**IMPLEMENTATION OF COOPERATIVE SCRIPT LEARNING IN AN EFFORT TO IMPROVE THEMATIC LEARNING OUTCOMES THEME 3 DAILY TASKS SUBTHEME 1 MY DAILY TASKS AT HOME IN GRADE II STUDENTS OF MI NEGERI 3 JAKARTA ACADEMIC YEAR 2022/2023**

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| ABSTRACT |
| This study used three rounds of action research. Each round consists of four stages, namely: design, activity and observation, reflection, and revision. The target of this study was Grade II, students. The data obtained are in the form of formative test results, and observation sheets for teaching and learning activities.  This research is based on the following problems: (a) Does Cooperative Script affect Thematic learning outcomes in Grade II Students? (b) How high is the level of mastery of Thematic subject matter in Grade II Students?  The objectives of this study are: (a) To uncover the influence of Cooperative Script on Thematic learning outcomes in Grade II Students. (b) Want to know how far the understanding and mastery of Thematic subjects in Grade II Students is.  From the results of the analysts, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (64%), cycle II (78%), and cycle III (100%).  The conclusion of this study is that the Cooperative Script method can have a positive effect on the learning motivation of Grade II Students and this learning model can be used as an alternative Thematic Theme 2 Events in Life Sub Theme 1 Various Events in Life. |
| ***Keywords:*** *thematic cooperative script*, *learning*, *effectiveness* |

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**INTRODUCTION**

The development of Indonesia's education system seems to be experiencing chaos (Badrus, n.d.). Education is still not very successful in creating reliable human resources let alone creating the quality of the nation. To the extent that many people believe that this prolonged multidimensional crisis has resulted in the failure of the education system in Indonesia. No formula has yet been successfully invented to overcome the clutter, as many do not realize that to reduce the clutter itself must find its base end.

So the problem in our educational world is increasingly resembling the interweaving of tangled threads. According to Nurhadi and Agus Senduk, there are three mainstreams that need to be highlighted, namely curriculum renewal, improving the quality of learning, and learning effectiveness. The educational curriculum must be comprehensive to social dynamics, relevant, not overloaded, and able to accommodate diverse needs and technological advances (Rahman & Khairi, 2018). The quality of learning must be improved to improve the quality of educational outcomes.

Micro-wise, an effective learning strategy or approach must be found in the classroom, which further empowers the potential of students. These three things must be applied stimultaneously and balanced if we want our human resources to be better in the future.

In this case, the author is more inclined to highlight the third aspect, namely the effectiveness of learning methods. The effectiveness of the use of learning methods is very important, because when viewed from reality by education practitioners to this day it greatly affects the output and quality of students.

Many studies have proven that it turns out that the potential possessed by the human brain is really extraordinary. But unfortunately, that potential only remains potential. Most humans still can't use it and take advantage of the greatness of the brain's potential. Some of us do not know and do not understand how to motivate the potential contained in the brain. Fatally, the potential is not motivated but instead closed tightly so that the potential is not actual.

For successful learning, educators have a very important role (Kebol & Yusta, 2019). Educators must have a variety of abilities including, equipping themselves with a variety of knowledge, skills, and managing teaching and learning programs, managing classes, using media, mastering educational foundations, managing teaching and learning interactions, assessing student achievement, serving guidance and counseling and choosing the right teaching and learning method (Mustafa et al., 2021). So the learning method is one of the factors or components of education that greatly determines the success or failure of learning.

An educator must be able to guide, direct, and create student learning conditions (Hasma, 2017). To achieve this, teachers should try to reduce lecture methods and start developing other methods that can actively engage students. Learning requires mental involvement and the actions of the learner himself. Learning activities will be active if students carry out learning activities that must be done.

