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Take and Give Learning on Cooperation Skills Cooperation Skills in Civics Subjects in Class III of Istana Hati Private Elementary School

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ABSTRACT
This study aims to determine the effect of the take and give learning model on the cooperation skills of third grade students in Civics Education subjects at Istana Hati Elementary School, Binjai City. The location of this research was at Istana Hati Private Elementary School in North Binjai. This research was conducted in March - April 2023. This research method uses experimental research by measuring the effect of the learning model from the pretest and postest scores on the ability to cooperate with students from the questionnaire results. The population and sample in this study were all third grade students of Istana Hati Elementary School as many as 28 people. The results of this study are that there is an effect of the take and give learning model on the skills of working together with third grade students in Civics Subjects at Istana Hati Elementary School, Binjai City. This means that the conclusion from the results of the pretest and postest value hypothesis test is that there is an effect of the *take and give* learning model on student pretests and postests. As well as the results of hypothesis testing as well as the results of the last hypothesis of this study, namely obtained $_{rhitung}$ > r_{tabel} or 41.251> 2.9019 then H_0 is accepted. This means that the conclusion from the results of the hypothesis test on the value of students' cooperation skills is that there is an effect of the *take and give* learning model on students' cooperation skills in Civics lessons for third grade students of Istana Hati Elementary School, Binjai City.

Keywords: Take And Give, Skills, Collaboration

Introduction

Education as a conscious effort to develop human personality and abilities that functions to foster the creativity of students, preserve human and divine values, prepare productive workforce and have methods. Education is not just about mastering the material of each subject, but more than that, education is expected to produce people who are able to actualize all their potential optimally. The potential that has been actualized, a person can utilize and explore all the potential of nature and the environment productively and competitively, so that he is able to meet his needs and compete and answer the challenges faced in this dynamic society. All this can be obtained through quality education. Education is not just a process of intellectual enrichment, but also cultivates the seeds of human behavior to add the noble qualities of humanity.(Sagala, 2013). For this reason, every teacher in each education unit is required to carry out learning planning, implementation of the learning process and assessment of the learning process with the correct learning approaches, models and methods to improve the efficiency and effectiveness of achieving graduate competencies. Furthermore, Annex IV of the Minister of Education and Culture Regulation No. 81A of 2013 on Curriculum Implementation of General Guidelines for Learning, states that learning approaches, models and methods are needed to support the realization of all competencies contained in the 2013 Curriculum. The curriculum contains what teachers should teach to students, while learning is a way of how what is taught can be mastered by students. The implementation of learning is preceded by the preparation of lesson plans developed by teachers either individually or in groups that refer to the syllabus. (Dr. Haerullah, Ade and Dr. Hasan, Said, (2017). In Indonesia, there are 3,015,315 teachers according to Ministry of Education and Culture data. Of that number, 2,294,191 teachers are civil servants and permanent foundation teachers (GTY). While the remaining 721,124 teachers have the status of non-permanent teachers

(GTT) and are not certified.11 Of the 3 (three) million teachers, not a few are still problematic, both in terms of professionalism and personality. (Rahman, 2016) . Regulation of the Minister of National Education of the Republic of Indonesia number 16 of 2007 states that "teacher competency standards are developed as a whole from four main competencies, namely: pedagogic, personality, social, and professional competencies. the four competencies are integrated in the work of teachers". The results of observations show that the pedagogical and professional competence of teachers is low because 9 people or 56.25% of teachers do not meet the criteria for both competence, pedagogical and professional. based on the results of the questionnaire and the results of observations, it was concluded that the low competence of Civics teachers because teachers had not met the good criteria on all indicators on each competency (Dahnial, I. 2017).

