



The Take and Give Type Cooperative Learning Model to Improve Students' Motivation to Learn Sciences in Grade V at UPTD SD Negeri 2 Parepare

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ABSTRACT

Learning motivation is one of the important factors that influence student success in the learning process, so this study aims to increase student learning motivation through the application of the *take and give type of cooperative learning model* in science learning on the topic of my proud region. This type of research is Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data collection techniques include observation, documentation, and student learning motivation questionnaires. The results of the study indicate that the implementation of *the take and give type of cooperative learning model* can increase the motivation to learn science in grade V students of UPTD SD Negeri 2 Parepare. This model is able to create an active and enjoyable learning atmosphere and encourage optimal student involvement. This can be seen from the increase in the observation results of student learning motivation in each cycle. In the first cycle, student learning motivation was in the high motivation category, then increased in the second cycle to the very high motivation category. Thus, it can be concluded that the implementation of *the take and give type of cooperative learning model* can increase the motivation to learn in grade V students of UPTD SD Negeri 2 Parepare

INTRODUCTION

Learning is a process involving educators and students in developing knowledge and changing behavior. In a learning context that emphasizes interaction and student competency development, one subject that supports this in elementary schools is Natural and Social Sciences (IPAS). According to Meylovia & Julianto (2023), IPAS is a combination of natural science (IPA) and social science (IPS) subjects.

The success of the science learning process in elementary schools can be influenced by several factors, one of which is learning motivation. Fernando et al. (2024) stated that students' learning motivation plays a crucial role in every learning activity because it can influence learning outcomes. Students with high learning motivation tend to demonstrate greater effort and involvement in the learning process, thus increasing their chances of achieving better results. In other words, the stronger a student's motivation, the greater the effort they will put in to achieve optimal learning outcomes. Therefore, motivation is a crucial element in the learning process.

The implementation of science learning in elementary schools still faces various challenges, especially in social studies content. According to Lukman et al. (Aprilia et al., 2025), ideally, social studies learning can encourage students to be actively involved and collaborate with each other, so that in carrying out the learning process, students can think creatively and their enthusiasm can increase. However, in its implementation, Nurhayati & Handayani (2025) stated that social studies learning is often perceived as less interesting due to the use of learning methods and media that are not yet varied. This condition has an impact on low student motivation and optimal learning has not been achieved.

The low level of student learning motivation was also found based on the results of initial observations conducted in class V of the UPTD SD Negeri 2 Parepare. The results showed that students tended to be passive during the learning process, lacked enthusiasm for participating in learning activities, rarely asked questions or expressed opinions, and lacked focus when the teacher explained the material. Furthermore, some students appeared bored and lacked enthusiasm for taking responsibility for completing assigned tasks. This condition indicates that student learning motivation in the science subjects, especially the social studies content, is still relatively low.

Efforts to address low student learning motivation require a commitment from various parties, including teachers, to strive to implement learning processes that can inspire students to learn actively. According to Israwaty et al. (2023), the learning process itself is consciously designed to meet students' needs so they feel happy, enthusiastic, and eager to participate in learning. Furthermore, Natali et al. (2024) state that teachers must have the ability to choose the right learning model and guide learning in the classroom. Learning models help teachers plan and implement learning activities to achieve learning objectives.

One cooperative learning model that can be applied to increase student learning motivation is the *take and give* cooperative learning model. According to Zainuddin (2021), the *take and give* learning model is designed to create a more

lively, interactive learning process and increase student enthusiasm for learning. The implementation of this model aims to transform the learning atmosphere from a passive one to an active one, reduce boredom, and provide more enjoyable learning activities so that students more easily understand and remember the material being studied. Through this positive learning atmosphere, learning objectives are expected to be achieved effectively and efficiently, even when the material being studied is highly difficult.

The selection of the *take and give* learning model in this study was based on its characteristics, which encourage active student engagement during the learning process. According to Maharaja et al. (2026), the use of the take-and-give model can help increase student learning motivation, develop critical thinking skills, and strengthen group collaboration skills. Therefore, this model is considered relevant for application in science learning to increase student learning motivation.

The effectiveness of the *take and give* type cooperative learning model in increasing student learning motivation is supported by several previous research results. In line with the problem of learning motivation conditions in class V UPTD SD Negeri 2 Parepare, a Classroom Action Research was conducted with the title "Implementation of the *Take and Give* Type Cooperative Learning Model to Increase Science Learning Motivation of Class V Students of UPTD SD Negeri 2 Parepare."