They use their brains to study the ideas of solving various problems and apply what they learn. Active learning can be seen from two aspects, namely in terms of students, which means that active learning is a process of activities carried out by students in the context of learning. This activity can be in the form of physical, mental, or both activities. There is also a greater emphasis on mental liveliness, although to achieve this goal requires the direct involvement of various physical activities.

Teachers are free variables that are thought to affect the quality of teaching (Juandi & Sontani, 2017). It is quite reasonable why teachers have a dominant influence on the quality of learning, because teachers are directors and actors in the teaching process. The professional competence of teachers is very dominant in influencing the quality of learning. The competencies referred to are the basic abilities possessed by the teacher, both cognitive (intellectual) fields such as mastery of materials, areas of attitude such as loving their profession, and behavioral areas such as teaching skills, the use of learning methods, assessing student learning outcomes and others.

From the foregoing it is clear that the teaching method affects the quality of learning. Poor teacher teaching methods will affect good student learning as well. Poor teaching methods can occur for example because the teacher lacks preparation and lacks mastery of the lesson material so that the teacher presents it unclearly or the teacher's attitude towards students and or towards the subject itself is not good, so that students are less happy with the lesson or the teacher.

This condition is due to the fact that the learning approach used by the teacher is still characterized by a structural approach with the lecture method, so that students are less able to re-express the content of the material. Based on the reality of the field, it is necessary to apply a cooperative script learning model that can help improve students' ability to listen to the news. The use of cooperative script learning models can improve student learning processes in learning which in turn is expected to improve student learning outcomes. The importance of the cooperative script learning model because this learning model has a strategic role in efforts to boost student learning outcomes. In its application, teachers adjust to the conditions of student needs, so that teachers are expected to be able to deliver material appropriately without causing students to experience boredom.

**METHOD**

This research is an action research, because the research is carried out to solve learning problems in the classroom (Mulyatiningsih, 2015). This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved (Najamuddin, 2020).

According to Oja and Sumarjan (in Titik Sugiarti, 1997: 8) grouping action research into four types, namely, (a) teachers as researchers; (b) collaborative action research; (c) simultaneously integrated; (d) experimental social administration.

In this action research using the form of a teacher as a researcher, the person in full charge of this research is the teacher. The main objective of this action research is to improve learning outcomes in the classroom where teachers are fully involved in research ranging from planning, action, observation, and reflection.

1. Research Instruments

* Syllabus
* Lesson Plan (RP)
* Student Activity Sheet
* Formative Test

1. Test Validity
2. Reliability
3. Level of Hardship
4. Differentiating power
5. Data Collection Methods

The data needed in this study were obtained through observation of the processing of the active learning methods model reviewing the difficulties in the subject matter, and formative tests.

1. Data Analysis Techniques

This study uses qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as obtaining student responses to learning activities and student activities during the learning process.

**RESULTS AND DISCUSSION**

The research data obtained are in the form of trial results of question items, observation data in the form of observations on the management of cooperative script active learning methods and observations of student and teacher activities at the end of learning, and student formative test data in each cycle.

The test result data of the question item items is used to get a test that really represents what is desired. These data are then analyzed for the level of validity, reliability, degree of difficulty, and differentiating power.

The observation sheet data is taken from two observations, namely observation data on the management of the Cooperative Script active learning method which is used to determine the influence of the application of the Cooperative Script active learning method in improving student learning achievement, and data on observing student and teacher activities.

Formative test data to determine the improvement in student learning achievement after applying the active learning method Cooperative Script.