Based on these data, there are many obstacles faced by teachers in learning, including the problem of choosing a learning model. This is because when teaching the teacher must adjust to the thematic learning being taught. Cooperation or collaboration skills between learners is one of the skills that can link other skills such as critical thinking, motivation, and metacognition. so that students' skills in cooperation are needed to face learning in the 21st century. Learning in the 21st century prioritizes learning that processes on character building, as found in research (Putri, P. K., & Dahnial, I., 2022) that learning that applies the values contained in Pancasila can be a moral force and support the formation of student character for the creation of a generation with character and spirit of Pancasila. These values are found in learning such as mutual cooperation, cooperation, tolerance and deliberation. The thing that is related in this research that is in line with the formation of student character values in learning is the ability of group cooperation. Group cooperation according to Lai (2011) is defined as the involvement of learners in solving problems together to achieve common goals. Cooperation skills are classified based on indicators that include group goals, trust and conflict, reaction to differences, leadership, control and procedures, use of resources, interpersonal communication, listening, communication flow, problem solving, experimentation and creativity, and evaluation (Crebert, et al., 2011).(Sari Puspita, 2019). Based on the results of preliminary observations on November 3, 2022, it is known that Istana Hati Binjai Private Elementary School is one of the educational units with elementary school level in Nangka Kec. North Binjai, Binjai City, North Sumatra. In carrying out its activities, Istana Hati Binjai Private Elementary School is under the auspices of the Ministry of Education and Culture. Elementary school teachers are required to carry out learning tasks as routine tasks and are required to have an innovative and creative spirit. In addition, there are also obstacles related to the bureaucratic system of implementing the duties of teachers, which mostly spurs their lack of passion for innovation and creativity in carrying out their duties as teachers. Teachers have the task of directing students' learning activities to achieve learning goals. Teachers must always update and master the subject matter presented. Self-preparation about the material is attempted by seeking information through various sources such as reading the latest books accessing from the internet always following the latest developments and advances about the material presented. (Dahnial, I., 2020). The problem that occurred in the field during the observation was in students' cooperation skills. There are indications that students have not been able to show an attitude of cooperation with their friends when group learning takes place, they are busy disturbing friends, students find it difficult to collaborate between friends, students play a lot, do not pay attention to the teacher when learning takes place, students are less able to express opinions, students cause noise and commotion in the classroom, so that learning is disrupted and ineffective. In this case, students when learning in groups feel a sense of competition with their friends (Dahnial, I., 2017).

Research Methodology

Population is the whole subject or object in research that has certain characteristics (Sundayana, 2018). In a study, population is used to describe all elements of an area that will be targeted in a study. The population in this study were all third grade students of Istana hati Binjai Private Elementary School, totaling 28 people.The sample is part of the number and characteristics possessed by the population (Sugiyono, 2015). The sampling technique in this study used a saturated sampling technique, all members of the population could be used as a research sample. (Sugiyono, 2015). This is because the population is less than 30 people. All third grade students who will be used as research samples totaled 28 people. The location of this research was carried out at the Istana Hati Private Elementary School which is located at Jalan AR. Hakim Lk. III Kel. Nangka Kec. Binjai Utara Binjai City. The reason the researcher chose the school was because the school was still relatively new and the class teacher had never used a learning model in accordance with what I would research. So that I am interested in researching at the school. The time of this research was carried out from March - April 2023. In this study, researchers only limited to the research stage will only be carried out on Civics subjects, researchers used the *Take and Give* learning model. in this study discusses the issue of student cooperation skills. The research instruments used to collect data on the effect of the *Take and give* learning model on cooperation skills are questionnaires and student test sheets. Validity test and reliability test. The validity test is a measure that shows the level of validity of an instrument used. The

instrument is said to be valid if it can reveal data from the variables studied. The data is then analyzed using the Product Moment formula with the following formula:

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum x^2)\}\{N\sum Y^2 - (\sum Y)^2}}$$

Description:

rxy = Correlation coefficient between variables
N = Number of Respondents
$\sum x$ = Sum of x variable scores
$\sum y$ = Sum of y variable scores
$\sum xy$ = The sum of the multiplication of x and y scores
$\sum x^2$ = Sum of squares of x distribution scores
$\sum y^2$ = Sum of squares of y distribution scores

