



Improving Student Learning Outcomes through the Take and Give Cooperative Learning Model Based Audio-Visual Media

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Abstract

The problem in this study is the low learning outcomes of science. The purpose of the study is to describe the application of the Take and Give type Cooperative learning model assisted by audio visual media to improve student learning outcomes in the science subject Class V of SD Negeri Batulaccu, Panakukang District, Makassar City, the approach used is qualitative descriptive and the type of research is Classroom Action (PTK). The data collection techniques used are observation, tests and documentation. The results of the study showed that in the achievement of the first cycle of the first meeting, the activities of teachers and students were in the category of lacking, while in the second meeting the activities of teachers and students were in the category of adequate, and the learning outcomes of students in the first cycle were as many as 12 students who completed with a percentage (63.15%) and in the category of incomplete as many as 7 students with a percentage (36.84%). In the achievement of the second cycle, the activities of teachers and students were in the good category, while in the second meeting, the activities of teachers and students were also in the good category, and the learning outcomes of students in the second cycle were 16 students complete with a percentage (84.21%) and in the incomplete category with a percentage (15.78%). The conclusion of this study is the application of the Take and Give type cooperative learning can improve participant learning outcomes education.

Keywords: Learning model; Cooperative; Take and Give; Learning outcomes; IPAS

Abstrak

Masalah dalam penelitian ini adalah rendahnya hasil belajar IPAS peserta didik. Tujuan penelitian untuk mendeskripsikan penerapan model pembelajaran Kooperatif tipe *Take and Give* berbantuan media audio visual untuk meningkatkan hasil belajar peserta didik pada mata Pelajaran IPAS Kelas V SD Negeri Batulaccu Kecamatan Panakukang Kota Makassar, pendekatan yang digunakan adalah kualitatif deskriptif dan jenis penelitian adalah Tindakan kelas (PTK). Teknik pengumpulan data yang digunakan adalah observasi, tes dan dokumentasi. Hasil penelitian menunjukkan bahwa pada pencapaian siklus I pertemuan pertama aktivitas guru maupun peserta didik berada pada kategori kurang, sedangkan pada pertemuan kedua aktivitas guru maupun peserta didik berada pada kategori cukup, dan hasil belajar peserta didik pada siklus I sebanyak 12 peserta didik tuntas dengan presentase (63,15%) dan dalam kategori tidak tuntas sebanyak 7 peserta didik dengan presentase (36,84%). Pada pencapaian siklus II pertemuan pertama aktivitas guru maupun peserta didik berada pada kategori baik, sedangkan pada pertemuan kedua aktivitas guru maupun peserta didik juga berada pada kategorikan baik, dan hasil belajar peserta didik pada siklus II sebanyak 16 peserta didik tuntas dengan presentase (84,21%) dan dalam kategori tidak tuntas dengan presentase (15,78%). Kesimpulan penelitian ini adalah penerapan model pembelajaran kooperatif tipe *Take and Give* dapat meningkatkan hasil belajar peserta didik.

Kata Kunci: Model Pembelajaran; Kooperatif; *Take and Give*; Hasil Belajar; IPAS

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1. INTRODUCTION

The role of the teacher is the most important aspect in implementing the learning process to achieve the Graduate Competency Standards. According to Permendikbud Number 16 of 2022 concerning process standards, namely: Process standards are the minimum standards that must be implemented in the learning process based on pathways, levels, and types of education to achieve Graduate Competency Standards. Process standards as referred to in paragraph, include planning the learning process, implementing the learning process, and assessing the learning process. Educational process standards for educators have an important role as guidelines in designing learning programs. In the learning process, teachers are expected to have a good understanding, including in the selection of learning models.

Based on the results of observations and initial interviews with fifth grade teachers at SD Negeri Batulaccu, it is known that in the learning process, it was found that teachers have applied several learning methods such as lectures, discussions, assignments, and questions and answers. However, in the IPAS learning process, teachers still dominantly use lectures, questions and answers, assignments and are also lacking in utilizing technology. There are limitations in the learning methods used in the learning process of Natural and Social Sciences. This certainly causes learning to feel monotonous, a number of students participate less, and tend to get bored, the limitations of only these three methods in the learning process of Natural and Social Sciences without any variations and other learning resources become an obstacle to low interest in learning Natural and Social Sciences so that it affects student learning outcomes. According to Rusiadi, (2020) Teachers need to carry out the components of teaching variation optimally, including teaching variations with methods and media, to overcome the tendency of students to become passive in learning. Lack of variety can also cause the communication process between teachers and students to be one-way.