This study aims to analyze the process of implementing the *take and give* cooperative learning model in improving the science learning motivation of fifth-grade students at the UPTD of SD Negeri 2 Parepare. Furthermore, this study also aims to describe changes in student learning motivation that occur during the implementation of the actions in each research cycle.

LITERATURE REVIEW

Cooperative Learning Model *Take and Give* Type

A learning model is a series of steps in the learning process to achieve specific learning objectives. According to Amalia et al. (2023), a learning model is any form of effort teachers use to design the learning process to create interaction between teachers and students.

According to Aralaha & Paulus (2023), cooperative learning is a learning model that emphasizes student learning activities in groups with diverse abilities, where students learn from each other and work together to gain learning experiences and increase understanding, both through individual and group experiences together.

Take and give learning model is a cooperative learning model that encourages student participation in learning. According to Zainal et al. (2022), the *take and give learning* model encourages student activeness in learning because students exchange information or materials, thus enabling them to understand the learning well.

In general, the stages of implementing the *take and give* learning model according to Maskuro (2025) are: 1) the teacher prepares the class conditions so that learning takes place well; 2) the teacher delivers learning materials according to the competencies that have been planned for approximately 45 minutes; 3) to

strengthen student understanding, the teacher gives students a card containing material that must be studied or memorized for approximately 5 minutes; 4) the teacher asks all students to find a partner to exchange information about the material obtained. Each student records the name of their learning partner on the card they have; 5) students get the opportunity to give and receive information (*take and give*); 6) the teacher conducts an evaluation by asking questions to students that do not match the cards they hold; 7) the teacher and students draw conclusions about the material; 8) the teacher closes the learning.

The *take and give* learning model has several advantages. According to Sabela et al. (2024), the advantage of this model is that students can understand the material more quickly because they obtain information not only from the teacher but also from their peers. This model also helps save time in the process of understanding and mastering the material, improves students' ability to work together and socialize, and trains students to have sensitivity and empathy through differences in attitudes and behaviors that arise when working together. This model can also reduce anxiety and foster self-confidence. It can also increase learning motivation, both in terms of participation and interest, increase self-confidence and positive attitudes, and have an impact on improving learning achievement.

Despite its advantages, the *take and give* cooperative learning model also has several disadvantages. According to Kelana et al., (2025), the weaknesses of the take-and-give learning model include its heavy reliance on students' communication skills. Students with low communication skills will have difficulty actively participating in learning activities. In the take-and-give method, the teacher acts more as a facilitator, thus limiting teacher control over the delivery of material and potentially making it less than optimal. Furthermore, the success of the take-and-give method is determined by the level of student participation. If students do not participate enough, the implementation of this method will be less effective.

Motivation to Learn

Learning motivation is the driving force that fosters a passion for learning. According to Sajudin (2021), learning motivation is a crucial aspect in determining the success of the learning process. Motivation encourages students to participate in learning activities more optimally. Students with high learning motivation tend to demonstrate greater sincerity, perseverance, and enthusiasm in achieving learning goals. Therefore, learning motivation can be understood as the overall psychological drive that originates from within students and serves to motivate and direct them to learn to achieve desired goals.

According to Uno (2024), learning motivation can be seen from several indicators, namely: (1) the desire and determination to achieve success, (2) the encouragement and needs of students in the learning process, and (3) the hopes and ideals that they want to achieve in the future. These three indicators are included in intrinsic motivation. In addition, learning motivation is also shown through (4) the existence of forms of appreciation in learning activities, (5) the existence of interesting activities or things that encourage students to learn, and

(6) the creation of a comfortable and supportive learning environment. These last three indicators are classified as extrinsic motivation.

There are several efforts to increase student learning motivation. Nurhayati et al., (2024) stated that increasing learning motivation can be done in several ways, namely using varied media and learning methods, designing diverse learning activities, compiling learning activities that place students as the center of learning activities, giving challenging tasks but still in accordance with students' abilities, teachers play an active role in accompanying and helping students to achieve optimal learning outcomes, providing clear directions or instructions to students to succeed in the learning process, avoiding competition between individuals in learning, appreciating every success achieved by students, and building warm and empathetic relationships with students.

