



## IMPROVING STUDENT LEARNING OUTCOMES THROUGH THE COOPERATIVE SCRIP LEARNING METHOD IN INDONESIAN SUBJECTS

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### Abstract

Indonesian lessons are subjects that can provide important knowledge for students to be able to communicate with the surrounding environment. The low score of students in Indonesian subjects is caused by the lack of teachers' ability to choose and apply various learning methods. The solution provided by the researcher to overcome this problem is to provide action on the learning process in the form of classroom action research through the application of the Cooperative Scrip learning method in the learning process. The Cooperative Scrip Learning Method is a teaching method in which students work in pairs and take turns orally summarizing parts of the material studied. This research consists of two cycles where each cycle starts from planning, implementation, observation and reflection. The purpose of this study is to describe the improvement of student learning outcomes of the Cooperative Scrip Learning Method and describe the implementation of the learning process through the cooperative scrip learning method. This research was carried out from March to April 2019 in class V of SDN 071045 Sisobahili with a total of 19 students, 7 boys and 12 girls. The result of the study is that the learning outcomes of students in Indonesian lessons through the Cooperative Scrip Learning Method increased where at the end of the cycle the average student learning outcome was 80 with a percentage of completeness of 84% and the results of reflection on the implementation of the learning process in Indonesian subjects at the end of the cycle reached 84%. Thus, it can be concluded that student learning outcomes in Indonesian lessons are improved through the Cooperative Scrip Learning Method and the learning process in Indonesian subjects is improved through the Cooperative Scrip Learning Method

**Keyword** : Cooperative Scrip Learning Method, Learning Outcomes

### 1. INTRODUCTION

Education plays an important role in all aspects of life to create quality Human Resources so that they are able to utilize them in daily life. Through education, humans are expected to be able to develop their potential abilities and willingness, because education is essentially one of the efforts made by humans from birth to reach the level of maturity both in terms of cognitive, affective and psychomotor. Education that is able to form quality human beings is expected not only to benefit individuals but ultimately to be able to support national development. A lot of knowledge can be obtained at school through the subjects presented, one of which is Indonesian lessons. Indonesian lessons are lessons that make us able to communicate with the surrounding environment.

The success of students in obtaining satisfactory learning outcomes reflects the

quality learning process of an educator, for this reason teachers are expected to have various abilities both in terms of readiness and mastery of the material taught, the selection of appropriate learning methods and strategies, as well as the mastery of classes and varied learning models which in essence lead to an increase in student learning outcomes. It turns out that the hope has not come true, the desire to succeed students, especially in the field of Indonesian, has not achieved the expected results. This is due to the factor of teachers who are still not optimal in getting around the learning process, where the learning that has been going on so far teachers only refer to one learning method, namely conventional learning methods, so that it causes boredom, boredom and student involvement in the learning process which has an impact on student learning outcomes. Based on the researcher's experience when teaching in grade V of SDN

071045 Sisobahili in Indonesian subjects, several cases were found that reflected the ineffectiveness of learning activities. This can be seen during the learning process when students only listen and wait for when their learning hours will end without responding to the material presented so that the average student learning outcome is classically 60, classified as lacking and the percentage of completeness of student learning outcomes is 47% which is ideally  $\geq 75\%$  with KKM subject Indonesian 63.

From some of the problems above, it can be concluded that what affects the low learning outcomes in Indonesian subjects is the lack of teachers' ability to choose and apply learning methods that are in accordance with the material taught. If this continues to be allowed, the quality of education will continue to decline. According to the researcher, in order for it to be unsustainable and the quality of education does not decline and so that student learning outcomes can improve, the researcher tries to apply the Cooperative Scrip Learning Method to Indonesian subjects in Class V of SDN 071045 Sisobahili with the topic of Reading Texts.

The objectives of this study are (1) To describe the improvement of learning outcomes of Class V students of SDN 071045 Sisobahili in subject Indonesian on the topic of Reading Texts through the Cooperative Scrip Learning Method (2) To describe the learning process through the Cooperative Scrip Learning Method in Indonesian subjects in Class V of SDN 071045 Sisobahili with the topic of Reading Texts

This research can be useful as input material for teachers in choosing and implementing the right learning model in the teaching and learning process (KBM) and add to the researcher's insight as a teacher in the future in choosing and using the right learning model in the teaching and learning process.

## 2. LEARNING METHODS

Based on the goals to be achieved, this research is carried out by implementing Classroom Action Research (PTK). Classroom Action Research (PTK) is carried out with the aim of improving the learning process. Therefore, this research focuses on the learning process in the classroom.

The objects of action (research objects) in this study are as follows:

1. Application of the Cooperative Scrip learning method in the Indonesian learning process
2. Improving student learning outcomes in Indonesian subjects through the Cooperative Scrip learning method.

The location of this Class Action Research is SDN 071045 Sisobahili which is located in Idanogawo District, Nias Regency. The subject of this study is grade V students of the Even semester of SDN 071045 Sisobahili for the 2019/2020 Academic Year. The subjects of this study are 19 people consisting of 7 men and 10 women.

This Class Action Research is in accordance with the plan that will be carried out in the Even semester of the 2019/2020 school year. The implementation of actions in this study is adjusted to the schedule at school.

The implementation of the action is carried out for approximately one month and each cycle is planned 3 meetings and 1 meeting for daily exams in the form of student learning outcome tests.