Based on these conditions, efforts can be made to improve learning outcomes in IPAS subjects, namely applying the Take and Give type of Cooperative learning model with the help of audio-visual media. according to Silahuddin, (2022) Learning media functions as a tool in learning activities in the form of facilities that can provide visual experiences to students in order to encourage learning motivation, clarify and simplify complex and abstract concepts to be concrete and easy to understand. Meanwhile, according to Maesharoh & Tijan, (2022) audio visual media itself is media that has sound elements and image elements. Teachers also need to be active in creating teaching and learning interactions so that they can attract students to remain enthusiastic and participate fully to avoid boredom to achieve learning goals, one of which is the Take and Give learning model. Waldita et al., (2022) define that the Take and Give learning model is one of the cooperative learning models that involves the use of cards. In this model, each card contains sub-material to be learned by students. This approach provides opportunities for learners to interact actively, share knowledge, and work together in understanding the subject matter.

Research related to the application of the Take and Give learning model to improve social studies learning outcomes was conducted by Zahara et al., (2023) with the title "Improving Social Studies Learning Outcomes Using the Take and Give Cooperative Model for Elementary School Students". The results showed that the application of the Take and Give learning model can improve the learning outcomes of fifth grade students. Another study by Adnan et al., (2024) with the title "Application of the Take and Give

Learning Model to Improve Science Learning Outcomes”, found that the Take and Give model also improved students' science learning outcomes.

The advantages of the Take and Give learning model according to Mandagi, (2020) include, Students receive information from the teacher and other students can quickly understand the mastery of material and information, save students time to understand and master information. Improve students' ability to collaborate and socialize, work together to practice self-awareness and empathy through changes in attitudes and behaviour, Efforts to reduce anxiety and increase self-confidence, increase learning success by increasing learning motivation, self-esteem, and optimism. While the steps of implementing the Take and Give learning model according to (Huda, 2017) include: 1) The teacher prepares the cards that will be used in the learning process, 2) The teacher divides students into heterogeneous groups, 3) The teacher explains the material in accordance with the competencies to be achieved, 4) To assess student mastery, each student is given one card to study or memorize, 5) All students are asked to stand up and find a partner to exchange information, 6) This continues until students can give and receive (take and give) their respective materials, 7) The teacher distributes worksheets to each group, 8) The teacher asks questions to students based on the material received from their partner.

2. RESEARCH METHOD

The type of research used is Classroom Action Research (PTK). According to Machali, (2022), Classroom Action Research is simply research conducted in the classroom to determine the results of actions applied to subjects in the classroom. Basically, Classroom Action Research is learning by doing for educators, which involves activities that improve and update knowledge through direct action. This Classroom Action Research will be conducted in two cycles. According to Arikunto et al., (2008) classroom action research starts from planning, then implementation, observation and after that reflection. This study involved one teacher and 19 fifth grade students, consisting of 13 boys and 6 girls. This research is focused on aspects related to the learning process, with observations based on IPAS learning.

Data analysis techniques used in the implementation of this class action research there are two types of data that can be collected, namely descriptive qualitative and quantitative data. Quantitative data can be in the form of student learning outcomes that can be analysed descriptively. In this case, researchers use descriptive statistical analysis, such as finding the average and percentage of student learning success for quantitative data. While for qualitative data, namely sentence-shaped information that includes students' expressions of understanding of the subject, views on new learning methods, learning activities, attention, enthusiasm, confidence, motivation, and other qualitative aspects, will be processed and analyzed qualitatively. To calculate the interpretation of qualitative data, the following equation was used:

$$\text{Final Score} = \frac{\text{Student Score Achievement}}{\text{Ideal Maximum Score}} \times 100$$

During the stage at SD Negeri Batulaccu Makassar City, the research instruments were observation, tests and documentation which were analysed qualitatively. Observation

data obtained from observations of students and teachers during the learning process using the Take and Give type cooperative learning model with audio-visual aids carried out focuses on assessment:

Table 1. Categories of Success of Student Learning Outcomes

Final result category range (%)	Letter Grade	Criteria
85-100	A	Very Good
70-84	B	Good
60-69	C	Quite Good
0-59	D	Not Good

Source: Permendikbud No.104 (2014)

The success of this class action research can be measured through the improvement of students' learning activities and teachers' teaching activities in the application of Take and Give type cooperative learning model. The success criteria can be determined by reaching 80% or more of all observed indicators in the good category. If the observation results reach this percentage, then the action can be categorized as successful in accordance with the standards set by SD Negeri Batulaccu. Conversely, if it has not reached 80%, then the action is considered unsuccessful in accordance with the predetermined parameters.

$$\text{Final Score} = \frac{\text{Student Score Achievement}}{\text{Ideal Maximum Score}} \times 100$$

Table 2. Percentage of Learning Activity Achievement.

