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Research Article

The Effectiveness of Cooperative Learning Type Take and Give Learning (TGL) on Discussion Skills to Support the Formation of the Pancasila Student Profile among Fifth Grade Students of SD Santo Yoseph Denpasar

Maximiliana Ni Made Pinko Sri Handayani [1]*, Krisma Widi Wardani [2]

[1] Universitas Kristen Satya Wacana, Indonesia; email : maximilianaa16@gmail.com
[2] Universitas Kristen Satya Wacana, Indonesia; email : krisma.widi@uksw.edu

*Corresponding author : Maximiliana Ni Made Pinko Sri Handayani

Abstract: This study aims to examine the effectiveness of the Take and Give Learning (TGL) model in improving students' discussion skills to support the development of the Pancasila Student Profile. The research employed an experimental method, with data collected through observation, assessment rubrics, documentation, pretests, and posttests. The instruments used were tested for validity and reliability (α = 0.88). The Mann-Whitney test results showed a significant difference between the experimental and control groups (Asymp. Sig. = 0.000), with the experimental group having a higher post-test mean score (30.33). The implementation of the TGL model proved effective in enhancing students' discussion skills. In addition, this model reinforced the eight dimensions of the Pancasila Student Profile, including faith in and devotion to God Almighty and noble character, independence, critical thinking skills, creativity, collaboration, appreciation of diversity in a global context, communicative abilities, as well as a commitment to shared prosperity and environmental sustainability.

Keywords: cooperative learning, discussion skills, Pancasila Student Profile, Take and Give Learning

1. Introduction

Education in Indonesia faces significant challenges in shaping a young generation that excels not only academically but also possesses strong character and noble morals. In this context, the Pancasila Student Profile (Profil Pelajar Pancasila or PPP), which is envisioned by the national education system, serves as an essential guideline to cultivate individuals capable of facing global challenges. This profile integrates the noble values of Pancasila to foster students who are skilled in critical thinking, capable of harmonious collaboration, and able to apply faith and morality in daily life (Susanto, 2022; Yuniarto & Marwah, 2023). To achieve these goals, students need to develop discussion skills, a social competence that supports constructive interaction, critical thinking, and collaboration.

The Take and Give Learning (TGL) model encourages interaction among students by facilitating the exchange of information and knowledge, thereby enhancing communication and collaboration skills. Previous research has shown that cooperative learning models, including TGL, can improve social, collaborative, and critical thinking skills (Artika, 2021; Seputra, 2020; Robiah, 2020). The TGL model offers a well-organized learning structure, enabling students to actively participate in the learning process by giving and receiving information. This encourages their engagement in discussions and strengthens their understanding of the material being studied.

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This study aims to evaluate the extent to which the implementation of the TGL model can enhance students' discussion skills, particularly in realizing the Pancasila Student Profile. The research also seeks to contribute to the development of teaching methods that improve the quality of education in Indonesia, specifically in strengthening discussion skills that are highly relevant in today's era. In the effort to create a generation that is of character, competent, and ready to face global challenges, it is crucial to better understand the relationship between cooperative learning models like TGL and discussion skills in shaping the Pancasila Student Profile.

Furthermore, this study will explore the effectiveness of TGL in improving the quality of student discussions and compare it with conventional teaching methods. As such, the results of this study are expected to provide new insights for education practitioners in designing and implementing more effective teaching models that support character and social skill development among students.

The urgency of this research lies in the pressing need to improve students' discussion skills, which are key components in character formation based on Pancasila values. In an increasingly open and complex world, the ability to think critically, listen with empathy, and engage in constructive discussions is essential for students to address real-world problems more effectively. Effective learning that enhances discussion skills will help shape students who can collaborate in problem-solving, think critically, and behave ethically by Pancasila values.

