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APPLICATION OF COOPERATIVE SCRIPT LEARNING TO INCREASE SCIENCE LEARNING OUTCOMES FOR VIEW CLASS STUDENTS OF SD NEGERI 0802 TAMIANG T.P 2020/2021

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Abstract, *The background of this research is the low student learning outcomes in the subjects of Natural Sciences. Meanwhile, the purpose of this study was to improve learning outcomes of natural science students in class VI of the State Elementary School 0802 Tamiang by using a written opinion submission technique strategy. This research is a type of classroom action research with the research subjects being teachers and students of class VI of the State Elementary School 0802 Tamiang with a total of 24 students. While the object of this research is the application of cooperative script learning model to improve learning outcomes of Natural Sciences (IPA) on the subject of the earth and the universe. Data collection techniques using observation and tests. Based on the results of the study, it was concluded that the application of the Cooperative Script learning model could improve the mathematics learning outcomes of the sixth graders of the 0802 Tamiang State Elementary School. This increase is based on the classical percentage obtained from pre-action, which is 41.67% reaching the KKM, increasing in the next cycle which is 70.83% in the first cycle with an average student learning outcome reaching 75 in good category, and in the second cycle into a very good category with classical completeness that is 91.67% of the total number of students in the class and is in the range of 81%-100%, with an average student learning outcome of 83.67.*

Keywords *: Professionalism, Supervision, Individual*.

I. INTRODUCATION

Basically, education is a process to help humans in developing themselves, so that they are able to face all changes and various problems with an open attitude without having to lose their identity. Education is currently under the spotlight of various parties because in terms of general education it is still relatively low. Thus, ideas emerge that lead to efforts to improve the quality of education.

Improving the quality of education requires changes and developments regarding the model or learning strategy. The learning model is said to be relevant if the model is able to make students able and master the goals of education through learning.

Natural Sciences (IPA) is a study that studies the universe, objects that exist on the surface of the earth, in the bowels of the earth and in outer space, both those that can

be observed with the senses and those that cannot be observed with the senses (Trianto, 2010). Learning Natural Sciences (IPA) is not only required to use appropriate methods, but also requires the ability of teachers to master concepts and mastery in teaching science. .

Basically, the purpose of studying science in SD/MI is so that students have the following abilities: 1) To instill belief in God Almighty. 2) Develop scientific skills, attitudes and values. 3) Prepare students to become citizens who are literate in science and technology. 4) Mastering the concept of science for the provision of life in society and continuing education to a higher level (Trianto, 2010).

To achieve this goal, the task and role of the teacher as a professional educator is actually very complex, not limited to when educative interactions take place in the classroom, which is commonly called the teaching and learning process. Teachers also serve as administrators, evaluators, counselors, and others according to their ten competencies (ability). However, as the core of school education activities, the teaching and learning process will determine the learning outcomes that will be achieved by students.

According to Dimyati (2006) learning outcomes are the result of an interaction of act of learning and act of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student's perspective, the learning outcome is the end of the cut and the culmination of the learning process. Learning outcomes are, in part, thanks to the teacher's actions, an achievement of teaching goals.

One way that can be used to improve student learning outcomes is to use a learning model. Because in general the learning model used by teachers is monotonous and teacher-centered.

At the State Elementary School 0802 Tamiang to improve learning outcomes, the teacher uses a discussion method in which the teacher forms groups based on seats. In this activity, it was seen that some students were enthusiastic and enthusiastic in discussing. While most of the other students were seen telling stories and just copying the answers of their other friends. In addition, teachers have also provided exercises that students must complete, both at school and at home. However, student learning outcomes are still low. In learning activities, children also act passively or only receive from the teacher without any questions. This situation affects student learning outcomes which are still low.

Based on the results of observations made by researchers at the 0802 Tamiang State Elementary School, it can be seen that student learning outcomes are still low. This can be seen from the level of student

learning outcomes which are still relatively low, besides that there are still students who do not do their homework and when the teacher gives practice there are still students who cannot complete it.

Based on some of these symptoms, it is necessary for teachers to improve the quality of learning by making some improvement efforts, especially in the learning process carried out by teachers which can improve student learning outcomes. One of the efforts that can be done by teachers is to apply learning methods that are able to improve and make students active during the learning process.

Based on the temporary analysis, where these symptoms occur because students are less interested in participating in learning with methods applied by teachers, they are always conventional. In principle, many efforts can be made by teachers to improve student learning outcomes, including cooperative learning scripts.

The advantages of the Cooperative Script learning method are: 1) Train students' accuracy and precision. 2) Each student gets a role. 3) Train to express / state the mistakes of others verbally. 4) Train students in expressing opinions even if only with their partners.