Reliability test is the result of a measurement that can be trusted. The higher the coefficient between the measurement results of the two measuring instruments, the better the measurement results of the two tools are more reliable. In this study, reliability is supported by using the formula.

$$r_{11} = \left(\frac{n}{n-1}\right) x\ 1 - \frac{\sum \delta_2^1}{\delta_2^1}$$

Description:

r_{11} = overall reliability
n = number of respondents
n-1 = number of respondents-1
$\sum \delta_2^1$ = total number of item variances
δ_2^1 = number of question variances

Distinguishing Power
To determine the level of difficulty of each question, the formula is used:

$$P = \frac{B}{J_s}$$

Description:
P : Question difficulty level
B : Number of students who answered correctly
J_s : Number of students

Criteria for calculating TK:

- Kindergarten 0.00 - 0. 24 difficult
- Kindergarten 0.25 - 0. 75moderate
- Kindergarten 0.74 - 1.00 easy

Question Distinguishing Power
To calculate the differentiating power of the question, the formula is used:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Description:
JA: Number of upper group participants
JB: Number of lower group participants
BA: Number of upper group participants who answered correctly
BB: Number of lower group participants who answered incorrectly

Criteria for calculating DP:

- DP 0.70 - 1.00 excellent
- DP 0.40 - 0.69 good
- DP 0.20 - 0.39 sufficient
- DP 0.00 - 0.19 bad
- DP Negative all is not good

Results and Discussion

This research was conducted in class III of Istana Hati Elementary School, Binjai City, this school is a new school in Binjai city which has been established since 2019. This school because it is still relatively new so it only has 7 study class rombel. So that researchers only use 1 class to be used as a research sample, namely class 3. The research was conducted for 2 face-to-face meetings, where the first meeting took pretest data and initial questionnaires; then the second meeting conducted teaching using the *Take And Give* learning model then at the third meeting which was the last meeting to take pretest postest data and student questionnaires. This research was conducted to determine the effect of the *take and give* learning model on the skills of working together with third grade students in Civics Subjects at Istana Hati Elementary School, Binjai City. The purpose of this study is to determine the effect of the *take and give* learning model on the skills of working together with third grade students in Civics Education at Istana Hati Elementary School in Binjai City. The population in this study were all third grade students of Istana Hati Elementary School, Binjai City, totaling 28 students. In sampling, researchers used a saturated sampling technique so that all members of the population were used as research samples totaling 28 students. The validity test is used to determine whether the trial questions are valid or not using the Product Moment formula. The question item is said to be valid if the $_{tcount} > t_{tabel}$ and is not said to be valid if the tcount < t_{tabel} . After obtaining the rcount price then consulted to the price of r_{tabel} on the product moment with$\alpha = 0.05$ with a sample size of 30 students obtained the price of $r_{tabel} = 0.361$ with the criteria if $_{rcount} > r_{tabel}$ then the question is declared valid. Thus, question number one is declared valid because $_{rcount} > r_{tabel}$ (0.559>0.361). In the same way, the $_{rcount}$ prices for the other questions were obtained, as shown in the following table:

Table 4.1. Test Validity Test Results

Question Number	$_{rcount}$	r_{tabel}	Description
1	0,559	0,361	Valid
3	0,567	0,361	Valid
5	0,383	0,361	Valid
8	0,723	0,361	Valid
10	0,379	0,361	Valid
12	0, 423	0,361	Valid
15	0,383	0,361	Valid
17	0,405	0,361	Valid
19	0,525	0,361	Valid
20	0,549	0,361	Valid