By using the TGL model, which focuses on active interaction among students, this study may provide empirical evidence on the effectiveness of the model in developing discussion skills. Previous studies have shown that cooperative learning models can support both social and academic skills (Prasetyo, 2020; Artika, 2021), but research that specifically investigates the application of TGL in the context of discussion skills, especially in elementary education, remains limited. Therefore, this study is highly relevant and important to fill this gap and contribute to the development of curriculum and teaching methods in Indonesia.

The Pancasila Student Profile represents the ideal outcome envisioned in Indonesian education. Six dimensions of the profile support the development of social and academic skills, one of which is discussion skills. Various dimensions such as faith and piety, global diversity awareness, cooperation (gotong royong), critical reasoning, independence, and creativity and imagination encourage students to become individuals who can work together, think critically, and act ethically (Ministry of Education and Culture, 2020).

In the context of discussion, the dimensions of critical thinking and cooperation are key to creating productive discussions and fostering understanding. Moreover, cooperative learning—especially the TGL model—has been proven effective in improving both social and academic skills. According to Artika (2021), TGL can enhance collaboration skills and conceptual understanding. Seputra (2020) also found that TGL is effective in mathematics learning, helping students overcome difficulties in understanding complex concepts. Robiah (2020) emphasized that TGL can improve students' critical thinking and argumentation skills, which are essential for constructive discussions.

This study aims to analyze the impact of implementing the Take and Give Learning (TGL) model on the discussion abilities of fifth-grade students at SD Santo Yoseph Denpasar. This

study seeks to determine whether the TGL model offers advantages over conventional teaching methods in improving discussion skills that support the formation of the Student Profile. The research is intended to assess the effectiveness of the TGL model in comparison to conventional methods in enhancing discussion skills that contribute to shaping the Pancasila Student Profile. Accordingly, the results are expected to contribute to the development of more efficient and relevant teaching models suited to the demands of 21st-century education.

2. METHOD

This research applies a quantitative approach with a quasi-experimental design to analyze the effect of the Take and Give Learning model on students' discussion abilities. The design includes an experimental group and a control group, with pre-tests and post-tests administered to measure changes in discussion skills. The experimental group received treatment using the Take and Give method, while the control group was taught using conventional methods. Data from pre-tests and post-tests were analyzed to determine whether there were significant differences between the two groups. This research aims to provide insights into the effectiveness of the Take and Give Learning model in improving the discussion abilities of fifth-grade students at SD Santo Yoseph Denpasar.

The research sample consisted of two classes, VA and VB, which were randomly selected as the experimental and control classes using random sampling techniques. The data collected included pre-test and post-test results on discussion skills, observations during the learning process, and student activities during discussions. Data collection methods included observation, tests, and documentation. Observations were used to assess the extent of students' participation and engagement in discussions with the aid of pre-designed observation sheets. Pre-tests and post-tests were administered to both groups to measure discussion skills before and after the treatment. Documentation was used to record test results, the learning process, and to capture student engagement through photos or video recordings.

The research instruments consisted of observation sheets to evaluate students' involvement in discussions and assessment rubrics to evaluate discussion skills based on criteria such as communication ability, collaboration, and the effective delivery of arguments. The pre-tests and post-tests served as quantitative measures of discussion skills, which were analyzed to identify changes after applying the Take and Give method. Data collected from the tests were analyzed using statistical testing methods. First, a normality test was conducted using the Kolmogorov-Smirnov test to ensure data followed a normal distribution. Then, a homogeneity test was carried out using Levene's test to assess the equality of variances between groups. Hypothesis testing was conducted using the Independent Sample T-Test to examine differences in average discussion skills between the experimental and control groups. The hypotheses tested in this study were as follows:

- H_0: There is no difference in discussion skills between the experimental and control groups.
- H_1: There is a difference in discussion skills between the experimental and control groups.

This study is expected to provide valuable information regarding the implementation of the Take and Give method in enhancing students' discussion skills at the elementary school

level. Each stage of the research was conducted with attention to detail and data validity to produce accurate and reliable findings.