Students are better prepared to take part in learning so that they become good speakers or listeners and can correct the mistakes of other students.

Therefore, a study was conducted using the Cooperative Script learning model to create a more student-centered learning process and motivate students to improve science learning outcomes for Class VI students of State Elementary School 0802 Tamiang T.P 2020/2021.

Anita Lie (2007) mentions that cooperative learning with the term mutual cooperation learning, is a learning system that provides opportunities for students to cooperate with other students in structured tasks. Furthermore, cooperative learning only works if a group or a team has been formed in which students work in a directed manner to achieve predetermined goals with the number of group members generally consisting of 4-6 people.

Furthermore, Slavin (2008) suggests that: There are two reasons for using cooperative learning to improve the learning system which has had weaknesses, namely first, several research results prove that the use of cooperative learning can improve student achievement while at the same time improving social relations skills, fostering acceptance. shortcomings of self and others, and can increase self-esteem. Second, cooperative learning can realize students' needs in thinking, solving problems, and integrating knowledge with skills.

Kunandar (2007) states that cooperative learning is learning that consciously and deliberately develops caring interactions between students to avoid offences and misunderstandings that can lead to hostility. In the same book, Anita Lie (2007) suggests several characteristics of cooperative learning, namely a) each member has a role, b) there is a direct interaction between students, c) each group member is responsible for their learning as well as their group friends, d)) the teacher helps develop group interpersonal skills, and e) the teacher only interacts with the group when needed.

It can be concluded that the cooperative learning model is a learning model that is currently widely used to realize student-centered teaching and learning activities, especially to overcome problems found by teachers in activating students, who cannot cooperate with others, students who are aggressive and don't care. on another.

Ibrahim and Nur (2000) wrote the stages (phases) of cooperative learning here can be seen in the following table:

Table 1. Cooperative learning phase

No	Indicator	Teacher Activities
1	Delivering goals and motivating students	The teacher conveys the learning objectives to be achieved and motivates students to be able to learn and be active and creative
2	Presenting information	The teacher presents information to students by demonstrating or through reading material
3	Organizing students in groups	The teacher explains to students how to form study groups and helps each group make the transition efficiently
4	Guiding group work and study	
5	Evaluation	
6	Giving Appreciation	The teacher guides the study groups when they do the tasks

Cooperative learning is learning that students learn in groups. Group members must be heterogeneous (diverse) in terms of cognitive, gender, ethnicity, and religion. Learn and work collaboratively, with a heterogeneous group structure.

Slavin stated that the benefit of cooperative learning is to motivate students to encourage and to help each other among students in mastering the skills or knowledge presented by the teacher. If students want their group to be rewarded, they must help their friends learn the material presented by the teacher. They must encourage each other to study and work seriously and explain that learning is

something that is very important (important), useful (valuable) and fun (fun).

Students work together after the teacher presents teaching materials. They can work in pairs and compare answers, discuss differences, and help each other when there is a misunderstanding. They can discuss strategies or approaches used in solving problems, or they can ask each other questions or quizzes about the material they are studying. They work with a group of friends, trying to assess their own strengths and weaknesses so that it can help them to succeed in the quiz.

Etin Solihatin (2007) adds that its application in classroom learning, this learning model presents the reality of community life that is felt and experienced by students in their daily lives, in a simplified form in classroom life. This learning model views that success in learning must not only be obtained from the teacher, but also from other parties involved in the learning, namely peers.

From some of the opinions above, it can be concluded that there are many convincing reasons that cooperative learning is appropriate to be implemented in science learning, especially if the teacher is really able to master the class and the material to be discussed. If all of the above principles are implemented, the success desired by the teacher will be achieved. However, if the implementation only targets one of the basic concepts, it will cause the effectiveness and productivity of this model to be academically limited.

According to Wina Sanjaya (2007), there are several benefits of cooperative learning, namely: with cooperative learning, students are not too dependent on the teacher, but can increase confidence in the ability to think for themselves, find information from various sources and learn from other students.

Cooperative learning can develop the ability to express ideas or ideas verbally and compare them with other people's ideas. Cooperative learning can help children to respect others and realize all their limitations and accept all differences.

Cooperative learning can help empower each student to be more responsible in learning. Cooperative learning is a model that is quite powerful for improving academic achievement as well as social skills, including developing self-esteem, positive interpersonal relationships with others, developing time management skills, and positive attitudes towards school.

