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THE EFFECTIVENESS OF THE TAKE AND GIVE MODEL ASSISTED BY FLASHCARD MEDIA ON IPS LEARNING RESULTS

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Abstract

The objectives of this research were: 1) to describe the learning outcomes of 4th grade students in elementary school of the Ikan Mas Cluster, North Semarang; 2) to describe the activities of 4th grade students in elementary school of the Ikan Mas Cluster, North Semarang; 3) to analyze the effectiveness of take and give model assisted flashcard on social studies learning outcomes. Based on interview, documentation, and observation, it was found that social studies learning outcomes were not optimal because the lack of learning model variation and facilities. Direct Instruction model made students believe that the teacher will explain all the material that they have to know. The population of this study amounted to 163 students. The samples used Kuningan 02 elementary school as control class with 39 students and Kuningan 03 elementary school as experimental class with 25 students in 2019/2020 school year. The result showed experimental group had better result compared to control group in grades and activeness score respectively. The experimental group had higher grades (76,10) than the control group (61,30). The activeness score of the experimental group was higher (75%) than the control group (59%). Both, grades and student's activeness of experimental group were higher than control group. Hypothesis test results showed that $t_{count} > t_{table}$ ($3.0462 > 1.9990$), which meant Take and Give model assisted by flashcard media was more effective on the social studies learning outcomes of 4th grade students. The conclusion of this research was that Take and Give learning model assisted by flashcard media was effectively used in social studies learning material of Hindu, Buddha, and Islam Kingdoms in Indonesia than Direct Instruction model and could improve learning outcomes and activities of 4th grade students of the Ikan Mas Cluster, North Semarang.

Keywords: activeness; effectiveness; flashcard; learning outcomes; Take and Give

1. PRELIMINARY

Government Regulation No. 32 Article 77I of 2013 Curriculum Structure SD / MI, SDLB or other equivalent states that one of the learning content that must be taught at the primary school level is IPS with a scope based on Regulation of the Minister of Education and Culture Number 21 of 2016 includes: (1) people, place and environment; (2) timing, sustainability and change; (3) social and cultural systems; (4) economic behavior and welfare. Social science is a learning content that is formed because of problems, social realities, and phenomena through an interdisciplinary approach by combining knowledge in social science and humanities clusters in order to create a society that is able to play an active role in solving social problems (Surrahman and Mukminan, 2017: 2).

Based on pre-research data through observation, interviews, and document data in the form of learning outcomes at SDN Gugus Ikan Mas Semarang Utara, several problems were found in learning. Lack of student interest in learning is due to the use of learning models that do not vary and the lack of existing learning facilities. If the direct instruction model is often used, it will cause students to believe that the teacher will convey all the material they need to know so that it eliminates

students' sense of responsibility regarding learning itself. In addition, the lack of learning media with sufficient material coverage triggers a lack of enthusiasm for students in social studies learning.

This problem is supported by data on learning outcomes at SDN Gugus Ikan Mas Semarang Utara in the form of scores on the final assessment of fourth grade students in the first semester of the 2018/2019 academic year. In one cluster consisting of 163 students, the percentage of students who did not complete the KKM was 57.06% or 91 students and those who completed the KKM were 42.94% or 72 students. The percentage shows that students whose score exceeds the KKM are not more than 50%.

Based on the problems regarding social studies learning, the researchers examined the effectiveness of the Take and Give learning model assisted with flashcards when compared to the image-assisted Direct instruction learning model. The Take and Give model is expected to increase the effectiveness of students' social studies learning outcomes and activities on the subject of Hindu, Buddhist, and Islamic Kingdoms in Indonesia.

Abdulla Sani stated (in Gustia and Noviana, 2019: 335), the take and give type of learning model uses cards measuring 10 cm x 15 cm which are distributed to each student or group with

different contents but still related to the material being studied. According to Indriana (2011: 15) media in teaching and learning activities is interpreted as a tool. With the use of learning media, the role of the teacher is wider and students can learn better and are encouraged to master the material quickly. The learning media used in this research is flashcard media. According to Mat et al (2016: 432) flashcards are media that represent visual resources. Flashcards have a bearing on learning and are an approach that ensures the teaching process is meaningful to students.

