The Effect of the Implementation of the Handout-Assisted Take and Give Learning Model on the Improvement of Social Science Learning Outcomes of Class V Students of SD Inpres Tamangapa, Makassar City

Risna [1], Munawir K.[2], Suhardiman[3], Andi Hasrianti[4], Suarti[5]
Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah & Teacher Training,
Alauddin State Islamic University Makassar, Indonesia
Email : risnharis3@gmail.com

ABSTRACT

The purpose of this study is to describe the learning outcomes of students before the implementation of the handout-assisted take and give learning model in grade V of SD Inpres Tamangapa Makassar City, to describe the learning outcomes of students after the implementation of the handout-assisted take and give learning model in class V of SD Inpres Tamangapa Makassar City and to analyze the effect of the application of the handout-assisted take and give learning model on the improvement of IPAS learning outcomes students of class V of SD Inpres Tamangapa, Makassar City. The type of research used in this study is experimental research with a Pre-Experimental One Group Pretest-Posttest Desein research design. The subjects in this study are class V-A SD Inpres Tamangapa, Makassar City with a total of 24 students. The research instruments used to obtain data were a learning outcome test with multiple-choice questions of 20 numbers and an observation sheet of the process of applying the handout-assisted take and give learning model. The data processing and data analysis techniques used are descriptive statistics and N-gain tests. The results of the study show that the *handout-assisted* take and give *learning model* has an effect on the learning outcomes of students' social sciences. This influence can be seen from the results of the posttest pretest analysis which has increased between the pretest score of 43.33 and the posttest score of 82.92 and seen from the results of the analysis of the N-gain test obtained an average of 0.67 in the interval of $0.30 \leq n < 0.70$ is in the medium category, so it can be concluded that there is an influence on the application of *the handout-assisted* take and give learning model on improving the learning outcomes of science and science students in grade V of SD Inpres Tamangapa, Makassar City.
Keywords: *Take and Give, Handout*, Learning Outcomes of IPAS

1). INTRODUCTION

Education is an effort to form a generation with character, knowledge and skills (Jejen Musfah, 2018:12). Talking about education will never be finished because education is the process of human

life or life is education and education is life, therefore humans need education, both for the needs of their intellect (brain) and soul (heart). The fulfillment of the needs of the soul and intellect is believed to be able to form education with character, knowledge, and skills. Because education that can produce such a result is quality education (Munawir 2021:24).

In the educational process in schools, learning activities are the most important activities. Learning outcomes are changes from within after the learning process (Suhardiman, Armita Cahyani, et al. 22:41), because the success or failure of an educational achievement depends on how the teaching and learning process is experienced by students. In teaching and learning activities, teachers have an important role and are required to be able to channel their knowledge to their students and students. Learning in elementary school is certainly different from learning in junior high school and high school, where students are still very dependent on teachers. Therefore, as an elementary school teacher, you must provide enough space for students to develop student independence, as well as be able to motivate students, and develop all abilities that exist in students. One of the learning platforms that can accommodate one of them is social science learning. A teacher must be able to create a comfortable and not boring classroom atmosphere so that it can help students learn more actively, and of course requires a learning strategy that can foster students' enthusiasm for learning, because the science and social studies subject is also one of the subjects whose student learning outcomes are below average or the Learning Goal Achievement Criteria (KKTP).

Based on the results of the interview with Mrs. Giriwati said that the learning outcomes of IPAS students are still very low because there are still many students whose scores are below standard and only a few students whose scores reach KKTP, in addition to the observation results of the student assessment sheet on the formative value of learning objectives, it is proven that only 41% of 24 students whose scores reach KKTP as well as the mid-semester score is only 66% of 24 students who achieve the KKTP score, this is because students are not quick to respond in the learning process, students often chat with their peers during the learning process so that learning is not effective and there are students who are not fluent in reading, therefore a strategy is needed in the learning process that can activate students during the learning process so that the teaching and learning process is more effective in improving participant learning outcomes educate.

One way that can be applied by teachers to overcome these problems and be able to create a learning atmosphere that is effective and not boring is to apply a *take and give* learning model assisted

by handouts, because by using handouts students no longer need to record material or handouts can be said to be a companion to the teacher's explanation while the *take and give* learning modelA cooperative learning model that can stimulate students will more quickly understand the mastery of material and information because they get information from the teacher and from students or their friends, the most important thing in *the take and give* learning model is that students explain the material to each other so that students are actively involved in the class, this can help teachers in improving student learning outcomes.