Cooperative learning can develop students' ability to test their own ideas and understanding, receive feedback. Students can practice solving problems without fear of making mistakes, because the decisions made are the responsibility of the group. Cooperative learning can improve students'

ability to use information and abstract learning abilities to be real or real.

Interaction during cooperative learning can improve results and provide stimulation for thinking. This is useful for the long-term educational process.

Based on the opinion above, it is known that cooperative learning is useful for helping students not to be too dependent on the teacher, but can increase confidence in the ability to think for themselves, find information from various sources, and learn from other students. With the interaction during cooperative learning, this can improve student learning outcomes and provide thinking stimulation. With the results of student learning in participating in learning will produce optimal learning outcomes.

Teachers as managers of the learning process guide in the classroom, in achieving the desired learning goals, basically, they can use various learning procedures. But the determination of the method should pay attention to the suitability of the method with the subject so that the planned learning objectives can be achieved in the maximum way. The learning strategy used in this research is Cooperative Script.

The Cooperative Script learning model is a learning method in which students work in pairs and take turns verbally summarizing the parts of the material being studied (Yustisia, 2007). In addition, this form of learning is more beneficial to students because it focuses more on the independence of student learning and is still under the guidance and direction of the teacher in carrying out or completing the tasks assigned, but always providing independence of expression in practice. The complete KTSP guide reports the steps for upgrading the Cooperative Script, namely: a) The teacher sorts students into pairs. b) The teacher provides articles or materials for each group to be completed as instructed. c) The teacher and students decide who first acts as a spokesperson and who functions as a listener. d) The spokesperson discusses the summary as completely as possible, including the main ideas in the summary. While the listener: 1) Listening or correcting or proving incomplete main ideas. 2) Help remember or memorize the main ideas by linking the previous material or with other material. e) Switch roles, the beginning as a speaker is changed to a listener and vice versa. f) Conclusion of students together with the teacher. g) Cover

The advantages of the Cooperative Script upgrading procedure are: a) Train students' accuracy and thoroughness. b) Each student finds a role. c) Practice saying other people's mistakes verbally. d) Train students in expressing opinions even if only with their partners. e) Students are better prepared in exploring learning so that they

become good speakers or listeners and can correct the mistakes of other students.

In Cooperative Script learning, teachers and students have their respective roles, namely: (a) distributing explanations to students about LKS before they start working on them, (2) monitoring students' practice activities throughout the lesson, (3) distributing education and counseling to students. students according to the differences of each student. In other words, distributing enrichment to students who are fast (smart) and distributing remedial to students who are slow (less smart), (4) distributing assessments to student learning outcomes, and (5) determining the program that the next student will follow (Ihsan, 1995).

Syah (2007) states that in principle, the disclosure of ideal learning outcomes covers all intellectual domains that change as a result of experience and student learning methods. However, disclosing changes in behavior in all these areas, especially the realm of students, is very difficult. This is due to the change in the results of the practice that are intangible (cannot be touched). Therefore, what the teacher can try in this case is to only quote the best-selling change quotes that are considered meaningful and are expected to reflect the changes that occur as a result of students' training, both in the form of making and feeling or in terms of intention.

According to Dimyati and Mujiono (2002) the results of practice are: The result of an interaction between practicing and guiding actions. From the teacher's side, the act of guiding ends with a practice assessment. From the part of the students, the result of practice is the end of the cut and the end of how to practice. The result of practice is, for some, a result of the teacher's actions, an achievement of teaching goals. On the other hand is the improvement of students' psychological skills. Learning outcomes are divided into teaching effects and accompaniment effects. The impact of teaching is a measurable result, as stated in the report card and the accompaniment effect is the application of insight and expertise in another aspect, a transfer of learning.

According to Sardiman (2004), in essence, the purpose of learning is to gain insight, expertise and inculcate psychological actions or values. Achieving learning objectives means wanting to create learning outcomes. Relevant to the explanation of the learning objectives, the learning outcomes include: 1) Regarding scientific matters and knowledge, design or reality (cognitive), 2) Regarding individual matters, character or actions (affective) and 3) Regarding behavior, skills or appearance. (psychomotor).

Sudjana said that learning is an active way. Learning is a way of reacting to all

situations around people. Behavior as a result of learning is influenced by various internal and external aspects. Based on this opinion, behavior change is the core of learning outcomes.

Tu'u (2004) states that achievement is the result achieved by a person when carrying out special obligations or activities. Academic achievement is a learning result obtained from learning activities in schools or universities that are cognitive in nature and are generally determined through measurement and evaluation. While learning outcomes are the ability of insight or expertise raised by subjects, usually indicated by test scores or grades given by the teacher.