Science Learning in Elementary Schools

Natural Sciences (IPAS) is the science of nature and its interaction with the environment. According to Masrifa et al., (2023) Natural and Social Sciences (IPAS) is a science that studies living things and inanimate objects in the universe and their interactions, and studies human life as individuals as well as social beings who interact with their environment. The objectives of the Natural and Social Sciences (IPAS) subject are to help students develop their potential to align with the Pancasila Student Profile, namely: 1) fostering students' interest and curiosity so that they are encouraged to study various phenomena around humans, understand the universe, and its relationship to human life ; 2) encouraging students to play an active role in maintaining, caring for, and preserving the natural environment, and managing natural resources and the environment wisely; 3) developing students' inquiry skills, starting from identifying and formulating problems to solving them through real actions; 4) helping students understand their identity, the social environment in which they are located, and interpreting changes in human life and society over time; 5) equip students with an understanding of the requirements to become members of society and the nation, as well as the meaning of their role as part of the national and global community, so that they are able to contribute to solving various problems related to themselves and their environment; 6) develop knowledge and understanding of the concept of science and apply it in everyday life.

According to Nurhayati & Handayani (2025), the aim of Social Science content in Elementary Schools is to develop students' knowledge and skills related to social, cultural, economic, geographical and community life responsibilities, so that students are able to play an active and productive role in their residential environment.

METHODOLOGY

A. Research Design

This research uses a qualitative approach with Classroom Action Research (CAR). According to Warsiman (2022), Classroom Action Research (CAR) is a form of research conducted by teachers or educational practitioners that aims to address various learning problems in the classroom.

B. Location and time of research

This research was conducted in the even semester of the 2025/2026 academic year in the fifth grade of the UPTD of SD Negeri 2 Parepare, Jalan Abubakar Lambogo Number 7, Soreang District, Parepare City, South Sulawesi Province. The reason the researcher chose this school was because it had permission from the school for observation. After conducting observations and interviews, the researcher found problems that were relevant to what the researcher wanted to research.

C. Research Subjects

The research subjects consisted of one teacher in grade V and 21 students in grade V of UPTD SD Negeri 2 Parepare, consisting of 10 male students and 11 female students. All students became research subjects because this research aims to increase learning motivation through the application of the *take and give type of cooperative learning model* in the learning process in the classroom.

D. Data collection technique

Data collection was carried out using the following techniques:

1. Observation, in the form of observing teacher activities and observing student activities when using the *take and give type cooperative learning model*.
2. Documentation, in the form of photos of learning process activities in the classroom during the research using the *take and give type cooperative learning model*.
3. The questionnaire is used to measure students' level of motivation in participating in the learning process. The questionnaire contains several statements structured based on motivation indicators.

E. Data Collection Instruments

1. Learning process observation sheet: The learning process observation sheet is a research instrument used to systematically observe and record teacher and student activities during the learning process.
2. Documentation of the *take and give cooperative learning model*.
3. Questionnaire Sheet: A questionnaire sheet is a sheet containing several statements to respondents in a study.

F. Data Analysis Techniques

1. Data Condensation: carried out by selecting, simplifying, and processing data originating from various sources such as field notes, interview

results, and documents in order to improve the quality and clarity of information.

2. Data Presentation: is done by arranging information systematically to make it easier for researchers to draw conclusions and make decisions.
3. Conclusion: the stage carried out by researchers in drawing conclusions from all the data that has been obtained.

G. Success Indicators

The success of the learning process can be seen if all steps of the *take-and-give learning model* have been implemented well and are in the range of 76%-100%. Research, viewed from the aspect of student learning motivation outcomes, can be considered successful if students have achieved >60%, or are in the high category.

RESEARCH RESULT

A. Respondent Profile

The respondents in this study were 21 fifth-grade students from the UPTD of SD Negeri 2 Parepare, who were the subjects of classroom action research (CAR). The respondents consisted of 11 female students and 10 male students. In addition, this study involved one fifth-grade teacher who acted as an observer during the action implementation process.

Table 1. Respondent Profile by Gender

No.	Category	Number of Students	Percentage (%)
1	Man	10	48%
2	Woman	11	52%
Total		21	100%

Source: Processed Data (2026)

Table 1 shows that the number of respondents in this study was relatively balanced between male and female students, with a proportion of 52% female and 48% male. All respondents were fifth-grade students who participated in science learning with the material "my proud region" using the *take and give type of cooperative learning model*.