1. **Problem Item Analysis**

Before carrying out data collection through research instruments in the form of tests and getting a good test, the test data is tested and analyzed. Trials were conducted on students outside the research targets. Analysis of the tests performed include:

1. Validity

The validity of the question items is intended to determine the feasibility of the test so that it can be used as an instrument in this study. From the calculation of 50 questions, 20 invalid questions were obtained, and 30 valid question weres. The results of the validity of the questions are summarized in the table below

Table 1. Valid and Invalid Questions Student Formative Test

|  |  |
| --- | --- |
| Valid Questions | Invalid Problem |
| 5, 6, 7, 9, 12, 13, 14, 17, 19, 21, 23, 25, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45 | 1, 2, 3, 4, 8, 10, 11, 15, 16, 18, 20, 22, 24, 38, 39, 46, 47, 48, 49, 50 |

1. Reliability

Questions that have met the validity requirements are tested for reliability. From the calculation results obtained the coefficient of reliability r11 of 0.754. This price is greater than the price of r product moment. For the number of students (N = 27) with r (95%) = 0.381. Thus the test questions used have met the reliability requirements.

1. Level of Distress (P)

The difficulty level is used to determine the difficulty level of the question. The results of the analysis showed that out of the 50 questions tested, there were:

* 25 easy questions
* 15 medium questions
* 10 difficult questions

1. Differentiating Power

A differentiating power analysis is carried out to determine the ability of the question to distinguish high-ability students from low-ability students.

From the results of the differentiating power analysis, 18 questions were obtained, with enough 22 questions, 8 questions with good criteria, and 2 questions with bad questions. Thus, the test questions used have met the requirements of validity, reliability, level of difficulty, and differentiating power.

**B. Analysis of Cycle Research Data**

1. Cycle I

a. Planning Phase

At this stage the researcher prepares a learning tool consisting of lesson plan 1, formative test questions 1 and supporting teaching tools.

b. Activity and Implementation Phase

The implementation of teaching and learning activities for the first cycle was carried out in September 2022 in Class II with a total of 14 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test I with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The data from the research results in the first cycle are as follows:

Table 4.1 Management of Learning in Cycle I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Observed aspects | Valuation | | Average |
| P1 | P2 |
| I | KBM observations   * + 1. Introduction  1. Motivate students 2. Delivering learning objectives 3. Connect with previous lessons 4. Organize students in study groups | 2  2 | 2  2 | 2  2 |
| * + 1. Core activities  1. Presenting the steps of the cooperative learning method 2. Guiding students to do activities 3. Practicing cooperative skills 4. Keep an eye on each group in turns 5. Providing assistance to groups experiencing difficulties | 3  3  3  3 | 3  3  3  3 | 3  3  3  3 |
| * + 1. Cover  1. Guiding students to make summaries 2. Provide evaluation | 3  3 | 3  3 | 3  3 |
| II | Time Management | 2 | 2 | 2 |
| III | Class Enthusiasm   1. Enthusiastic students 2. Anti-semitic teacher | 2  3 | 2  3 | 2  3 |
|  | Sum | 32 | 32 | 32 |

Description: Value : Criteria

* + - 1. : Bad
      2. : Not Good
      3. : Good Enough
      4. : Good

Based on the table above, the aspects that get the criteria are not good at motivating students, conveying learning goals, managing time, and enthusiastic students. The four aspects that received poor scores above, are a weakness that occurs in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II.

The next observation results are the activities of teachers and students as in the following table:

Table 4.2. Learning Management in Cycle I

|  |  |  |
| --- | --- | --- |
| No | Observed Activity of the Master | Percentage |
| 1  2  3  4  5  6  7  8  9 | Delivering goals  Motivate students  Relate to previous lessons  Delivering material/steps/strategies  Explaining difficult material  Guiding and observing students in discovering concepts  Have students present and discuss the results of the activity  Provide feedback  Guiding students to summarize lessons | 5,0  8,3  8,3  6,7  13,3  21,7  10,0  18,3  8,3 |
| No | Observed student activity | Percentage |
| 1  2  3  4  5  6  7  8  9 | Listening/paying attention to the teacher's explanation  Read a book  Work with fellow group members  Discussion between students / between students and teachers  Presenting learning outcomes  Presenting/ responding to questions/ ideas  Writing relevant to KBM  Summarizing learning  Take an evaluation test | 22,5  11,5  18,7  14,4  2,9  5,2  8,9  6,9  8,9 |

Based on the table above, it appears that the most dominant teacher activity in the first cycle is guiding and observing students in finding concepts, which is 21.7%. Other activities whose presentations are quite large are giving feedback/evaluation, questions, and answers, and explaining difficult material, which is 13.3% each. Meanwhile, the most dominant student activity is to do/pay attention to the teacher's explanation, which is 22.5%. Other activities whose presentations are quite large are working with fellow group members, discussions between students / between students and teachers, and reading books, namely 18.7% 14.4 and 11.5%, respectively.