Teaching results are said to be really good, if they have the following characteristics: a) The results are durable and can be used in life by students. b) The result is original or authentic knowledge (Sardiman, 2004). The experience that students have after practicing it should be able to share good results, so that the results can be used in everyday life. So that students can feel that learning is something that is very meaningful.

According to Surya (2001), that "the factors that influence the way of learning can be located within the students themselves (internal aspects), and can also be located outside themselves (external aspects)". Internal or internal factors include: a) Students lack the basic skills needed for learning. b) The lack of special abilities for certain learning situations. c) The lack of encouragement or pressure to learn. The pattern has a big role as an advocate for the realization of learning behavior. d) Individual situations that are permanent or temporary such as emotional constraints, internal antagonisms and others. e) Physical factors such as disability, health problems, vision, hearing and so on. f) Congenital factors such as color blindness, left-handedness, congenital defects and so on.

On the other hand, factors that exist outside of students (external aspects) either at school, at home, or in the community include: a) Inadequate school environment aspects for learning atmosphere such as teaching methods, teacher attitudes, curriculum, teaching aids, classroom and so on. b) The atmosphere in the family is less supportive of activities learning such as, noise at home, lack of attention from parents, study equipment and so on. c) The atmosphere of the area is less supportive, such as due to association, films, television, reading, and so on.

Slameto (2010) suggests that: The factors that influence learning are of many kinds, but can be classified into only 2 groups, namely internal aspects and external aspects. Internal aspects are aspects contained in people who are

learning. Which is listed in the internal aspects such as, physical aspects, intellectual aspects and aspects of fatigue. On the other hand, external aspects that affect learning can be grouped into 3 aspects, namely, family aspects, school aspects (organizations) and community aspects.

Noehi Nasution and his colleagues quoted by Syaiful Bahri Djamarah (2002) reported that: Learning is not an independent activity. There are other elements that participate directly in it, namely raw input, namely certain learning experience materials in the learning teaching process with the hope of being able to turn into outputs with special qualifications. In this way of learning, it also affects several aspects of the area, namely input from the area (invironmental input) and several aspects, instrumental (instrumental input) which are planned and manipulated to support the achievement of the desired output.

II. RESEARCH METHODS

The research was carried out in two cycles. The subjects of this study were grade VI students of the 0802 Tamiang State Elementary School in the 2020-2021 academic year with a total of 24 students. While the object of this research is the application of cooperative script learning model to improve learning outcomes of Natural Sciences (IPA) on the subject of the earth and the universe.

The type of research carried out is Classroom Action Research (CAR). CAR is a study conducted by teachers to see the gaps that occur in the classroom. According to Igak Wardani (2007), "classroom action research is research carried out by teachers in their classrooms through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes are increased. This is in accordance with what was written by Kunandar (2008) that CAR is research carried out with the aim of improving the quality of learning practices in the classroom.

According to Kemmis and Mc. Taggart, as quoted by Kunandar, that CAR is carried out through a dynamic and complementary process consisting of four essential "momentums" namely (1) Planning, (2) Action, (3) Observation, (4) Reflection.

Data on students' science learning outcomes were collected through science learning outcomes tests. The science learning outcomes test was carried out after the implementation of the learning process using the Cooperative Script learning model. There are 2 learning outcomes data that will be taken in this study, namely students' science learning outcomes test

scores before and after applying the Cooperative Script learning model.

Student learning outcomes test scores before action

This data was obtained from the test of students' science learning outcomes before participating in learning using the Cooperative Script learning model, namely by doing conventional learning.

Student learning outcomes test scores after the action

This data was obtained from the test of student learning outcomes after participating in learning using the Cooperative Script learning model.

The data obtained were analyzed using descriptive statistical analysis. Descriptive statistical analysis is a statistical condition that starts from collecting data, compiling or organizing data, processing data, presenting and analyzing data, to provide an overview of a symptom, event or situation (Hartono, 2004). In this study, the purpose of descriptive statistical analysis is to describe data about teacher and student activities during the learning process, and data about students' complete science learning on Earth and the Universe material.

III. RESEARCH RESULTS AND DISCUSSION

The increase in teacher activity, student activity and increase in science learning outcomes for sixth graders at the 0802 Tamiang State Elementary School, can be seen in Table 3.

