

The Effect of Take and Give Learning Methods on Students' Learning Achievements at the Eighth Grade Students of the First State School 3 Rantau Utara

Eva Julyanti¹, Lily Rohanita Hasibuan^{2*}, Rohani², Amin Harahap², Arman Harahap²

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan Universitas Labuhanbatu

Abstract:- This study aims to determine whether the influence of the Take and Give learning methods can improve learning outcomes in The First State School 3 Rantau Utara. The subjects of this study were 248 students from Class VIII of North Rantau Middle School. The object of this study is the Effect of Take and Give Learning Methods Against Student Learning in Achievements At The Eighth Grade Students of The First State School 3 Rantau Utara. The sampling technique using cluster random sampling was taken as many as 2 classes, namely students of class VIII 5 as an experimental group that was subjected to a method of learning and giving and class VIII 7 students as a control group that were subjected to expository or conventional learning methods. At the end of the study both classes were given a final test using the same instrument that had been tested for validity, reliability, level of difficulty, and distinguishing power. Data collection methods in this study are documentation, observation, and tests.

In this study, researchers collected data by giving different treatments to the two study sample groups. The results of the analysis of the research data obtained obtained t count = 2.396 < F table. and the real level α = 0.05 obtained t table = 1.684. So that t count > t table (2,396 < 1,684). Then H_0 is rejected. So it can be concluded that H_0 was rejected and H_a was accepted, meaning that there was an influence of the take and give learning methods on students' learning achievements at the eighth grade students of The First State School 3 Rantau Utara.

Keywords:- Take and Give Method, Learning Outcomes.

I. INTRODUCTION

Education will bring people into change. Where changes are written off are changes that make quality human beings. The rapid development of science and technology in the current era of globalization, is very influential on all dimensions of human life. The development of science and technology requires quality human resources, who are able to face various challenges and are able to compete. Quality resources can only be produced through quality education. Education is a forum for developing knowledge, skills and expertise.

In general, learning resources are interpreted narrowly, which is only limited to textbooks, so students

are less active and bored and less interested in paying attention to the material delivered by the teacher. Lack of teacher's ability to deliver material can cause students not interested and learning tends to be boring, it causes learning in the classroom to be less effective.

In the world of education, mathematics has been introduced to students from the elementary level up to the higher levels. In mathematics education teachers play an important role in realizing the achievement of learning. An important element in learning mathematics is to stimulate students and direct students to learn, where learning can be stimulated and guided by various methods or ways that lead to their goals and the right step is to use appropriate teaching methods in accordance with the recommended subject matter.

Mathematics needs to be taught to students because: (1). Always used in all aspects of life; (2). All fields of study require appropriate mathematical skills; (3). Is a means of communication that is strong, concise and clear; (4). Can be used to present information in various ways; (5). Improve the ability of efforts to solve mature problems. An important element in learning mathematics is to stimulate students and direct students to learn, where learning can be stimulated and guided by various methods or ways that lead to their goals and the right step is to use appropriate teaching methods in accordance with the recommended subject matter. High or low ability and student mathematics learning outcomes in a learning process is influenced by several factors. Among them, because many students think mathematics is difficult to learn. As revealed by Abdurrahma. From the field of study taught at school, mathematics is a field that is considered most difficult by both students who have no learning difficulties and especially those who have difficulty learning".

Method is a way that can be used to implement the strategy. Method literally, means 'way'. In general usage, a method is defined as a method or procedure used to achieve a certain goal. The take and give method is a series of presentation of teaching material to students by using a lesson note card where students take and give (teach) the lesson in the note to other students. Some experts believe that a subject is truly mastered a lot if students are able to teach other students. Teaching peers gives students the opportunity to learn something good at the same time as a resource for others.

The take and give type of cooperative learning method is a type of learning that invites students to share about the material delivered by the teacher, in other words this type trains students to be actively involved in conveying the material they receive to friends or other students repeatedly. The series of data presentation in the take and give type of learning method begins with giving a card to the student in which the card itself has a note that must be mastered or memorized by each student. Then students look for their respective partners to exchange the knowledge available to them according to the existing cards, then end by evaluating students by asking for knowledge that exists in themselves and which they received through their partner mates.

The learning method of receiving and giving (take and give) is a learning model that has syntax, requiring students to be able to understand the subject matter that will be provided by the teacher and their peers (other students). This method is also expected to be able to encourage students towards a deeper understanding of the material. The method of learning to take and give has advantages, among others, learning materials will be directed, students can work together and respect the abilities of others, can interact well with classmates, can deepen and sharpen student knowledge, and can increase student responsibility.

II. METHODS

This research was conducted at The First State School 3 Rantau Utara. Population is a generalization area that consists of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The study population of this study were all eighth grade students of The First State School 3 Rantau Utara which consisted of 248 students and consisted of eight classes. The sample is a portion of the number and characteristics possessed by the population.