Data processing using the Ms. Execel program. Based on the table above shows that there are 20 questions to be tested in the form of multiple choice. Of the 20 questions that have been tested, there are 10 questions that are said to be valid and 10 questions that are declared invalid. Reliability analysis in this study uses the Cronbach's Alpha (α) formula. If r_{11} > reliability coefficient then the question is declared reliable. From testing the questions that have been done, there is a value of $r_{11} = 0.396$> reliability coefficient of 0.6 then the question is declared reliable. The differentiating power test is the ability of a question to distinguish between students who are good and less good. Of the 10 valid questions that have been tested, all of them are well-criteria questions with question numbers, namely 1, 3, 5, 8, 10, 12, 15, 17, 19, 20. The question is said to be good if it has a balanced level of difficulty. Based on the analysis of the trial level of difficulty of the questions, there are questions with sufficient criteria, namely numbers 15 and 20; questions with moderate criteria, namely numbers 1, 3, 5, and 8; while questions with easy criteria are number 10, 12, 17 and 19.

Table 4.2. Normality Test of Student Pretest and Posttest
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.88137801
Most Extreme Differences	Absolute	.142
	Positive	.142
	Negative	-.117
Test Statistic		.142
Asymp. Sig. (2-tailed)		.153[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From table 4.2 above, it can be seen that the results of the student pretest and posttest normality test obtained a significance value of 0.153. Where based on the conclusion of the normality test if the **significance value> 0.05** then the data is normally distributed, in this study the normality data obtained is 0.153> 0.05, thus the pretest postest data in this study is normally distributed.

Table 4.3 Normality Test of Student Cooperation Ability Questionnaire
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.02013811
Most Extreme Differences	Absolute	.112
	Positive	.112
	Negative	-.054
Test Statistic		.112
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From table 4.3 above, it can be seen that the results of the normality test of the student cooperation ability questionnaire obtained a significance value of 0.200. Where based on the conclusion of the normality test if the **significance value> 0.05** then the data is normally distributed, in this study the normality data obtained is 0.200> 0.05, thus the data from the student cooperation ability questionnaire in this study are normally distributed. Data analysis of hypothesis testing was obtained using SPSS 26 from the results of the acquisition of pretest and postest scores as well as initial and final questionnaire scores. The following are the assessment results:

Table 4.4. Hypothesis Test of Student Pretest and Posttest
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2779.480	1	2779.480	21.746	.000[b]
	Residuals	3323.199	26	127.815		
	Total	6102.679	27			

a. Dependent Variable: X
b. Predictors: (Constant), Y

From table 4.4 above, it can be seen that the results of the student pretest and post-test hypothesis test obtained an F value of 21.746 ($_{rcount}$), and r_{tabel} = 1. 26 when viewed on a table of 2.9019. Where based on the conclusion of the hypothesis test $_{r}$ > $\mathbf{r_{tabel}}$ or 21.746 > 2.9019 then H_0 is accepted. This means that the conclusion from the results of the pretest and postest value hypothesis test is that there is an effect of the *take and give* learning model on students' pretest and postest in Civics lessons for third grade students of Istana Hati Elementary School in Binjai.

Table 4.5 Hypothesis Test of Student Cooperation Ability Questionnaire

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	290.286	1	290.286	41.251	.000[b]
	Residuals	182.964	26	7.037		
	Total	473.250	27			