Research conducted by Febriyanto and Yanto (2019: 108) entitled "Use of Flash Card Media to Improve Learning Outcomes of Elementary School Students". The results of the study showed an increase in student learning outcomes so that the use of flashcards.

The formulation of this research is: (1) How are the student learning outcomes in social studies learning using the flashcard-assisted take and give model in class IV SDN Gugus Ikan Mas Semarang Utara? ; (2) how are the students' activities in social studies learning with the take and give model assisted by flashcards in class IV SD Gugus Ikan Mas Semarang Utara ?; (3) how is the effectiveness of the flashcard-assisted take and give model on the social studies learning outcomes of the fourth grade students of SDN Gugus Ikan Mas Semarang Utara?

Based on the formulation of the problem, the purpose of this study was to describe the learning outcomes and student activities and to test the effectiveness of the Take and Give model assisted by flashcards when compared to the image-assisted Direct Instruction model on social studies learning outcomes in grade IV SDN Gugus Ikan Mas Semarang Utara.

2. RESEARCH METHODS

This research is a quasi-experimental research with the Nonequivalent Controll Group Design design using quantitative methods, namely the explanation of a problem through numerical data collection and analysis with the help of statistical methods (Aliaga and Gunderson, in Apuke, 2017: 41). The population of this research is the fourth grade students of SDN Gugus Ikan Mas Semarang Utara with a total of 163 students. The research samples were fourth grade students of SDN Kuningan 02 as the control class and fourth grade students of SDN Kuningan 03 as the experimental class. The sampling technique used was cluster random sampling. The independent variable in this study is the Take and Give learning model assisted by flashcards and the dependent variable is the activity and social studies learning outcomes. Data collection techniques using tests, observation,

interviews, and documentation. The researcher analyzed the test items which were then tested for validity, reliability, difficulty level, and differentiation to determine the feasibility of the questions to be used for data collection. The data analysis technique consists of preliminary data analysis and final data analysis. Initial data analysis includes normality test and homogeneity test, while the final data analysis includes normality test, homogeneity test, hypothesis test, and n-gain test.

3. RESULTS AND DISCUSSION

Table 1. Student Pretest and Posttest Learning Outcomes

Information	Pretest		Posttest	
	Control	Experiment	Control	Experiment
The number of students	39	25	39	25
Average	60.71	61.3	67.56	76
The highest score	87.5	87.5	87.5	92.5
Lowest score	35	45	42.5	55
Number of students completed	17	12	24	22
Mastery learning (%)	43.59%	48.00%	61.54%	88.00%

Based on this table, it can be seen that the experimental class using the Take and Give model assisted by flashcards obtained better learning outcomes than the control class students' learning outcomes using the picture-assisted Direct Instruction model.

Pretest Data Normality Test

In this study, the normality test used the chi square test with the help of Microsoft Excel. Based on the calculation results, the control class obtained χ^2_{count} 0.9805 and the experimental class obtained χ^2_{count} 6,0576. Both classes have χ^2_{count} greater than χ^2_{table} which is equal to 11,0705, so that the control class pretest and the experimental class are normally distributed.

Pretest Data Homogeneity Test

In this study, the pretest data homogeneity test used the Bartlett test with the help of Microsoft Excel. Based on the calculation results, the count (1.9989) is less than χ^2_{table} (3,841). Thus, it can be concluded that the pretest data for the control class and experimental class are homogeneous.

Posttest Data Normality Test

The results of the calculation of the normality test of the posttest data on the control

class are obtained x^2_{count} equal to 0.7710 and the experimental class 0.7453 with table value = $11.0705x^2$. Both classes have value x^2_{count} less than x^2_{table} , so that pretest data for the control class and experimental class were normally distributed.

Posttest Data Homogeneity Test

Based on the results of the calculation of the homogeneity test, the count is 1.4486 and the table is 3.841. The test criteria for the Bartlett test are if $x^2_{count} < x^2_{table}$, then the data is said to be homogeneous. Accordingly, because $x^2_{count} < 3.841$, meaning that the posttest data variants of the control class and experimental class are the same or homogeneous.