The sampling technique of this study was carried out randomly by taking a sample of two classes randomly from eight existing classes, taken VIII5 as many as 31 students and VIII7 as many as 29 students. This type of research is experimental. In this study, researchers collected data by giving different treatments to the two study sample groups. Based on the research objectives to be achieved is to find out whether there is an influence of take and give learning methods on learning outcomes, then in this study researchers used an experimental method by comparing the learning outcomes of the experimental group and the control group. The experimental group is a group that is given special treatment (the variable to be tested), namely the take and give method, while the control group is a group with conventional learning.

➤ *Research Instruments*

- Data Sources
- Research Instrument Grid

The technique used to collect data in this study is:

- Trial test
- Interview

III. RESULT AND DISCUSSION

Before being given a preparation first done pretest. Pretest is done with the aim to know the initial abilities of students before the material supports. Based on the calculation results obtained an average of pretest students in the control class before the material reached 71.03 with the highest value of 90, 60 and a standard deviation of 9.19. While the average experimental class students before the material reached 72.42 with the highest value of 85, the lowest 60 and a standard deviation of 9.39.

After knowing the students' initial ability before the material is taught, then given treatment, namely for the experimental class given learning with the Take and Give learning method, while for the control class given learning with conventional learning methods. At the end of the lesson after the cube and beam material has been taught, a post-test is conducted to determine student learning outcomes. The results showed the average posttest of the control class was 75.28 with the highest value of 92, the lowest value of 62 and a standard deviation of 9.57. As for the experimental class after the posttest obtained an average of 80.48 with the highest value of 92, the lowest value of 67 and a standard deviation of 7.173.

After the data is collected, data analysis is needed. Before analyzing the data, the researchers used a test instrument consisting of two tests, namely the validity and reliability tests. The prerequisite test is used so that the estimation basis used later can use the t-test model. In the prerequisite test there are two tests namely the normality test and homogeneity test and the hypothesis test used is the t-test.

This study aims to determine the effect of the Take and Give Learning Method Against Mathematics Learning Outcomes of Class VIII Students of The First State School 3 Rantau Utara. In this study, researchers used two classes in which class VIII-5 as an experimental class used the Take and Give learning method which amounted to 31 students and class VIII-7 as a control class using conventional learning methods totaling 29 students. Data collected using data collection techniques such as test instruments. The test is a tool used to obtain student learning outcomes after using the Take and Give learning methods in the experimental class and conventional learning methods in the control class. Based on the analysis of test data, the average score of students in the experimental class pretest was 72.42 and the standard deviation was 9.39. For the average score of students in the experimental class posttest was 80.48 and the standard deviation was 7.173. For the average score of students in the control class pretest was 71.03 and the standard deviation was 9.19. For the average score of students in the control class posttest was 75.28 and the standard deviation

was 9.57. This difference means proving that there is an influence of the Take and Give learning method on student learning outcomes.

The results of the normality test with the chi square formula using SPSS Statistics 22 95% confidence level was obtained that the experimental class sample χ^2 count = 9.097 and the control class χ^2 count = 3,586 were normally distributed because χ^2 count < χ^2 table. Then H_0 is accepted, so it can be said that both classes are normally distributed. Homogeneity test obtained Fcount = 0.877, by taking a significant level of 5% obtained Ftable = 1.58 so that the experimental class and the control class come from populations that have the same or homogeneous variance.

After the data is said to be normal and homogeneous, a statistical test is carried out using the t-test. The results obtained from tcount = 2,396 compared with ttable which has degrees of freedom $dk = n_1 + n_2 - 2$ and the significant level $\alpha = 5\%$ is 1,684, it can be said tcount = (2,396) > ttable = (1,684), then H_0 is rejected and H_a accepted, meaning that the effect of take and give learning methods on students' learning achievements at the eighth grade students of The First State School 3 Rantau Utara.

IV. CONCLUSION

Based on the results of research and discussion that has been described, it can be concluded that learning mathematics with the Take and give method can improve student learning outcomes at the eighth grade students of The First State School 3 Rantau Utara.

From the results of data analysis, about the Effect of the Take and Give Learning Method Against the Mathematics Learning Outcomes of Class VIII Students of The First State School 3 Rantau Utara, it is known that the results obtained from $t = 2,396$ compared with t tables which have degrees of freedom $dk = n_1 + n_2 - 2$ and Significant level $\alpha = 5\%$ is 1,684, it can be said tcount = (2,396) > ttable = (1,684), then H_0 is rejected and H_a is accepted, meaning that there is an influence of the the effect of take and give learning methods on students' learning achievements at the eighth grade students of The First State School 3 Rantau Utara.