a. Dependent Variable: X

b. Predictors: (Constant), Y

From table 4.5 above, it can be seen that the results of the student pretest and post-test hypothesis test obtained an F value of 41.251 ($_{rcount}$), and r_{tabel} = 1. 26 when viewed on a table of 2.9019. Where based on the conclusion of the hypothesis test $_{r}$ > $\mathbf{r_{tabel}}$ or 41.251 > 2.9019 then H_0 is accepted. This means that the conclusion of the hypothesis test results of the students' ability to cooperate is that there is an effect of the *take and give* learning model on students' ability to cooperate in Civics lessons for third grade students of Istana Hati Elementary School, Binjai City. Based on the results of the normality test, it was found that the results of the pretest and posttest data in this study obtained normality data 0.153> 0.05, thus the data from the pretest posttest results in this study were normally distributed. Likewise, the normality test on the results of students' cooperation skills obtained 0.200> 0.05, thus the data from the questionnaire results on students' cooperation skills in this study are normally distributed. The results of hypothesis testing in this study obtained $_{rcount}$ > r_{tabel} or 21.746> 2.9019 then H_0 is accepted. This means that the conclusion from the results of the pretest and postest value hypothesis test is that there is an effect of the *take and give* learning model on student pretests and postests. As well as the results of hypothesis testing as well as the results of the last hypothesis of this study, namely obtained $_{rhitung}$ > r_{tabel} or 41.251> 2.9019 then H_0 is accepted. This means that the conclusion from the results of the hypothesis test on the value of students' cooperation skills is that there is an effect of the *take and give* learning model on students' cooperation skills in Civics lessons for third grade students of Istana Hati Elementary School, Binjai City. The above results are in line with research (Wulansari, 2021) where there is an effect of the *take and give* learning model on student learning achievement and student cooperation skills in class IV science content at SD Negeri 03 Ujunggede. In this study, the learning achievement came from pretest and postest data. In addition, research (Ningrum Putri, 2018) states that students' cooperation skills in groups can increase if the learning uses the right learning model. So that in the expected results, this cooperation ability will later be able to help the student's problems learn in his group, with each member participating in solving learning problems in groups. (Sugesti, D.A., 2016) also said that at the initial meeting when the group discussion of students was not active, but at the next meeting they could communicate well with each other.

This shows an increase in the ability of cooperation of students to communicate well in individual responsibility, promotive interaction, positive interdependence, communication between members and group processing. The *take and give* cooperative learning model can be used in all subjects and for all age levels of learners. With take and *give,* students learn to recognize and understand concepts or topics in a fun atmosphere. With this learning model, students will be able to work well with their team because of the fun atmosphere when learning is obtained. This can be seen from the activity value or participation of students when discussing and measuring their cooperation skills in groups during learning by 80.30%, while in the second cycle it was 96.97%. Thus there has been an increase in the value of students' activities in the learning process by 16.67% (Atma, K. E. 2020). As also found in research (Theriana, A., 2019) that success in the learning process by applying the *Take and Give* learning model is very influential, because this learning model emphasizes student activeness to work together and speed and accuracy in learning activities so that learning outcomes increase. The use of the *take and give* type cooperative learning model is able to make students more active, train students to work together, stimulate students' thoughts and willingness in a pleasant learning atmosphere so that the material presented becomes easier to understand (Ovalisda, S., Al Fuad, Z., & Yunita, S, 2020). According to relevant research conducted also by (Septiana & Ningrum., 2017) this *take and give* model provides an understanding of mutual cooperation in obtaining new information. Thus the results of this study indicate that in learning using the *take and give* learning model can affect students' cooperation skills. In addition, learning outcomes can also improve with pretest and postest assessments after being taught by learning using the *take and give* learning model.

Conclusion

Based on the results of the above research, the researcher can conclude that: There is an effect of the *take and give* learning model on the skills of working together with third grade students in Civics Subjects at Istana Hati Elementary School, Binjai City. This can be seen from the results of hypothesis testing where $_{rcount} > r_{tabel}$ or 41.251> 2.9019 then H_0 is accepted, so that the *take and give* model has an effect on students' cooperation skills. Based on the results of this study, the researcher suggests: (1) Teachers should use learning that is interesting for students, for example by using the *take and give* learning model in learning. The use of learning models has more influence on students, especially on learning outcomes and students' cooperation attitudes than just using conventional learning that is fixated on anger. (2) Teachers should always monitor students' activities in learning, so that teachers are more aware of the difficulties experienced by students. (3) Teachers also provide opportunities for students to ask questions and give ideas so that students' understanding of learning is more optimal.

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