Hypothesis testing

The calculation of the hypothesis test was used to determine the effectiveness of the flashcard-assisted take and give model on the social studies learning outcomes of the fourth grade students of theme 5 "Pahlwanku" at SDN Gugus Ikan Mas Semarang Utara. In testing the hypothesis used independent sample t-test with the help of Microsoft Excel. Significance level $\alpha = 0.05$ and the testing criteria is if $t_{count} > t_{table}$ then rejects H_0 and accepts H_a . Following are the results of hypothesis testing with independent sample t-test using Microsoft Excel:

Table 2. Independent Sample T-Test Test Results

	<i>Posttest Experiment</i>	<i>Posttest Control</i>
Mean	76	67,5641
Variance	86.4583	136,0155
Observations	25	39
Pooled Variance	116,8321	
Hypothesized Mean Difference	0	
Df	62	
t Stat	3,0462	<i>Don't count</i>
P (T <= t) one-tail	0.0017	
t Critical one-tail	1,6698	
P (T <= t) two-tail	0.0034	
t Critical two-tail	1.9990	<i>t table</i>

From the table, it is known that the t-count value is 3,0462 and t table of 1.9990. Because $t_{count} = 3,0462 > t_{table} = 1.9990$, then H_0 is rejected and H_a is accepted, which means that the flashcard-assisted take and giver learning model is more effective than the image-assisted direct instruction model on the social studies learning outcomes of grade IV SDN Gugus Ikan Mas Semarang Utara.

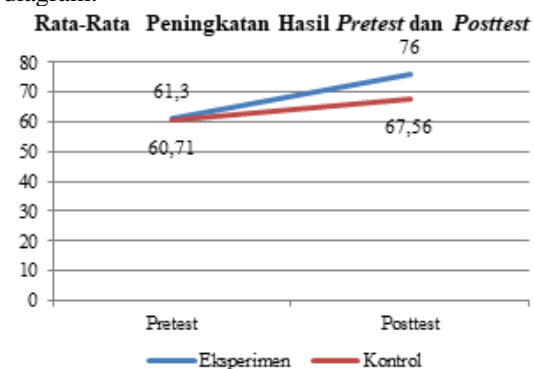
Research that supports the use of the take and give model as a solution to this problem is research by Fitriyaningsih (2014) entitled "The Effectiveness of the Take and Give Model on Natural Science Learning Activities and Outcomes". The results of the t-test analysis are $t_{test} = 2.262 > t_{table} = 2.024$, which means that the take and give learning model is more effective than the conventional learning model.

Another research that supports this acquisition is research conducted by Luritawaty IP (2018: 186-187) with the title "Take and Give Learning in an Effort to Develop Ability to Understand Mathematical Concepts ". The results show that the take and give model is more effective in increasing student understanding.

Research by Nurkhatimah, et al (2014: 110) entitled "Improving Student Learning Outcomes through the Application of the Take and Give Type of Cooperative Learning Model". The results showed that the take and give model could improve student learning outcomes. Research by Hussaini, et al (2016) entitled "Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards". The results showed that flashcards were effectively used in the learning process.

N-Gain test

The N-gain test was carried out after knowing the difference in learning outcomes between students in the control class and the experimental class. Researchers used the n-gain formula to determine the average increase between the pretest and posttest scores of the control class and the experimental class. The overall data on the increase in the pretest and posttest scores of the fourth grade students of SDN Gugus Ikan Mas Semarang Utara is presented in the following diagram:



Picture 1. Diagram of the Average Improvement of Social Studies Learning Outcomes

Based on the diagram, it was found that the students' initial abilities were not much different in both the control and experimental classes. The average result of the control class pretest was 60.71 and the experimental class was 61.3. After giving

treatment and posttest in the control and experimental classes, the data shows that the increase in the average score in the experimental class is more significant than the control class. The increase in the experimental class was 14.7 and in the control class it was only 6.9.