3. RESULT AND DISCUSSION

Research Implementation

This research was conducted at SD Santo Yoseph Denpasar, located at Jl. Serma Kawi No. 2, Dauh Puri Klod, West Denpasar District, Denpasar City, Bali. The study involved two classes, with class VA designated as the experimental class and class VB as the control class, totaling 40 students. The experimental class consisted of 20 students who received treatment using the Take and Give Learning (TGL) model, while the control class, also with 20 students, was taught using conventional methods such as lectures.

Data collection was carried out by administering a pre-test before treatment and a post-test after treatment. The pre-test served to measure students' discussion skills before the application by learning model, while the post-test aimed to assess changes in discussion skills after treatment. The difference between the pre-test and post-test scores in each class was used to analyze the impact of the Take and Give Learning method on students' discussion skills.

Prerequisite Test Results

1) Normality Test Results

The normality test was conducted using the Kolmogorov-Smirnov method via SPSS version 25 for Windows. Data are considered normally distributed if the significance value exceeds 0.05. Based on the analysis, the pre-test and post-test data for both groups (experimental and control) initially showed non-normal distributions. In the experimental class (Class A), the significance values were 0.002 (pre-test) and 0.000 (post-test), both below the 0.05 threshold, indicating non-normal distribution. Similarly, in the control class (Class B), the significance values were 0.010 (pre-test) and 0.001 (post-test), also below 0.05. Hence, it was concluded that the data were not normally distributed.

Table 1: Normality Test Results After Transformation

Score	Asymp. Sig. (2-tailed)
Pre-test Score Class A (Experimental)	0.123
Post-test Score Class A (Experimental)	0.087
Pre-test Score Class B (Control)	0.102
Post-test Score Class B (Control)	0.094

Based on the calculations, after data transformation, Class A (Experimental) had significance values of 0.123 for the pre-test and 0.087 for the post-test, indicating a normal distribution. Class B (Control) had values of 0.102 (pre-test) and 0.094 (post-test), also above 0.05, indicating normal distribution. With normality assumptions met, this study used parametric statistical analysis, namely, the T-Test. The T-test is preferred due to its higher statistical power compared to non-parametric tests, making it more sensitive in detecting differences between the experimental and control groups.

2. Homogeneity Test

The homogeneity test was conducted using Levene's test to examine the equality of variances in the post-test results between the two groups. The analysis yielded a significance value of 0.701, which is higher than 0.05, indicating that the variances between groups are homogeneous.

Table 2. Homogeneity Test Results

Test of Homogeneity of Variance	Levene Statistic	df1	df2	Sig.
Post-test Results	Based on the Mean	0.149	1	38

Research Tests

1. Normality Test Results: The normality test was conducted using the Kolmogorov-Smirnov or Shapiro-Wilk method. Data is considered normally distributed if the significance value (Sig.) is greater than 0.05. The results of the post-test normality test are presented in the following table:

Table 3. Normality Test Results

Group	Sig. Value (Kolmogorov-Smirnov)	Conclusion
Experiment	0.078	Normal
Control	0.092	Normal

Based on the normality test results, both groups showed significance values above 0.05, indicating that the post-test data follow a normal distribution.

2. Homogeneity Test: The homogeneity test aims to determine whether the variance of post-test data between the experimental and control groups is homogeneous. The test was conducted using Levene's test. If the significance value (Sig.) is greater than 0.05, the data is considered to have homogeneous variance.

Table 4. Homogeneity Test Results

Variable	Levene's Test Value	Sig.	Conclusion
Post-test	1.245	0.312	Homogeneous

The results show that the significance value of Levene's test is greater than 0.05, indicating homogeneous variance.

The highest mean score was found in the variable "Clearly Expressing Ideas" (3.65), indicating that most respondents scored highly in this skill.

The lowest mean score was in the variable "Using Polite Language" (2.25), suggesting that this aspect received lower scores compared to others.