Table 2. Recapitulation of teacher activities

No	Activities carried out	Skor Cycle I	Skor Cycle II	Information
1	The teacher does apperception and prepares students for learning	5	5	Permanent
2	Teachers motivate students to learn	4	5	Increase
3	The teacher conveys the learning objectives to be studied	3	4	Increase
4	The teacher explains the steps of learning Cooperative Script	4	5	Increase
5	The teacher explains the material to be studied	5	5	Permanent
6	The teacher forms a group	4	5	Increase
7	The teacher distributes worksheets to each group	5	5	Permanent
8	The teacher gives time for each group to discuss problems on the LKS	3	4	Increase
9	The teacher informs the students that the group discussion time is over	2	4	Increase
10	The teacher and students determine who will act as a speaker first and who will act as a representative listener from each group	4	5	Increase
11	The teacher asks the designated group to present their work in front of the class to their partner, while the other students respond	3	5	Increase
12	The teacher assesses the group's results and gives awards	3	5	Increase
13	The teacher and students conclude the material being studied	4	4	Permanent
14	The teacher informs the subject matter that will be discussed at the next meeting	3	3	Permanent
	Score	52	64	Increase
Persentase		74.28 %	91.42 %	Increase
Categori		Good	Very well	Increase

From Table 2, it can be seen that the percentage of activities carried out by

teachers is increasing. In the first cycle the percentage of teacher activity amounted to 74.28% with a good category. In the second cycle, it was seen that it increased by 91.42% which was in the very good category. By paying attention to the second category of the cycle, it can be concluded that the application of the Cooperative Script learning model by the teacher was successful in the very good category.

The table for recapitulation of student activities can be seen in Table 3 below:

Table 3. Recapitulation of student activities

No	Activities carried out	Score Cycle I	Cycle II	Information
1	Listen and pay attention to the teacher when absent students	3	3	Tetap
2	Sit neatly and ready to receive lessons from the teacher	3	5	Increase
3	Study in groups and discuss	3	4	Increase
4	Ask the teacher about material that is difficult to understand	2	3	Increase
5	Pair up and present the results of group work	3	5	Increase
6	Take individual quiz questions	3	4	Increase
7	Making learning conclusions	3	3	Permanent
	Score	20	27	Increase
	Persentase	71.42%	96.42%	Increase
	Category	Good	Very well	Increase

From table 3 it can be seen that the percentage of activities carried out by students is increasing. In the first cycle the percentage of student activity amounted to 71.42% with a good category. In the second cycle the percentage was seen to increase, amounting to 96.42% which was in the very good category. By paying attention to the second category of the cycle, it can be concluded that the application of the Cooperative Script learning model by the teacher was successful in the very good category.

The table of recapitulation of science learning outcomes for grade VI students of the State Elementary School 0802 Tamiang can be seen in Table 4.

Table 4. Recapitulation of students' science learning outcomes

No	Code Student	Pre Cycle	Cycle I	Cycle II	Information
1	S1	75	75	90	Increase
2	S2	65	75	75	Increase
3	S3	60	80	78	Increase
4	S4	75	75	90	Increase
5	S5	60	65	70	Increase
6	S6	70	75	80	Increase
7	S7	75	80	80	Increase
8	S8	65	80	80	Increase
9	S9	60	80	90	Increase
10	S10	60	65	80	Increase
11	S11	75	80	90	Increase
12	S12	60	75	85	Increase
13	S13	75	70	90	Increase
14	S14	60	80	80	Increase
15	S15	65	65	70	Increase
16	S16	60	75	80	Increase
17	S17	90	95	100	Increase
18	S18	65	70	80	Increase
19	S19	75	80	90	Increase
20	S20	50	60	75	Increase
21	S21	80	80	100	Increase
22	S22	75	75	90	Increase
23	S23	75	75	85	Increase
24	S24	65	70	80	Increase
Rata-rata individual		41,67	70,83	91,67	Increase
Rata-rata Hasil Belajar		68,23	75	83,67	Increase

From Table 4, it can be seen that the learning outcomes of pre-action students'

science learning up to cycle II are increasing. Cycle I classical average is 70.83% and is at the level of good / maximum mastery. Cycle II classically average is 91.67% and is at a very good level or optimal in mastering the material. Based on the author's observations during two meetings and two evaluations, it can be seen that students' science learning outcomes have shown an increase when compared to students' science learning outcomes before using the Cooperative Script learning model.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the application of the Cooperative Script learning model can improve the mathematics learning outcomes of the sixth graders of the 0802 Tamiang State Elementary School. This increase is based on the classical percentage obtained from pre-action, which is 41.67% reaching the KKM, increasing in the next cycle which is 70.83% in the first cycle with an average student learning outcome reaching 75 in good category, and in the second cycle into a very good category with classical completeness that is 91.67% of the total number of students in the class and is in the range of 81%-100%, with an average student learning outcome of 83.67

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