No	Activity (%)	Category
1	80-100%	B (High)
2	59-79%	C (Medium)
3	0-58%	K (Low)

Source: Arikunto (2008:31)

3. FINDINGS AND DISCUSSION

Findings

The results of observations of teacher teaching activities in cycle I showed that at the first meeting, the overall score obtained was 13, with a percentage of 54.16%, which was in the *Insufficient* category. In the second meeting, the overall score increased to 15, with a percentage of 62.05%, which is in the *Fair* category. This increase indicates that there was some progress in the teacher's performance, particularly in classroom interaction and material delivery. However, the results also reveal that several important aspects still require improvement. Specifically, teachers need to strengthen their preparation before class, including formulating clearer learning objectives and organizing materials more systematically. In addition, supervision during student activities was not optimal, and the instructions given were sometimes unclear or inconsistent, which affected student understanding and classroom management. These issues contributed to a less conducive and structured learning environment.

The teacher's reflection at the end of cycle I confirmed these findings. The teacher admitted to feeling less confident in managing time and handling unexpected classroom situations. Moreover, she recognized the need to vary her instructional strategies and make better use of the available teaching aids. Observer notes also emphasized that while the teacher showed potential, there was a tendency to rush through the material without ensuring student comprehension. Recommendations from the observer included more detailed lesson planning, use of visual prompts during instruction, and establishing clearer classroom routines.

Meanwhile, the observation results of teacher teaching activities in cycle II show significant improvements. At the first meeting, the overall score rose to 21, with a percentage of 87.05%, which was categorized as *Good*. This upward trend continued at the second meeting, where the overall score increased to 23, with a percentage of 95.83%, and was also categorized as *Good*. The improvements in cycle II reflect the teacher's better preparation, clearer instructional delivery, more effective classroom management, and increased confidence in guiding student learning activities. The teacher reported feeling more in control and noted that students were more responsive and actively engaged. She also stated that peer feedback and observer input had helped her implement practical strategies, such as breaking down instructions and monitoring group activities more closely.

Observers in cycle II highlighted a more structured learning process, improved transitions between activities, and better alignment between learning objectives and classroom tasks. The learning environment became more engaging, with students showing increased participation and focus. These changes demonstrate the positive impact of the reflective, cycle-based approach to teacher professional development, emphasizing the importance of feedback, adaptation, and continuous improvement in instructional practice

The presentation of the results of observations of student learning activities in cycle I shows that at the first meeting, the percentage of learning activities amounted to 55.48%, which is included in the *Less* (K) category. This indicates that more than half of the students were not yet fully engaged in the learning process. Observers noted that many students were passive, showed limited interaction with their peers, and had difficulty following the teacher's instructions. This low level of engagement can be attributed to several factors, including the lack of variety in instructional methods, unclear instructions, and minimal use of media or learning aids that could stimulate student interest.

At the second meeting of cycle I, the percentage of student learning activities increased to 66.22%, which is included in the *Fair* (C) category. The improvement suggests that some adjustments made by the teachers such as providing more structured group tasks and giving students more time to respond—had a positive impact on student involvement. However, the level of student engagement was still uneven, with a few students dominating the discussions while others remained quiet or distracted. The group dynamics were still developing, and students needed more guidance in collaborating effectively.

In cycle II, significant progress was observed. At the first meeting, the percentage of student learning activities rose to 80.48%, which was categorized as *Good*. Students showed greater responsiveness to teacher prompts, displayed more initiative in group activities, and participated more actively in classroom discussions. This improvement

correlates with the teacher's enhanced classroom management skills and better lesson delivery, including the use of interactive media and clearer instructions. The students began to demonstrate better time management during group work and showed more responsibility in completing tasks assigned to them.

