take and give” learning model in the subjects of Islamic Religious Education and Character Education.

A Comparison of Critical Thinking Skills Among Students Learning Using the Time-Token Learning Model and the Take-and-Give Learning Model.

The independent samples t-test is a test conducted to determine whether there is a difference in the mean post-test scores between students in Experimental Class 1 and those in Experimental Class 2. The results of the hypothesis test are shown in the following table:

Table 4 Results of the independent samples t-test for Experimental Class 1 and Experimental Class 2.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Hasil Equal variances assumed Equal variances not assumed	10.483	.002	.802	62	.425	1.469	1.831	-2.191	5.128
			.802	52.357	.426	1.469	1.831	-2.204	5.142

Based on Table 4.9 above, the Sig. (2-tailed) value is 0.425. Since this significance value is greater than 0.05 ($0.425 > 0.05$), H_0 is accepted and H_1 is rejected. Thus, it can be concluded that there is no significant difference between the critical thinking skills of students who learned using the time token learning model and those who learned using the take-and-give learning model. Although the posttest mean for the Time Token group (85.44) was higher than that of the Take-and-Give group (83.97), this difference is not statistically significant.

Gain Score Analysis Results

Edward Corcoran (2005: 4) states that the N-Gain test is used to measure the extent of students' understanding after instruction has taken place. It is a test that can provide an overview of the improvement in learning outcomes between before and after the implementation of an intervention (Nugroho & Taruno, 2020). The results of the N-Gain test calculations are shown in the table below:

Table 5: Results of the N-Gain Test Analysis for Experimental Class 1 and Experimental Class 2

Descriptives					
	Kelas			Statistic	Std. Error
N_Gain	Ekperimen 1	Mean		.5126	.03721
		95% Confidence Interval for Mean	Lower Bound	.4366	
			Upper Bound	.5886	
		5% Trimmed Mean		.5076	
		Median		.5000	

		Variance	.043	
		Std. Deviation	.20717	
		Minimum	.07	
		Maximum	1.00	
		Range	.93	
		Interquartile Range	.25	
		Skewness	.598	.421
		Kurtosis	.841	.821
Eksperimen 2		Mean	.4636	.03084
		95% Confidence Interval for Mean	Lower Bound	.4007
			Upper Bound	.5264
		5% Trimmed Mean	.4621	
		Median	.4667	
		Variance	.030	
		Std. Deviation	.17443	
		Minimum	-.05	
		Maximum	1.00	
		Range	1.05	
		Interquartile Range	.17	
		Skewness	.149	.414
		Kurtosis	3.727	.809

Based on Table 5 above, the mean N-Gain Score for Experimental Class 1 was 0.5128, falling into the moderate category, and the mean N-Gain Score for Experimental Class 2 was 0.4636, also falling into the moderate category. This indicates that both learning models are capable of improving students' critical thinking skills, although the level of improvement has not yet reached the high category.

DISCUSSION

Improving Students' Critical Thinking Skills Using the Time Token Model

The research results show that the Time Token learning model is capable of significantly improving students' critical thinking skills. This is demonstrated by an increase in the average score from 70.63 to 85.44, as well as the results of the Paired Sample t-Test, which showed a significance level of $0.000 < 0.05$. This improvement is related to the characteristics of the Time Token model, which provides students with the opportunity to participate in discussions more equitably. The use of tokens or speaking coupons encourages students to express their opinions, provide reasons, respond to their peers' opinions, and engage in problem-solving.

Through structured discussion activities, students are encouraged to express their opinions, provide reasons for their answers, and respond logically to their peers' opinions. These activities are closely related to critical thinking skill indicators, which include the ability to analyze, solve problems, draw conclusions, and evaluate

information. Additionally, by setting time limits for each speaking opportunity, students are encouraged to think quickly, logically, and systematically before expressing their opinions. This practice hones students' ability to organize ideas, select relevant information, and present rational justifications. Consequently, critical thinking activities are not limited to just a few students but involve the entire class.

The results of this study are consistent with research conducted by Inti Oza, Eka Rizal, and Mustafa, published in the *Journal of Islamic Education* in 2024. The title of the study is "The Effect of Implementing the Arends Time Token Learning Model on the Islamic Education Learning Outcomes of Eighth-Grade Students at UPTD SMPN 3 Harau." The results of that study indicate that the implementation of the Time Token learning model has a positive effect on students' learning outcomes. Based on the results of the hypothesis test, a significance value of $0.000 < 0.05$ was obtained, indicating that the use of the Time Token learning model was proven to have a significant effect on students' learning outcomes (Oza et al., 2024). These findings reinforce the results of this study, which show that the Time Token learning model is capable of improving students' critical thinking skills because it provides equal opportunities for every student to actively participate, express their opinions, and engage in the learning process.

Theoretically, this condition is also consistent with Vygotsky's theory of social constructivism, which views the learning process as occurring through social interaction. In cooperative learning, interactions among students provide opportunities to exchange knowledge, offer explanations, correct misunderstandings, and build new understanding. These characteristics are relevant to critical thinking skills because when students express their opinions, they need to provide reasons for the opinions they put forward (Suci, 2018). When responding to a peer's opinion, students are required to consider the information received, determine the validity of an opinion, and provide a response based on justifiable reasons. Thus, discussion activities in Time Token can serve as a means to practice the skills of analyzing, providing reasons, evaluating, and drawing conclusions.