According to Vygotsky's theory which emphasizes the importance of utilizing the environment in learning. The environment around students is one of their peers (Tamrin, Sirate and Yusuf 2011:40). Vygotsky also argues that the learning process will occur effectively if children learn cooperatively or in groups with other children under the guidance of a more capable person (Tamrin, Sirate and Yusuf 2011:41). That is why *the take and give* learning model is fairly effective in improving student learning outcomes assisted by *handouts* because the take and give *learning model* is a cooperative learning model in which students interact with each other so that students are active in learning.

2) METHOD

The type of research used in this study is experimental research. The type of experimental research used is Pre-Experimental or a type of research that only involves one experimental class that is carried out without a comparison group (Ida Latifatul Umrah 2019:51). The compound in this study is class V-A, the sampling technique used is a sample with a sampling quota technique, namely students of class V-A SD Inpres Tamngapa consisting of 24 students consisting of 11 women and 13 boys. The instruments used are in the form of multiple-choice test questions and teacher observation sheets. The collected data was analyzed using descriptive statistics.

3) RESULTS AND DISCUSSION

The results of this study were obtained based on information and data findings in the field obtained from research instruments related to the variables of the *handout-assisted* take and give *learning model* (X) and the learning outcomes of social studies (Y) at SD Inpres Tamangapa, Makassar City. This study uses a quantitative approach where measurements are carried out using learning outcome test instruments and observation sheets. After the data has been collected, it is then analyzed using

descriptive statistical data analysis to find out the picture of each variable and N-Gain test analysis to see how much influence the application of the *handout-assisted* take and give *learning model* has on the improvement of social science learning outcomes of students in grade V of SD Inpres Tamangapa, Makassar City.

1. Description of the learning outcomes of science science students in grade V of SD Inpres Tamangapa, Makassar City before the implementation of *the handout-assisted* take and give *learning model.*

Based on the results of research conducted in grade V of SD Inpres Tamangapa, Makassar City. Researchers can collect data through test instruments about student learning outcomes in science subjects before applying the *handout-assisted* take and give learning model, the data in question are as follows:

Table 1 Learning outcomes of social studies students before the implementation of the *handout-assisted* take and give *learning model.*

No	Name	Value
1	R1	45
2	R2	65
3	R5	50
4	R4	40
5	R5	60
6	R6	65
7	R7	75
8	R8	45
9	R9	25
10	R10	30
11	R11	55
12	R12	45

13	R13	10
14	R14	60
15	R15	30
16	R16	20
17	R17	20
18	R18	65
19	R19	60
20	R20	30
21	R21	50
22	R22	30
23	R23	25
24	R24	40
Maximum		**75**
Minimum		**10**
Average		**44,33**
Standard Deviation		**17.549**

Based on the data obtained from the analysis results, the learning outcomes of students before the implementation of the *handout-assisted* take and give *learning model* are as follows:

Table 2 Categories of Social Science Learning Outcomes of Students Before the Implementation of *the Handout-Assisted* Take and Give *Learning Model* .

Interval	Category	Frequency	Pesentase
0-69	Need Guidance	23	95,8%
70-79	Enough	1	4,2%
80-89	Good	0	0%
90-100	Excellent	0	0%

Based on the categorization of the table above, the learning outcomes of students before being taught apply the *take and give* learning model assisted *by handouts*, it can be seen that the learning outcomes of students are in the category of needing guidance with a percentage of 95.8% there are 23 students, in the sufficient category with a percentage of 4.2% there is 1 student while in the good and very good categories 0%.

So based on the mean value of the learning outcome before the implementation was obtained 44.33 at the interval that needed guidance. The graph of the categorization of IPAS learning outcomes before implementation can be seen below:

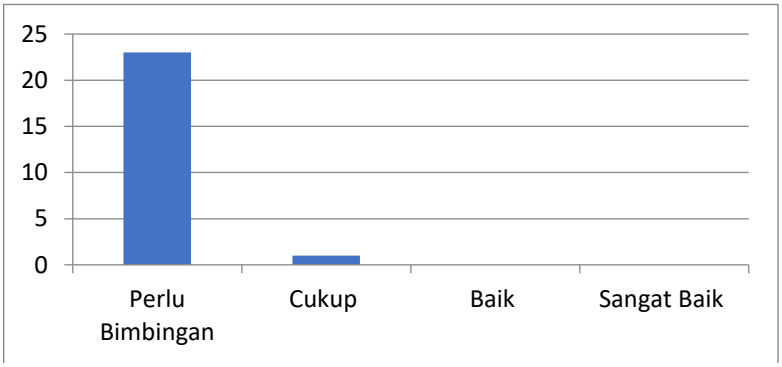

Figure 1 Diagram of students' social science learning outcomes before the implementation of the *handout-assisted* take and give *learning model*

2. Description of the learning outcomes of science science students in grade V of SD Inpres Tamangapa, Makassar City after the implementation of *the handout-assisted take and give* learning model.