By the second meeting of cycle II, student participation reached 92.54%, maintaining the *Good* category. This sharp increase illustrates a transformation in student attitudes and behavior towards the learning process. Students not only followed instructions and collaborated effectively but also began asking questions, offering opinions, and helping their peers—indications of deeper cognitive and social engagement. Observers noted a noticeable shift in classroom atmosphere: it became more lively, focused, and student-centered. Group activities ran smoothly, and students were more motivated to complete tasks accurately and on time.

Overall, the trend from cycle I to cycle II demonstrates a clear and consistent upward trajectory in student learning activity. The increase in active participation suggests that students were positively influenced by improvements in teaching strategies, the integration of engaging media, and a more supportive classroom environment. The learning process evolved from being teacher-led and passive to one that was interactive and student-centered. This reinforces the importance of adapting instructional approaches based on continuous observation and reflection, as well as creating a learning climate where students feel encouraged, guided, and empowered to take part actively.

Table 3. Data Description of Frequency and Percentage of Completeness of Learning Hail of Students Cycle II

Grade	Category	Frequency	Presentation (%)
70-100	Incomplete	16	84,21
0-69	Complete	3	15,78
Total		19	100%

The completeness of students' learning outcomes in IPAS (Ilmu Pengetahuan Alam dan Sosial) subjects through the application of the Take and Give type cooperative learning model assisted by audio-visual media at SD Negeri Btulaccu, Panakukang District, Makassar City, showed a promising result in cycle II. Out of 19 students, 16 (84.21%) achieved the *complete* category, meaning they obtained a minimum score of 70 or above. Meanwhile, only 3 students (15.78%) remained in the *incomplete* category. These figures indicate that the learning outcome completeness has surpassed the classical success indicator, which was set at 80% of students achieving the minimum score. With the achievement of 84.21% completeness, it can be concluded that the learning objectives in this cycle have been met satisfactorily.

This outcome reflects the effectiveness of implementing the Take and Give cooperative learning model, especially when supported by audio-visual media. The model promotes active student engagement by encouraging students to exchange knowledge and take responsibility for their own learning as well as their peers'. This collaborative structure is particularly suitable for the IPAS subject, where concepts often benefit from contextual examples and visual representations. The integration of audio-

visual media played a crucial role in enhancing students' comprehension by stimulating multiple senses and increasing retention of information. Students were not only more attentive but also more enthusiastic and motivated during the learning process.

The significant increase in student achievement from previous cycles to cycle II also demonstrates the value of reflective teaching and iterative improvements based on formative assessments. In earlier cycles, some students struggled with abstract concepts and failed to connect the learning materials with real-life situations. Through the Take and Give model, students were encouraged to actively share what they understood with their peers, reinforcing their own learning while helping others. In addition, the teacher's role shifted from being the primary source of information to a facilitator and guide, which fostered a more student-centered learning environment.

Furthermore, the small percentage of students who remained in the incomplete category (15.78%) provides important insight for future instructional planning. These students may require differentiated instruction, additional scaffolding, or targeted interventions to support their learning needs. Their challenges could be related to foundational knowledge gaps, learning styles, or even non-academic factors such as confidence or participation levels. Identifying and addressing these needs in subsequent lessons will be essential to achieving more equitable learning outcomes.

In conclusion, the results of cycle II affirm that the application of cooperative learning strategies, when thoughtfully integrated with multimedia support, can significantly improve student mastery of subject content. Not only was the target of 80% classical completeness exceeded, but the quality of the learning process also improved in terms of student participation, motivation, and understanding. These findings suggest that such an approach is not only effective for short-term achievement but also holds potential for fostering deeper, more meaningful learning in the long term.

Discussion

After the implementation of the Take and Give type cooperative learning model assisted by audio-visual media in IPAS subjects in class V of SD Negeri Batulaccu, Panakukang District, Makassar City, based on the analysis of the two observers starting from pre-cycle, cycle I, and cycle II, as well as the test results in cycle II showed that there was a significant increase in learning outcomes in students. The implementation of the Take and Give type cooperative learning model in cycle I was carried out by the teacher presenting the material through the LCD/projector and summarizing the material displayed. After that, the teacher distributed Take and Give cards containing the sub-matter to be learned, then students exchanged information with their partners.

This is done to test the ability of students related to the material that has been learned. Based on the facts that have been found, some learners are able to explain the memorized material to their partners. Learners are also enthusiastic in paying attention to the material taught by the teacher and look active in cooperating in finding their partner. In addition, they understand the material more quickly because they are required to master the material learned by themselves and those obtained from their partners, this is in line with Pulukadang, (2021) the learning model of receiving and

giving (Take and Give) is learning that has syntax, demanding that students are able to understand the lesson material provided by the teacher and other friends.

