



The Application of Cooperative Script Model in Social Studies Learning in Fourth Grade Gunung Gede Elementary School Bogor Utara, West Java

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Abstract

This research was conducted using the Classroom Action Research (CAR). In the implementation of research activities carried out through two cycles at different times vulnerable. The purpose of this study was to improve social studies learning outcomes in elementary schools using a cooperative script model on the Nation Cultural Diversity sub-theme applied to students in class IV C of Gunung Gede Elementary School in North Bogor District, Bogor City, consisting of 30 students. This research was conducted in the Odd Semester of the Academic Year 2020/2021. The results of this study indicate that the average value of completeness of learning outcomes in cycle 1 is 80 out of the total of 30 students in class IV C. The learning media used in cycle 1 is the popup book 20 students have achieved mastery scores above the average in learning with a percentage of 67%. While those who have not reached the above-average completeness are 10 students with a percentage of 33%. If the classical completeness is calculated in cycle 1 with KKM 70, then the classical completeness results will be obtained by 73%. Different learning media are used in cycle 2 using hand puppets. Cycle 2 obtained an average value of 92. Then the data obtained by students who have reached the completeness of the value above the average of 21 people with a percentage of 70%. While students who have not reached the completeness of the value above the average of 9 students with a percentage of 30%. If the classical completeness is calculated in cycle 2 with standart 70, then the classical completeness is equal to 92%. The difference between the two classical cycles is 19%. Based on the above results it can be concluded that the cooperative script model is an effective model to be used in this study. Besides, the use of cooperative script learning models can improve social studies learning outcomes from assessment cycle 1 to cycle 2.

Keywords: *Cooperative Script; Social Studies Learning*

Introduction

Education is one of the aspects that play an important role in the effort to encourage the progress of the State of Indonesia. One of the goals of the construction of the education sector is not in line with the Opening of the Constitution of the Republic of Indonesia 1945 which lies in the 4th paragraph that is to educate the life of the nation. Surely education will not run without teachers or educators who have the competence and teach. The effort that teachers can make is to choose the right learning model. Model

selection is one way to know the extent to which learning is active. Learning activities that are designed as attractively as possible can certainly create a lively and not monotonous learning atmosphere. This can make learning no longer boring for students so that the process of transferring knowledge can take place with maximal.

Cultural Diversity is a subtheme related to social learning that provides all social aspects in the nearest environment of students. There are several differences in Indonesia ranging from religion, tribe, language, and also customs and traditions that develop in society. Students need to know every diversity that exists in their nation. This makes no discriminatory attitude but makes a difference as a complementary and mutually guarded entity. At the level of primary school education things related to the social aspect need to be given in the right way. Moreover, at the level of primary school education is wasted-age where students are easier in absorbing the information provided by teachers.

The use of learning models is certainly one of the important things that a teacher should not forget in providing materials to create the most active atmosphere inside and outside the classroom. Learning by using the right model selection can influence the process of achieving the results of the continuity of teaching-learning activities. One type of learning model that can be used is a cooperative learning model. The type of cooperative learning used in this study is to use cooperative script type learning model.

Students have their own role when performing learning with the application of models, some become listeners and speakers. This makes the learner more confident in presenting the results of his work and also plays a role in correcting the summary results that have been made by his friend. In line with the opinion of in Slavina (Aris shoimin: 2014:49) is a cooperative learning scenario. That is every learner has a role to play during the discussion.

Another opinion was expressed by Huda (2017:213) Cooperative script ad is one of the learning strategies in which students work in pairs and alternately orally in the course of the parts of the material studied. In this study, researchers used cooperative script models to see the learning outcomes of students during learning activities.

The learning model used by teachers in learning activities can be one of the things that can provoke interest for students. The learning model becomes a conceptual attack that describes systematic procedures in organizing the learning experience of students in achieving learning goals. Because the learning process emphasizes the activities of active students. So that students can have critical, explore their ability to develop new ideas, be able to express opinions, and also understand learning materials to make it easier to remember and understand. It is not uncommon in the process of re-reviewing learning materials, students are amazed to forget the learning materials that have been taught before. A teacher should be able to process the abstract thinking of students into something more concrete to be easier to remember. The application of learning models that can spur the memory of students is much needed, given the intelligence and memory of different learners each person. Therefore, the selection of the chosen learning model must be precise and used in the students. The statement is in line with the opinion stipulated by Schank and Abelson in Hutapea (2018:299) saying that script cooperative learning methods are learning that regulate the interaction of students such as illustrations of students' social lives with their environment as individuals in families, broader community groups.

Not only cultural march activities, but cultural diversity in Indonesia can also be seen from a very diverse tribe, one of which is the Minang tribe. The tribe is a tribe from West Sulawesi. This tribe is quite famous and still recognized its existence. It is rich in Indonesian diversity wrapped up in the Unitary State of the Republic of Indonesia.