Based on the results of research conducted in grade V of SD Inpres Tamangapa, Makassar City. Researchers can collect data through test instruments about student learning outcomes in science subjects before applying the *handout-assisted* take and give learning model, the data in question are as follows:

Table 3 Learning Outcomes of Social Science Students After Applying the *Handout-Assisted* Take and Give *Learning Model.*

No	Name	Value

1	R1	75
2	R2	85
3	R5	75
4	R4	80
5	R5	90
6	R6	90
7	R7	95
8	R8	80
9	R9	85
10	R10	80
11	R11	85
12	R12	75
13	R13	90
14	R14	65
15	R15	75
16	R16	80
17	R17	80
18	R18	90
19	R19	80
20	R20	85
21	R21	90
22	R22	95
23	R23	80
24	R24	85

Maximum	**95**
Minimum	**65**
Average	**82,92**
Standard Deviation	**7.211**

Based on the data obtained from the analysis results, the learning outcomes of students after applying the *handout-assisted* take and give *learning model* are as follows:

Table 4 Categorization of Student Learning Outcomes After the Implementation of the *Handout-Assisted* Take and Give *Learning Model*

Interval	Category	Frequency	Percentage
0-69	Need Guidance	1	4,2%
70-79	Enough	4	16,7%
80-89	Good	12	50,0%
90-100	Excellent	7	29,2%

Based on the categorization of the table above, the learning outcomes of students after being taught to apply the handout-assisted *take and give learning model*, it can be seen that the learning outcomes of social studies students are in the good category with a percentage of 50.0% there are 12 students, in the sufficient category with a percentage of 16.7% there are 4 students, in the category of needing guidance with a percentage of 4.2% there is 1 student, and in the very good category with a percentage of 29.2%, there were 7 students. So based on the mean value of the learning outcome after implementation, 82.92 is in a good interval. The graph of the categorization of IPAS learning outcomes before implementation can be seen below:

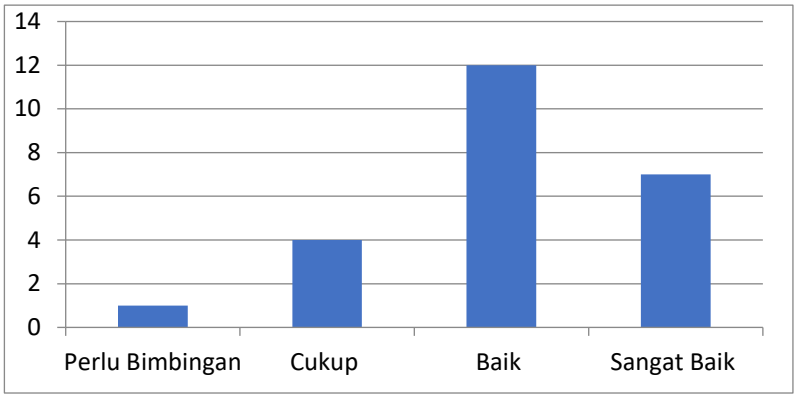

Figure 2 Diagram of the percentage of student learning outcomes after the implementation of the *handout-assisted take and give learning model*

3. Test the Effect of the Implementation of the *Handout-Assisted* Take and Give Learning Model Using *N-gain Analysis*

Table 5 Descriptive N-gain Pretest and Posttest

Name	Pretest	Posttest	N-gain	Information
R1	45	75	0,54	Keep
R2	65	85	0,57	Keep
R5	50	75	0,50	Low
R4	40	80	0,66	Keep
R5	60	90	0,75	Tall
R6	65	90	0,71	Tall
R7	75	95	0,80	Low
R8	45	80	0,63	Keep
R9	25	85	0,80	Low
R10	30	80	0,71	Tall
R11	55	85	0,66	Keep
R12	45	75	0,55	Keep
R13	10	90	0,88	Tall
R14	60	65	0,13	Low
R15	30	75	0,64	Keep
R16	20	80	0,75	Tall
R17	20	80	0,75	Tall
R18	65	90	0,71	Tall
R19	60	80	0,50	Low
R20	30	85	0,78	Tall
R21	50	90	0,80	Low
R22	30	95	0,93	Tall