The learning process in cycle I with the application of the Take and Give type cooperative learning model has shown changes, but the results have not been satisfactory. This was due to several shortcomings that occurred at each stage of the activity, both from the aspects of teachers and students. Some of the steps implemented were not fully appropriate because students did not fully understand the steps of the Take and Give type cooperative learning model. Meanwhile, the learning outcomes of students in cycle I were in the sufficient category. This is due to the application of the steps of the learning model that has not gone well. Summarizing the material is also not maximized so that the learning objectives are not achieved as desired.

Then the results of the implementation of actions in cycle II showed a significant improvement both in terms of the learning process and the learning outcomes of students after the application of the Take and Give type cooperative learning model assisted by audiovisual media in IPAS subjects. This was influenced by the teacher's ability to apply the learning model well and interact effectively with students, thus having a positive impact on their learning outcomes. This is in line with the opinion of Ridho'i, (2022) Learning outcomes are influenced by several factors, namely internal and external factors. In the scope of learning outcomes, internal factors or causes include biology, psychology, maturity, intelligence, training, motivation, and student attitudes in learning. External factors are the family, community and school environment.

This is evidenced by the acquisition of learning outcomes of students who can reach the good category. However, there are 3 students who have not reached the minimum completion criteria. This is caused by several factors, such as not paying attention to the material and teacher explanations, playing during the learning process, and disturbing each other's friends, in accordance with the opinion of Damayanti, (2022) Internal factors that affect student learning outcomes are factors that come from within students which include psychological (spiritual) aspects such as awareness, attention, and interest.

The results of observations of the implementation of cycle II actions prove that the teacher's teaching activities have improved from before. In cycle I, the teacher's teaching activities at the first meeting were in the less category, and at the second meeting were in the sufficient category. However, in cycle II, the teacher's teaching activities at the first meeting were in the good category, and at the second meeting they remained in the good category. With that, students' learning activities also increased. In cycle I, learning activities at the first meeting were in the less category and at the second meeting were in the sufficient category. However, in cycle II, the learning activities of students became more orderly and good, so that they were in the good category. this is in accordance with the research of Zahara et al., (2023) with the title "Improving Social Studies Learning Outcomes by Using the Take and Give Cooperative Model for Elementary School Students". Which shows that the application of the take and give learning model can improve learning outcomes. So, action research in cycles I and II can be said to have shown an increase in learning outcomes in IPAS subjects with the application of the Take

and Give type cooperative learning model assisted by audio-visual media in class V SD Negeri Batulaccu, Panakukang District, Makassar City.

4. CONCLUSION

Based on the findings from the implementation of the Take and Give cooperative learning model assisted by audio-visual media in IPAS subjects for Grade V students at SD Negeri Batulaccu, Panakukang District, Makassar City, it can be concluded that this model has proven to be effective in improving both the learning process and student learning outcomes. The improvement is evidenced by the increase in the completeness of student learning outcomes from pre-cycle to cycle II, where in the final cycle, 84.21% of students met the minimum mastery criteria. This exceeded the classical success indicator of 80%, indicating that the learning objectives were successfully achieved. The use of the Take and Give model contributed significantly to increased student activity, participation, and comprehension. Through structured peer interactions and the integration of audio-visual media, students were more motivated, collaborative, and engaged in constructing knowledge. The model encouraged not only cognitive development but also social and communication skills, which are essential in cooperative learning environments. The research also shows a progressive improvement in the teacher's instructional performance. Through the reflective process of classroom action research, the teacher was able to address weaknesses identified in cycle I and apply more effective strategies in cycle II. As a result, teaching activities and student engagement improved consistently, moving from the *insufficient* and *fair* categories to the *good* category. However, the presence of a small group of students who did not reach mastery highlights the need for continuous differentiation and support to accommodate diverse learning needs. Addressing internal factors such as student motivation, attention span, and learning discipline remains crucial in ensuring more equitable outcomes. In conclusion, the application of the Take and Give cooperative learning model, when combined with engaging and contextual audio-visual media, provides a practical and effective strategy to enhance learning outcomes in elementary-level IPAS education. It also affirms the importance of adaptive pedagogy and continuous teacher development in fostering meaningful and inclusive classroom learning.

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