To collect data in this study, the research instruments used were (1) Observation Sheets, (2) Questionnaires, (3) Learning outcome tests, (4) Interview guide sheets, (5) Documentation in the form of photos.

## 3. RESEARCH RESULTS and DISCUSSION

### Result

Based on the average results of reflection on the implementation of the learning process obtained through observation sheets and learning outcome tests, it turned out to be obtained by 58% and did not reach the predetermined target (75%), this shows that there are still shortcomings in the learning process and student learning outcomes still do not meet the target, so this research was continued in cycle II. Based on the average reflection results, it turned out that 84% was obtained and had reached the predetermined target (75%). This shows that the learning process using the Cooperative Scrip learning model can be improved and student learning outcomes have improved.

### Discussion

Data Exposure Each Cycle

Cycle I

The implementation of the action was carried out in collaboration, namely by using the services of other observers, namely Indonesian subject teachers in grade V of SDN 071045 Sisobahili who assisted in the

implementation of observations during the research, so that this research activity could be carried out properly and controlled.

The learning material in cycle I is: 'Reading Text'. The meeting in the first cycle as planned, was carried out in accordance with the plan to implement learning improvement using the Cooperative Scrip Learning Model. Learning is carried out by forming groups of students in pairs, then the teacher gives reading texts to each student, then students are told to read and make a summary of the discourse/material that has been shared. The teacher together with the students determines who plays the role of speaker first and who plays the role of listener. For the selected pair, the speaker reads the summary as completely as possible and includes the main ideas in the summary while the student who plays the role of listener listens, corrects and memorizes the main ideas implied in the speaker's summary. For the future, students exchange roles that used to be speakers to change roles to listeners. In the next stage, the researcher gives students the opportunity to ask questions and then draw conclusions from the material that has been learned and finally the researcher gives homework (homework) as the next consolidation.

The learning process that took place in the first cycle had at least some obstacles. Based on the observation of researchers, students still seem to be not fully able to place themselves in their respective groups. Likewise, the interest and activity of students has not been fully seen, even most of the students have not been able to give their responses to the problems they want to solve, so the researcher plans to re-improve this research by continuing with the implementation of cycle II.

Based on the results of data collection at the first meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 56% (2) The results of observation of the learning process of teacher respondents reached 57%.

Based on the results of data collection at the second meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 62% (2) The results of observation of the learning process of teacher respondents reached 77%. Meanwhile, at the end of cycle I, the average student learning outcome was 64 with the category of sufficient

and the percentage of student learning completeness reached 63%.

### **Siklus II**

The learning materials in cycle I are: The reading text of the meeting in cycle I as planned, implemented in accordance with the plan to implement learning improvement using the Cooperative Scrip learning method.

Learning is carried out by forming groups of students in pairs, then the teacher gives reading texts to each student, then students are told to read and make a summary of the discourse/material that has been shared. The teacher together with the students determines who plays the role of speaker first and who plays the role of listener. For the selected pair, the speaker reads the summary as completely as possible and includes the main ideas in the summary while the student who plays the role of listener listens, corrects and memorizes the main ideas implied in the speaker's summary. For the future, students exchange roles that used to be speakers to change roles to listeners. In the next stage, the researcher gives students the opportunity to ask questions and then draw conclusions from the material that has been studied and finally the researcher gives homework (homework) as the next consolidation.

The learning process in the second cycle saw many very significant developments. In terms of the implementation of discussions, students have been able to manage their own groups to solve the problems they face. It can also be seen that almost all group members are active in asking questions and expressing opinions both with friends and between groups. Besides that, there are no longer students who are passive and stay silent because each gets an assignment from their group and the interest, attention and percentage of students also improve.

Based on the results of data collection at the first meeting of the second cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 73% (2) The results of observation of the learning process of teacher respondents reached 82%. Based on the results of data collection at the second meeting of cycle II, it was found that: (1) The average observation results of students who actively participated in learning reached 82% (2) The results of observation of the learning process of teacher respondents reached 93% while at the end of cycle II the average student learning

outcome was 80 with a good category and the percentage of student learning completeness reached 84%.

#### 4. CONCLUSION

Based on the processing and analysis of data from the results of research that has been carried out on the application of the Cooperative Scrip learning method in the Indonesian learning process in grade V of the Even semester of SDN 071045 Sisobahili for the 2019/2020 school year, the researcher concludes as follows: (1) The learning outcomes of students in grade V of SDN 071045 Sisobahili in Indonesian subjects with the topic of reading texts increased through the application of the Cooperative Scrip learning model. (2) The learning process in grade V of SDN 071045 Sisobahili in Indonesian subjects with the topic of reading texts is improved through the application of the Cooperative Scrip learning model. This is evidenced by the average results of the Observation Sheet for the management of the learning process and the observation sheet of student responses to the learning process at the end of the cycle which are directly observed by observers reaching 84%. Based on the results of this study, the researcher put forward several suggestions as follows: (1) It is recommended to Indonesian teachers to apply the Cooperative Scrip Learning Model in the Indonesian learning process so that it can improve student learning outcomes. (2) It is recommended to Indonesian teachers to never get tired of correcting

weaknesses that occur in the learning process. (3) It is recommended to all teachers to be more creative in planning and implementing learning using various models, strategies, approaches, methods and techniques that vary according to the teaching material.

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