R23	25	80	0,73	Tall
R24	40	85	0,75	Tall
Average	**43,33**	**82,92**	**0,67**	**Keep**

The table above shows that the average pretest score is 43.33 and the average posttest score is 82.92 so that the normalized *gain* or the normalized average gain of 0.67 is in the medium category. For more details, please refer to the classification of *N-gain values* in the following table:

Table 6 Classification of N-gain Values

N-Gain Value	Category	Frequency	Percentage
0.70 ≤ n ≤ 1.00	Tall	11	45,8%
0,30 ≤ n < 0,70	Keep	7	29,2%
0.00 ≤ N 0.30	Low	6	25,0%

Based on the table above, it can be seen that there are 11 or 45.8% who have an *N-gain* value of 0.70 ≤ n ≤ 1.00 which means that the increase in student learning outcomes is at high categorization, 7 or 29.2% of students who have 0.30 ≤ n < 0.70 which means that the increase in student learning outcomes is at medium categorization and there are 6 or 25.0% of students who have a value of 0.00 ≤ n 0.30 which means an increase in participant learning outcomes education is at a low categorization. For more details, please see the following table:

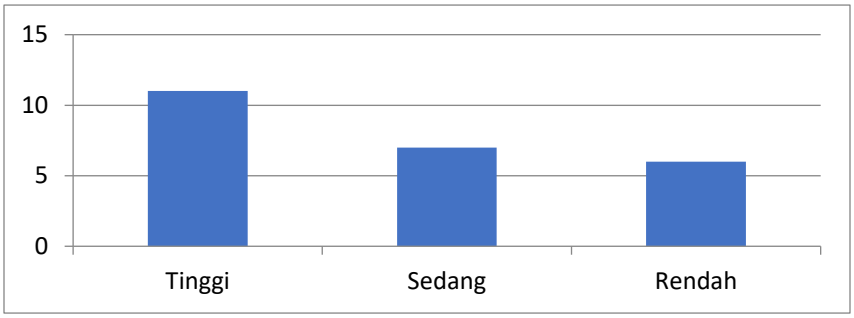

Figure 3 N-Gain value percentage diagram

So the average *N-gain* score of students of 0.67 is converted in 3 categorizations in table 1.6, the *N-gain* value is at an interval of $0.30 \leq n < 0.70$, meaning that the improvement of students' social science learning outcomes by applying the *handout-assisted* take and give learning model is at medium categorization or *N-gain* value> 0.30. So it can be concluded that there is an effect of the application of the *handout-assisted* take and give *learning model* on the improvement of science and science learning outcomes of grade V students of SD Inpres Tamangapa, Makassar City.

4). CONCLUSION

Based on the results of the research and discussion, the research concludes as follows:

1. The learning outcomes of students before the implementation of the handout-assisted take and give learning model were 43.33 in the category of needing guidance.
2. The learning outcomes of students after the implementation of the handout-assisted take and give learning model of 82.92 were in the good category.
3. There is an effect of the application of the handout-assisted take and give learning model on the improvement of learning outcomes of grade V students of SD Inpres Tamangapa, Makassar City, as seen from the average N-gain of 0.67 in the medium category.

The implications in the study based on the results of the study show that the handout-assisted *take and give learning model* has an effect on improving the learning outcomes of Natural and Social Sciences (IPAS) students. Therefore, it is recommended to schools, especially elementary school teachers, to use the *handout-assisted* take and give learning modelso that students are more active in the learning process and get good learning results in accordance with KKTP standards.

REFERENCE

K., Munawir, *Islamic Education Strategies in Overcoming Adolescent Moral Decline*. Global Script Press: East Java, 2021.

Musfah, Jejen*, Education Management: Applications, Strategies and Innovations*. Jakarta: Kencana, 2018.

Suhardiman, Armita Cahyani, et al., A Pedmatic Approach to Improve Science Learning Outcomes in Grade IX.5 Students of SMPN 1 Tarowang, Al: Khazini: Journal of Physics Education 2, no. 1. 2022.

Tamrin, Marwia, St. Fatimah S. Sirate and Muh. Yusuf "Vygotsky's Constructivist Learning Theory in Mathematics Learning", *Intellectual Voices of Mathematical Style* 3, no. 1. 2011.

Umroh, Ida Latifatul, "The Effect of the Use of Flash Card Media on the Learning of Arabic Vocabulary (Experimental Study on Grade 1 Students of Tlogoreja Sukodadi Lamongan)", *Journal of Religious Studies, Education and Humanities* 6, no. 1. 2019.