Indonesia's diversity should be introduced in learning activities. Because the basis of one's knowledge comes from the results of a series of educational activities that have been carried out. The achievement of defense is called the result of learning. As for the results of learning as much as possible must achieve the desired learning goals. IPS learning is one of the learning eyes that involves the social aspects of life. Indonesia's diversity must be maintained and preserved by the Indonesian people. Especially the next generation of nations.

The results of the study are several experiences gained by students who are in the realm of cognitive, affective, and psychomotor. Affective Learning is mastery of the concept of subject theory, but also mastery of habits, perceptions, pleasures, interests- talents, social adjustments, kinds of skill, mind, desire, and hope (Rusman, 2015:67).

The general pattern of educational activities is the embodiment of strategi learning to achieve the goals that have been set. Good learning results are a success in the process of getting goal learning.

In line with the above opinion according to Priansa (2017:79), Result learning or achievement is the realization or expansion of a person's potential skills or capacity.

The form of learning results is a report on activities that have been carried out especially in the field of education. This opinion is in line with the study presented by Popenici and Millar (2015) in Ricardo and Rini (2017:193) that the study results are also a report on what learners can learn after the completion of the learning process.

The results of learning are also often linked to the process of life. As is the result of daily interactions. The phrase is supported by the opinion according to Winkel (1996) in Nawawi (2016:6) that the results of learning are changes that result in human beings changing in the attitudes and behaviors. According to Syahputra (2020:25), the level of ability can be known by looking at the results of learning. Learning outcomes are an integral part of the interaction, process, and evaluation of learning. Interaction between students and teachers to conduct the learning process and evaluation of learning so that the results are satisfactory.

After conducting observation activities in grade IV C SDN Gunung Gede North Bogor District, it was revealed that the results of studying in the class were sometimes low. Lack of motivation is also one of the symptoms of children who have learning difficulties. Students in grade IV at SDN Gunung Gede North Bogor District, Bogor, look less excited if social learning is ongoing. Despite being given a task, the active student worked only about 20% and the others took his friend's work. Students do the work because of the teacher's command, not out of curiosity and understanding of the learning.

Thus the researcher's cooperative contained improved social learning results of students after using the cooperative script model. Is the cooperative script model effective for improving the learning outcomes of IPS learners in learning activities.

Research Methods

The research will be conducted by researchers using the following types of class action-taking approaches. This research was conducted at Gunung Gede Elementary School north Bogor District Bogor City. This research was conducted in July 2020. The implementation of try on students grade IV first cycle on July 20, 2020, using the theme of one subtheme Cultural Diversity first learning. While the second cycle was held on July 24, 2020, using the theme of one subtheme one Cultural Diversity bangsaku 5th learning. In this study, the subjects studied were students who were in the IVC class of SDN Gunung Gede as many as 30 students.

The implementation of the research was carried out with an online method that utilizes zoom applications in its learning activities.

Research Results

This research was designed using only 2 cycles with the same learning model namely cooperative script. Learning using cooperative script models cooperative is expected to influence good learning outcomes in IPS subjects. This is a result of the achievability of the learning results carried out in subtheme 1 Diversity of Bangsaku Culture. On average, 80 of the 30 students in the entire grade IV C class, based on the table above, it can be noted that 20 students have achieved above-average grade completion in a study with a percentage of 67%. Meanwhile, those who have not achieved completion of grades above the average of 10 students with a percentage of 33%. If classical completeness is calculated in cycle 1 with KKM 70 the classical completeness is obtained which is 73%. Where when compared to the results of cycle 2 with an average value of 92. Therefore, the results of the data of students who have achieved the completion of scores above the average of 21 students with a percentage of 70%. Meanwhile, the participant who had not achieved the completion of scores above the average of 9 students with a percentage of 30%. If the classic completeness is calculated in cycle 2 with minimum 70 then it is obtained classical completeness of 92%. In cycle 1 the highest gi value obtained by class IV C students is 100 while for the lowest grade obtained by class IV C students is 60. Based on the results of cycle 2 learning, there was a significant difference in learning outcomes with the highest gi scores obtained by grade IV C students of 100 while for the lowest grades obtained by grade IV C students were 83. After carrying out the study there was a change in the average value obtained by the students. High learning outcomes are found in the results of cycle 2 learning. The average change in the value of learning outcomes is one evidence of successful learning improvement. The average score of study results in cycle 1 is 80 changed in siklus 2 with an average score of 92. Then the change in the number of students who achieved above-average grades increased in cycle 2 learning compared to cycle 1. In cycle 1 only 20 students achieved above average grades in cycle 2, increasing by 21 students.

Additionally, improvements occur in the number of students above minimum 70. In cycle 1 there are still 3 students under minimum 70. But in learning in cycle 2 there are no grade IV C students whose grades are below minimum. The difference between the two cycles is 3 students. If calculated classical completeness in cycles 1 and 2 there is also a fairly high increase. Classical completeness in cycle 1 is 73% while classical completeness in cycle 2 is 92%. The difference between the two cycles is 19%.