Improving Students' Critical Thinking Skills Using the Time Token Model

Based on the results of the study, the "take and give" learning model was also found to improve students' critical thinking skills. The results of the Paired Sample t-Test showed a significance value of 0.000, which is less than 0.05. This indicates a significant improvement in the pretest and posttest scores of students in Class VIII.2 who were taught using the "take and give" learning model.

However, the average learning outcomes achieved were slightly lower than those of the Time Token class. In practice, the "Take and Give" activity relies heavily on each student's ability to explain the content of the cards to their study partner. If a student has not fully grasped the material, the information conveyed to their partner will also be incomplete, preventing the knowledge transfer process from occurring optimally. Furthermore, during the information-sharing process, students still relied heavily on memorizing the content of the material cards.

However, this does not mean that the "Take and Give" learning model is less effective in improving students' critical thinking skills. The results of this study show

that the “Take and Give” model is also capable of significantly improving critical thinking skills, as evidenced by the increase in students’ average scores from 69.81 to 83.97. This improvement occurred because the Take and Give model provides students with opportunities to exchange information, explain material to peers, engage in discussions, and build understanding through peer interaction. The process of exchanging information (take and give) encourages students to organize their knowledge, provide explanations, compare the information they have obtained, and draw conclusions, thereby contributing to the development of critical thinking skills.

The results of this study are consistent with research conducted by Sintia Afriyanti, Salma Wati, and Darul Imi, published in the Journal of Islamic Literature Studies, titled “The Effect of Applying the ‘Take and Give’ Cooperative Learning Model on Improving the Learning Engagement of Eighth-Grade Students in Islamic Education Classes at SMP Negeri 7 Bukittinggi.” The results of that study indicate that the implementation of the “Take and Give” cooperative learning model has a significant effect on increasing student learning engagement in Islamic Religious Education classes. The study shows that the “Take and Give” model is effective in enhancing participation, the willingness to express opinions, interaction among students, and student engagement in the learning process (Afriyanti et al., 2024).

The active engagement that emerges during the learning process is one of the factors that supports the development of students’ critical thinking skills. When students actively exchange information, explain the material to their peers, ask questions, and respond to others’ opinions, they are indirectly engaging in the processes of analyzing, evaluating, and drawing conclusions from information. This was also evident during the course of this study, in which students actively discussed the material, connected the topic of tolerance to their daily lives, and proposed solutions to the problems presented.

A Comparison of the Time Token and Take and Give Learning Models on Students’ Critical Thinking Skills.

Based on the research results, it was found that both learning models were equally effective in improving students’ critical thinking skills. This was evident from the increase in the average posttest scores in both experimental classes after the intervention. The class that used the Time Token learning model achieved an average posttest score of 85.44, while the class that used the Take and Give learning model achieved an average posttest score of 83.97.

Based on the results of the hypothesis test using the Independent Samples t-Test, a significance value (2-tailed) of 0.425 was obtained. The decision criteria in this study are as follows: if the significance value is less than 0.05 (Sig. < 0.05), then H_0 is rejected and H_1 is accepted. If the significance value is greater than 0.05 (Sig. > 0.05), then H_0 is accepted and H_1 is rejected. Based on the test results, the value of 0.425 is greater than 0.05; therefore, H_0 is accepted and H_1 is rejected. Thus, it can be concluded that there is no significant difference in the critical thinking skills of students taught using the Time Token learning model compared to those taught using the Take and Give learning model in the subjects of Islamic Religious Education and Character Education.

CONCLUSION

Based on the results of a study comparing the Time Token and Take and Give cooperative learning models in relation to critical thinking skills in Islamic Religious Education and Character Education classes at SMPN 2 Lubuk Alung, the following conclusions can be drawn:

1. There was an improvement in students' critical thinking skills through the Time Token cooperative learning model in the Islamic Religious Education and Character Education courses at SMPN 2 Lubuk Alung. The average score increased from 70.63 on the pretest to 85.44 on the posttest, with an N-Gain of 0.5126. This indicates that the Time Token model can enhance students' engagement in expressing opinions, analyzing, and evaluating information.
2. There was an improvement in students' critical thinking skills through the Take and Give model, as evidenced by an increase in the average score from 69.81 (pretest) to 83.97 (posttest), with an N-Gain of 0.4036. This indicates that the Take and Give model is effective in enhancing critical thinking skills through information exchange and discussion.
3. There was no significant difference in the critical thinking skills of students who learned using the Time Token and Take and Give models. The results of the Independent Samples t-test showed a Sig. (2-tailed) value of $0.425 > 0.05$, so H_0 was accepted. Although the posttest mean for the Time Token model (85.44) was higher than that for the Take and Give model (83.97), the difference was not significant. Thus, both models are equally effective in improving students' critical thinking skills.

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