Student Activities

Student observation sheets during learning activities are used to obtain student activity data. The difference in student activity scores in the control class and the experimental class is presented in the following diagram:

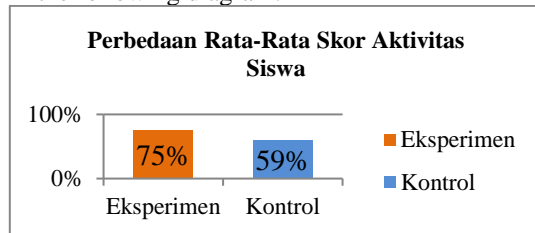


Figure 2 Average Class Student Activity Control and Experiment Class

Based on the diagram, it can be understood that there is a difference in the average percentage of student activity in the control and experimental classes. The experimental class obtained an average score of 75% student activity in four meetings and was included in the very good criteria, while in the control class only an average score of student activity was 59% which was included in the good criteria. So this shows that the average activity score of the experimental class students who apply the Take and Give model assisted by flashcard is higher than the control class that uses the picture-assisted direct instruction model. Therefore, it can be concluded that the take and give model assisted by flashcards is more effective in increasing student learning activities in the classroom.

This achievement was strengthened by research by Septiana and Ningrum (2017: 82) with the title "The Effect of Using the Take and Give Cooperative Learning Model on Integrated Social Studies Learning Outcomes of Class VIII Students of Even Semester SMP Muhammadiyah 1 Metro in the 2016/2017 Academic Year". The results showed that $t_{count} > t_{table}$, namely $2.5164 > 1.70$, which means that the take and give model can improve student social studies learning outcomes.

The results of research conducted by Sepharyanto, et al (2017: 579) with the title "Efforts to Improve Class IV Student Learning Outcomes Through Cooperative Learning Type Take And Give And Quick On The Draw". These findings indicate an increase in student learning outcomes using the take and give model.

Prayoga stated (in Ermawan and Sari, 2017: 136) that the take and give learning model trains students to be actively involved in

understanding the learning material that teachers and peers provide repeatedly. The effectiveness of the flashcard-assisted take and give learning model in social studies learning material on the Kingdoms of Hinduism, Buddhism and Islam in Indonesia for grade IV students is in accordance with the theory of cognitivism and constructivism theory. According to Ausubel (in Nahar, 2016: 64) meaningful learning theory is a process of linking new information with related concepts and existing in individual cognitive structures. Cognitivism theory which is generally associated with Piaget's theory underlies the use of the Take and Give model because students' intellectual development is at the concrete operational stage at the age of 7-11 years.

According to Rachmita (2016: 120) in the context of the learning process, using media is important as a preparatory step for teachers because in reality media can improve the teaching and learning process. Teachers can bring media to the classroom through visuals, sounds, and tastes because children's brains are very dependent on external stimuli for learning, media is also compatible with the learning brain so learning using media tends to be more friendly to the brain of the child who is learning.

This statement is in accordance with the results of this study which explains that through flashcard media students are more active and enthusiastic in the learning process which makes it easy for students to remember and understand material about the Kingdoms of Hinduism, Buddhism, Islam, in Indonesia. Students are more active and enthusiastic in learning because the flashcard media used is attractive with pictures and explanations, which students can then understand by reading and exchanging information with their peers. Through flashcard media, students' mastery of the material can be done well so that student activity and learning outcomes increase.

Based on this description, it is known that the Take and Give learning model assisted by flashcards can improve student learning outcomes and activities in social studies learning. Thus, it can be concluded that the Flashcard-assisted Take and Give model is more effective than the Image-assisted Direct Instruction model.

4. CONCLUSION

The results of the research at SDN Gugus Ikan Mas Semarang Utara obtained an average final score of 76 with learning completeness of 88% in the experimental class, while the average final score of the control class was 67.56 with learning completeness only 61.54%. Thus it can be concluded that learning in the experimental class using the take and give model assisted by flashcards obtains better learning outcomes than the control class that applies the image-assisted direct

instruction model. The results of the calculation of student activity through observations made during the learning process took place, namely in the experimental class the average score of student activity was 75% with very good criteria, while in the control class the average score of student activity was 59% with good criteria. Thus it can be concluded that the experimental class that applies the flashcard-assisted take and give model obtained an average score of student activity better than the average activity score of the control class using the image-assisted direct instruction model. The results of calculations using the independent sample t-test obtained tcount is 3.0462 and t table is 1.9990. In accordance with the test criteria, because tcount = 3.0462 > ttable = 1.9990 then H₀ is rejected and H_a is accepted, thus it can be concluded that the flashcard-assisted take and give model is more effective in improving social studies learning outcomes for fourth grade students of SDN Gugus Ikan Mas Semarang. North.

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