B. Analysis of Student Learning Motivation after Implementing the *Take and Give Type Cooperative Learning Model*

Research data shows an increase in student learning motivation after the implementation of the *take and give type of cooperative learning model* in the science learning of the topic "my proud region". Based on the results of observations in cycle II, student learning motivation reached the Very High category with a percentage of 87%, an increase from 67% in cycle I.

Table 2. Success Indicators (Scale 1-5)

No.	Category	Score/Percentage	Category
1	Student Learning Motivation in Cycle I	67%	High Motivation
2	Student Learning Motivation in Cycle II	87%	Very High Motivation
Motivation to Learn After Action		87%	Very High Motivation

Source: Processed Data (2026)

Table 2. Improvements in learning motivation can be seen from the changes that occurred in each research cycle. The percentage of students' learning motivation increased from 67% in cycle I to 87% in cycle II. This increase indicates that the gradual improvement measures implemented have successfully had a positive impact on student enthusiasm for learning, participation, and enthusiasm during learning activities.

C. Student Learning Motivation After Implementing the Take and Give Type Cooperative Learning Model

This section explains the level of student learning motivation after implementing the *take and give type cooperative learning model* in science learning in class V UPTD SD Negeri 2 Parepare.

Table 3. Increasing Student Learning Motivation

No.	Learning Motivation Category	Number of Students	Percentage (%)
1	Very High Motivation	14 students	78%
2	High Motivation	3 students	17%
3	Moderate Motivation	1 student	5%
4	Low Motivation	0 students	0%
5	Very Low Motivation	0 students	0%

Source: Processed Data (2026)

Data from the results of observations of learning motivation in cycle II shows that the most dominant category is Very High Motivation with a percentage of 78% (14 students), High Motivation with a percentage of 17% (3 students), and 5% (1 student) are in the category Moderate Motivation. These results indicate that the implementation of the *take-and-give cooperative learning model* can optimally increase student learning motivation. This model encourages students to be more active, confident, and participate in the learning process, thereby achieving the research's success target.

D. Recapitulation of the Relationship between the Implementation of the *Take and Give Learning Model* and Student Learning Motivation

Table 4. Relationship between the Implementation of the *Take and Give Learning Model* and Student Learning Motivation

Implementation Success Rate	Cycle	Percentage of Learning Motivation	Category: Motivation
Enough	Cycle I	67%	High Motivation
Good	Cycle II	87%	Very High Motivation

Source: Processed Data (2026)

Table 4 summarizes the results of the recapitulation of the cooperative learning model, showing a positive relationship between the quality of the implementation of the *take and give* cooperative learning model and the increase in student learning motivation. Learning motivation increased gradually in each cycle, from 67% in cycle I to 87% in cycle II. This increase indicates that the implementation of the *take and give* model is able to increase student participation, cooperation, and active involvement in the learning process. Overall, these findings prove that the *take and give* learning is effective in increasing student learning motivation.

DISCUSSION

The results obtained from cycles I and II obtained results in accordance with the hypothesis described by the researcher and it was proven that the process carried out from the planning, implementation, observation, and reflection stages showed that by applying the *take and give* learning model to the subject of Science with the material My Region My Pride in class V UPTD SD Negeri 2 Parepare can increase student learning motivation. Student learning motivation in cycle I showed a percentage of 6-7 % and in cycle II student learning motivation reached 87%. Based on the process success indicators adapted from Djamarah & Zain (Halik, et al., 2022) and the predetermined level of learning motivation, the student learning process showed a percentage of 76%-100% with Good qualifications and student learning motivation showed that >60% of students were in the minimum category of Sufficient and had met the class completion percentage. So it can be concluded that by applying *the take and give model* to the subject of Science with the material My Region My Pride in class V UPTD SD Negeri 2 Parepare can improve the process and motivation of students' learning.

Take and give learning model in cycle I, it has had a positive impact on students' learning motivation, including making students enthusiastic when given material cards and being able to encourage curiosity and wanting to learn the lesson material obtained by their friends, in addition, students are confident to actively respond to questions from teachers in class because they have

knowledge that has been obtained from exchanging information. This is in accordance with the opinion of Sabela, et al., (2023) that *take and give* can increase learning motivation, both in terms of participation and interest, and increase self-confidence.