In the first cycle, the outline of teaching and learning activities with the cooperative learning method of the Cooperative Script model has been implemented well, although the role of the teacher is still quite dominant to provide explanations and directions because the model is still felt to be new by students.

Table 4.3. Test Scores on Formative Cycle I

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Student Name | **Civics** | **BI** | **IPA** | **IPS** | Value | Information | |
|  |  |  |  | T | TT |
| 1 | ABRIZAN  WAVI F | 80 | 89 | 90 | 83 | 86 | √ |  |
| 2 | ANINDITA APRILIA | 80 | 89 | 90 | 83 | 86 | √ |  |
| 3 | AQYLA MAULIDA AZZAHRA | 80 | 89 | 90 | 83 | 86 | √ |  |
| 4 | ARSAKHA JAVIER MARZUKI | 80 | 89 | 90 | 83 | 86 | √ |  |
| 5 | GIBRAN PRAWIRA | 60 | 69 | 70 | 63 | 66 |  | √ |
| 6 | KALINDA GEMALA ARIANTI | 80 | 89 | 90 | 83 | 86 | √ |  |
| 7 | LAQIFA SYAAFINAKHI'A WIDAYAWAN | 80 | 89 | 90 | 83 | 86 | √ |  |
| 8 | MUHAMMAD ADRIAN PRIMARY | 60 | 69 | 70 | 63 | 66 |  | √ |
| 9 | M. AFIF AL ABRIZAMS | 90 | 99 | 100 | 93 | 96 | √ |  |
| 10 | MUHAMMAD ARJUNA BIMANTARA | 60 | 69 | 70 | 63 | 66 |  | √ |
| 11 | M. HAIDAR HARTOYO | 80 | 89 | 90 | 83 | 86 | √ |  |
| 12 | SHINTA HAMDA SAKHIA | 78 | 87 | 88 | 81 | 84 | √ |  |
| 13 | YUMNA NAJMA ORLIN | 60 | 69 | 70 | 63 | 66 |  | √ |
| 14 | JOSEPH SON OF RAMADAN | 60 | 69 | 70 | 63 | 66 |  | √ |
|  | Sum |  |  |  |  | 1112 | 9 | 5 |

Total Score 1112

Total Score Mask. Ideal 1400

% Score Reached 64

Description: T: Complete

TT: Incomplete

Number of completed students: 9

Number of students who have not yet completed: 5

Classical: Incomplete

Table 4.4. Distribution of Student Formative Test Results in Cycle I

|  |  |  |
| --- | --- | --- |
| No | Description | Cycle I Results |
| 1  2  3 | The average score of the formative test  Number of students who have completed their studies  Percentage of learning completion | 79  9  64 |

From the table above, it can be explained that by applying the active learning method cooperative script, the average score of student learning achievement is 79 and the completeness of learning reaches 64% or there are 9 students out of 14 students who have completed learning. These results show that in the first cycle, classically students have not completed the learning, because students who get a score of ≥ 65 are only 69% less than the desired percentage of completion of 85%. This is because many students forget the subject matter that has been taught for almost a semester.