Based on the analysis of test data, the average score of students in the experimental class was = 80.48 while the average score obtained in the control class was = 75.28. And in the use of the Take and Give learning method, learning runs effectively and efficiently so that it can prove that there is an influence of the Take and Give learning method on student learning outcomes.

REFERENCES

- [1]. Abdurrahman, Mulyono. (2003). "*Pendidikan Bagi Anak Berkesulitan Belajar*". Rineka Cipta. Jakarta
- [2]. Arikunto, Suharsimi. (1993). "*Prosedur Penelitian*". Jakarta : Rineka cipta
- [3]. Biehler, Robert F. (1982). "*Psychology applied to teaching*". New York: HoughtonMifflin
- [4]. Cronbach, 1954. "*Educational Psychology*". Calabasas CA: CEC Publ.
- [5]. Djamarah, S. B. (2010). "*Guru dan Anak Didik dalam Interaksi Edukatif*". Jakarta: Rineka Cipta.
- [6]. Ermawan, M. T. S., & Sari, A. F. (2017). "*Pengaruh Model Pembelajaran Take and Giveterhadap Kemampuan Pemecahan Masalah Matematis Peserta Didik*". Jurnal Seminar Nasional Integrasi Matematika dan Nilai Islami. 1(1):135.
- [7]. Herlina, (2015). "*Improving Writing Skills Of The 4TH Grade Primary School Students Trough Flash Card Media*" (Universitas Negeri Jakarta).Indonesia Jurnal Of Educational Review. Volume 2, Nomor 2.
- [8]. Hertina, Ety. (2013)."*Pemanfaatan Model Pembelajaran Cooperative Learning Tipe Kancing Gemerincing dalam Meningkatkan Aktivitas belajar dan Hasil Belajar Pendidikan Agama Islam Siswa Kelas V di SDN 22 Talang Kelap Banyuasin*", Palembang, Universitas UIN Rafah
- [9]. Huda, Miftahul, (2014). "*Model-Model Pengajaran Dan Pembelajaran*". Yogyakarta: Pustaka Pelajar
- [10]. Hopkins, D. (1993). "*A Teacher's Guide to Classroom Research*". Philadelphia: Open University Press.
- [11]. Ihsan, (2013). "*Fuad. Dasar-Dasar Kependidikan*". Jakarta: PT. Rineka Cipta
- [12]. Istarani. 2011. "*Model Pembelajaran Inovatif*". Medan : Media Persada
- [13]. Joyce, B & Weil. (1992). "*Models of Teaching.Fourth ed. Massachussets*". Allyn & Bacon Publ Co.
- [14]. Meda, L. Y. (2017). "*Pengaruh Model Pembelajaran Take and Giveterhadap Hasil Belajar Siswa Kelas X*". Skripsi. Lampung: Universitas Negeri Lampung.
- [15]. Mudlofir, A., & Rusydiyah, E.F. (2017). *Desain Pembelajaran Inovatif dari Teori ke Praktik*. Jakarta: Raja Grafindo Persada.
- [16]. McNiff, J. (1992). "*Action Research for Professional Development*". London: Sage Publications.
- [17]. Muslim, dkk. (2015). "*Pengembangan Model Kurikulum Tingkat Satuan Pendidikan Pada Sekolah dan Madrasah*". Jakarta: Grafindo Persada
- [18]. Nazliah, R. et all, (2020) The Effect of Discovery Learning Model on Students Learning Outcome at SMA Muhammadiyah 09. International Journal of Innovative Science and Research Technology. Jilid 5 Issue 3 – March

- [19]. Ngalimun. (2012). *“Strategi dan Model Pembelajaran”*, Banjarmasin: SRIPTA Cendekia
- [20]. Oemar Hamalik. (2009). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara
- [21]. Rusman, (2014). *“Model-Model Pembelajaran Pengembangan Profesionalisme Guru”*. Jakarta: Rajawali Pers
- [22]. Sudijiono, A. 2009. *“Mengantar Evaluasi Pendidikan”*. Rajawali Pers. Jakarta
- [23]. Sudjana, Nana. (2014). *“Penilaian Hasil Proses Belajar Mengajar”*. Bandung: Remaja Rosdakarya
- [24]. Sugiyono. (2013). *“Statistika Untuk Penelitian”*. Bandung : ALFABETA
Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta
- [25]. Susetyo, Budi. (2015). *“Prosedur Penyusunan dan Analisis Tes”*. Bandung : Refika Aditama
- [26]. Udin. (2010). *“Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif”*. Jakarta: Bumi Aksara.
- [27]. Widyaningrum, Marlina. (2012). *“Peningkatan Partisipasi dan Hasil Belajar IPA dengan Model Pembelajaran Take and Give pada Siswa Kelas IV SDN Majung 2 Tahun 2012/2013”*. Universitas Muhammadiyah Surakarta. Solo.