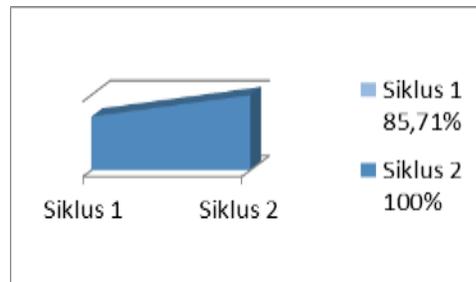
Discussion

Based on a series of research activities that have been carried out by applying cooperative script models, the application of this model is able to assist students in helping the process of understanding IPS learning materials. Cooperative cooperative script model is an effective model in helping students understand the problem or material in the form of a story, with the help of providing learning materials using media both pop up in cycle 1 and hand puppet media in cycle 2. This makes the cooperative script model more interesting and makes students enthusiastic in carrying out and learning activities that are performed online through the zoom application. This study also invites students to be able to think critically in helping to show incomplete basic ideas.

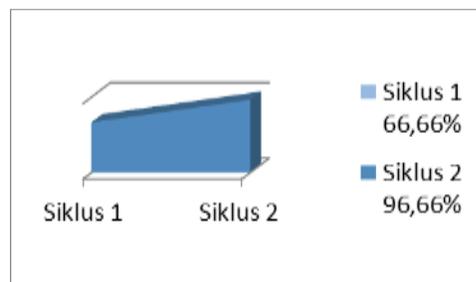
When students have created a resume, they exchange roles between being a reader or a listener. This has an impact on the creativity that every child has with different opinions. Until finally making conclusions together with the teacher.

The study was conducted in two cycles. Cycle 1 was held at the first meeting using the theme 1 Subtheme 1 Diversity culture learning 1 which was held on July 20, 2020. In the implementation of this study, researchers entered into iv c online class through a zoom application with a learning device that had previously been prepared. This activity uses popup book media as a tool to deliver learning materials.

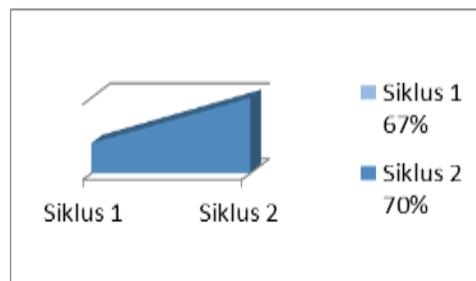
While the 2nd cycle was held on July 24, 2020, using the theme of 1 subtheme 1 Cultural Diversity bangsaku 5th learning using the same learning model namely cooperative script but using different learning media with cycle 1 namely hand puppets. Based on the comparison of the relevant research results can be obtained as follows data:



In the first relevant research results obtained completed data 85.71% on cycle 1 and 100% completion percentage in cycle 2.



While in the results of the second relevant study obtained completeness data of 66.66% in cycle 1 then in cycle 2 obtained the result of completeness of 96.66%.



Based on the results of the researchers' study, students achieved above-average scores of 67% in cycles 1 and 70% in cycle 2. Based on the results of both relevant research and the results of the research that has been done. Researchers were able to see improvements in above-average score outcomes from cycle 1 and cycle 2. Cycle 2 has greater completeness results than cycle 1. Similarly, the average grade in grade IV C. In cycle 1 the average completed value is 80, while in cycle 2 the average completed value is 92. In addition, there was a considerable increase in classical completeness between cycles 1 and 2. In

cycle 1 classical completeness is 73% while classical completeness in cycle 2 92%. The difference between the two cycles is 19%.

Conclusion

After carrying out a series of research activities, researchers were able to conclude that the cooperative script model was effective in this study. The use of popup book media in cycle 1 and hand puppets in cycle 2 help guru in the process of delivering learning. Besides, the use of cooperative script learning models can improve social learning outcomes from cycle 1 to cycle 2 assessments. Based on the learning results that have been implemented there is a change in the average value obtained by students. Higher learning outcomes are found in cycle 2 learning outcomes. The average change in the value of learning outcomes is one evidence of successful learning improvement. The average study result of p is cycle 1 which is 80 changes in cycle 2 with an average score of 92. Then the change in the number of students who achieved above-average grades increased in cycle 2 learning compared to cycle 1. In cycle 1 only 20 students achieved above-average scores while in cycle 2 there was an increase of 21 students. Additionally, improvements occur in the number of students above minimum. In cycle 1 there are still 3 students under m 70. But in learning in cycle 2 there are no grade IV C students whose grades are minimum. The difference between the two cycles is 3 students. Calculated classical completeness in cycles 1 and 2 also occurs fairly high rise. Classical completeness in cycle 1 is 73% while classical completeness in cycle 2 is 92%. The difference between the two cycles is 19%. Therefore, the implementation of cooperative script model can improve social learning results in theme learning activities 1 subtheme 1 Cultural Diversity bangsaku. This activity was held in grade IV C elementary school Gunung Gede.

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