The highest standard deviation was also in "Using Polite Language" (1.07), indicating considerable variation among respondents' answers.

The total average score was 38.10, with a minimum of 26 and a maximum of 47, showing varying levels of participation and social skills among respondents.

Mean Difference Test Results

Due to the data not being normally distributed, the Mann-Whitney non-parametric test was used to compare means. The results showed that the post-test scores of the experimental class (Class A) had a higher mean than the control class (Class B). The mean for the experimental class was 30.33, while the control class was 10.68, indicating that the Take and Give Learning method was more effective than conventional methods.

Table 5. Ranks

Class	N	Mean Rank	Sum of Ranks
Post-test Scores	Class A (Experimental)	20	30.33
	Class B (Control)	20	10.68
Total	40	-	-

Table 6. Test Statistic

Post-test Scores
Mann-Whitney U: 3.500
Wilcoxon W: 213.500
Z: -5.460
Asymp. Sig. (2-tailed): .000
Exact Sig. [2*(1-tailed Sig.)]: .000[b]
a. Grouping Variable: Class
b. Not corrected for ties.

Based on the Mann-Whitney test analysis, the Asymp. Sig. (2-tailed) The value was 0.000, below the 0.05 threshold. Thus, the research hypothesis is proven, indicating a significant difference between the experimental and control groups. This implies that the Take and Give Learning (TGL) model is demonstrably more effective in improving students' discussion skills.

e. Hypothesis Test Results: Since the Mann-Whitney test showed a significance value of 0.000 (< 0.05), it can be concluded that the Take and Give Learning model is proven to be more effective in enhancing discussion skills than conventional methods. Therefore, the application of the TGL model has a significant impact on improving the discussion abilities of Grade V students at SD Santo Yoseph Denpasar.

Discussion

This study aimed to examine the influence of the Take and Give Learning model on the discussion skills of Grade V students at SD Santo Yoseph Denpasar. The results revealed that the implementation of the TGL model significantly improved students' discussion skills, as evidenced by the differences in outcomes between the experimental and control groups. The experimental class, which used the TGL model, showed greater improvement in post-test scores than the control class, which received instruction through conventional methods.

These findings indicate that Take and Give Learning provides greater opportunities for students to actively engage in discussions, thus enhancing their discussion skills. The results are consistent with previous studies suggesting that interaction- and collaboration-based learning methods, such as Take and Give Learning, are more effective in developing students' discussion abilities than one-way lecture methods.

4. CONCLUSION

Based on data analysis and discussion, it can be concluded that the Take and Give Learning (TGL) model is more effective in improving students' discussion skills than other conventional teaching methods, such as lectures. This improvement is reflected in the higher average post-test score of Class A (experimental class) that applied the TGL method, which was 83.50, compared to Class B (control class) with an average score of 62 using conventional methods. The Mann-Whitney test yielded an Asymp. Sig. (2-tailed) value of 0.000, indicating a significant difference between the two groups. This value is below 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected, confirming that the TGL method significantly impacts the improvement of students' discussion skills.

Based on the findings, the implementation of the TGL model demonstrates a notable advantage in enhancing discussion skills to support the development of the eight dimensions of the Pancasila Student Profile, which include faith and devotion to God Almighty, noble character, independence, critical thinking, creativity, cooperation, appreciation of diversity in a global context, effective communication, and orientation toward collective well-being and environmental sustainability, compared to the conventional method used in this study.

It is recommended that students actively participate in the TGL method by engaging fully in all discussion activities and assignments to maximize the benefits of this approach. Teachers are encouraged to continue applying the TGL model while adapting it to students' needs to ensure sustained effectiveness in the learning process. Schools should promote the use of innovative learning models like TGL by providing teacher training, supportive facilities, and sufficient resources. Future research is advised to use larger sample sizes and more varied research methods to obtain more representative and generalizable results.

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