Observations from cycle I showed that teacher and student activity was still in the Sufficient (C) category due to several obstacles in the learning process. However, because the percentage of students' learning motivation completion had been met, this research could proceed to cycle II.

In the second cycle of observations in implementing the *take and give model*, students' learning motivation increased, such as students were more active in finding out material from their friends and actively responding to questions or instructions from the teacher, students were more confident in answering questions. This is in accordance with the opinion of Zainal et al., (2022) that the *take and give learning model* is a learning model that encourages student activeness in learning because students exchange information or materials so that students can understand the learning well. In addition, students are no longer picky about friends and are more respectful as evidenced when looking for study partners, students are more orderly than before and are more focused on paying attention to what their study friends say. This is in accordance with the opinion of Rania & Annisa (2024) that the *take and give learning model* is a model that involves active student participation without any differences in status in the class and in its implementation there is student involvement as peer tutors.

Based on the observation data from the teacher and student activities in cycle II, it shows that the success of the teacher's activities is in the Good (B) category and the student's activities are in the Good (B) category. Although there were still shortcomings found by the researcher during the implementation of the learning, the success of student learning motivation has met the percentage of completion so the research was stopped.

This conclusion is in accordance with research conducted by Sabela et al., (2024) which showed that the application of the Take and Give learning model reflects positive changes in student learning motivation indicators proven to be able to increase student learning motivation. In addition, there is a similar study, namely research by Natali et al., (2024) which showed that the application of the *take and give learning model* has a significant effect on increasing student learning motivation. This finding also proves that the model is effective in improving student learning outcomes in science subjects. Thus, it can be concluded that the *take and give learning model* has succeeded in making a real contribution to increasing student learning motivation in science subjects.

CONCLUSION AND RECOMMENDATIONS

Based on the results of research and discussions regarding the application of the *take and give type cooperative learning model* in science learning on the topic of my proud region in class V of UPTD SD Negeri 2 Parepare, several conclusions can be drawn as follows:

1. **Significant improvements have been made in the learning process.** Implementing the *take and give* cooperative learning model can improve the quality of the learning process. Students become more active in seeking out material from their peers and responding to questions or instructions from the teacher. They gain greater confidence in answering questions, are more disciplined, and respect their peers.
2. **Student learning motivation has increased.** The use of the "*take and give*" model has successfully increased student learning motivation in the "My Region, My Pride" topic. This is evident in the increased enthusiasm of students in participating in learning, their confidence in providing information to peers, answering questions, and completing assignments, as well as an increase in the results of the student learning motivation questionnaire from cycle I.

Recommendation

Based on the research results, several recommendations that can be given are as follows:

1. **Teachers** are advised to use this learning model as an alternative to improve student learning motivation, particularly in science. It is recommended that teachers utilize this learning model with time limits and clear cues during take-and-give activities to maintain classroom flow.
2. **For schools**, it is hoped that they can support the implementation of the take and give learning model as an alternative in improving the process and results of student learning motivation by helping direct teachers to implement this model and providing infrastructure such as supporting the provision of take and give card media.
3. **For future researchers**, it is hoped that the results of this study can be a reference in subsequent research by correcting the shortcomings in this study and testing this model on science subjects with science content (not just social studies) or combining it with interesting digital media.

FURTHER STUDY

The *take and give* type cooperative learning model to increase the motivation to learn science in grade V students of UPTD SD Negeri 2 Parepare, the researcher put forward several suggestions which are expected to be a reference for the development of further research.

1. For Teachers and Educational Practitioners: Further research can test the implementation of the *take-and-give cooperative learning model* that focuses on improving other aspects, such as student learning outcomes, learning engagement, understanding, collaboration, and communication skills. Furthermore, more effective classroom management and time management strategies can be researched to ensure the implementation of *take-and-give* . run more optimally.
2. For Schools: Further research can be conducted to determine the influence of school support and facilities on the effectiveness of using the *take and give type of cooperative learning model* so that a more comprehensive picture

can be obtained of the factors that support the successful implementation of this model.

3. For the future research: *take-and-give* cooperative learning model to different subjects, educational levels, and student characteristics, or by combining this learning model with more engaging digital learning media. It is also recommended that future research employ experimental methods involving a wider sample size to ensure more valid data on the influence of this learning model on student learning motivation.

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