2. Cycle II

a. Planning stage

At this stage, researchers prepare a learning tool consisting of lesson plan 2, formative test questions II and supporting teaching tools.

b. Stage of activity and implementation

The implementation of teaching and learning activities for cycle II will be carried out on September 20, 2022, in Class II with a total of 14 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in cycle I, so that problems or shortcomings in cycle I do not repeat themselves in cycle II. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the formative test II. The data from the research results in cycle II are as follows:

Table 4.1. Learning Management in Cycle II

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Observed aspects | Valuation | | Average |
| P1 | P2 |
| I | KBM observations   1. Introduction 2. Motivate students 3. Delivering learning objectives 4. Connect with previous lessons 5. Organize students in study groups | 3  3 | 3  4 | 3  3,5 |
| 1. Core activities 2. Presenting the steps of the cooperative learning method 3. Guiding students to do activities    * 1. Practicing cooperative skills      2. Keep an eye on each group in turns      3. Providing assistance to groups experiencing difficulties | 3  4  4  4  3 | 4  4  4  4  3 | 3,5  4  4  4  3 |
| 1. Cover    1. Guiding students to make summaries    2. Provide evaluation | 3  4 | 4  4 | 3,5  4 |
| II | Time Management | 3 | 3 | 2 |
| III | Class Enthusiasm   * 1. Enthusiastic students   2. Anti-semitic teacher | 4  4 | 3  4 | 3,5  4 |
|  | Sum | 41 | 43 | 42 |

Description: Value: Criteria

* + - 1. : Bad
      2. : Not Good
      3. : Good Enough
      4. : Good

From the table above, without the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying the cooperative learning method of the Cooperative Script model, they get a fairly good assessment from observers. This means that from all assessments there is no undervalue. However, the assessment is not yet an optimal result, for there are several aspects that need attention for the improvement of the application of subsequent learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts, and time management.

With the improvement of aspects I of the nature of the application of the cooperative learning method of the Cooperative Script model, it is hoped that students can conclude what they have learned and express their opinions so that they will better understand what they have done.

The following are presented the results of observations of teacher and student activities:

Table 4.2. Teacher and Student Activities in Cycle II

|  |  |  |
| --- | --- | --- |
| No | Observed Activity of the Master | Percentage |
| 1  2  3  4  5  6  7  8  9 | Delivering goals  Motivate students  Relate to previous lessons  Delivering material / steps / strategies  Explaining difficult material  Guiding and observing students in discovering concepts  Have students present and discuss the results of the activity  Provide feedback  Guiding students to summarize lessons | 6,7  6,7  6,7  11,7  11,7  25,0  8,2  16,6  6,7 |
| No | Observed student activity | Percentage |
| 1  2  3  4  5  6  7  8  9 | Listening / paying attention to the teacher's explanation  Read a book  Work with fellow group members  Discussion between students / between students and teachers  Presenting learning outcomes  Presenting/ responding to questions/ ideas  Writing relevant to KBM  Summarizing learning  Take an evaluation test | 17,9  12,1  21,0  13,8  4,6  5,4  7,7  6,7  10,8 |

By table, I above, seem that the Activities the most teachers Dominant in cycle II be guiding and Observing students deep Determine concept that is 25%. If Than with cycle I, activity in experience Increased. Activity teachers who experience Decline be given bait return/Evaluation/Ask answer (16,6%), and me explain the material that is difficult (11,7). Request student Discuss and Serves result Activities (8.2%), and Guide student to Summarize lesson (6,7%).

Meanwhile, the most dominant student activity in cycle II is working with fellow group members, namely (21%). When compared to cycle I, this activity has increased. Student activities that experienced a decrease were listening/paying attention to the teacher's explanation (17.9%). Discussions between students and teachers (13.8%), writing relevant to KBM (7.7%) and summarizing learning (6.7%). The student activities that experienced an increase were reading books (12.1%), presenting learning outcomes (4.6%), responding / asking questions / ideas (5.4%), and taking evaluation tests (10.8%)

Table 4.3. Formative Test Scores In Cycle II

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Student Name | **Civics** | **BI** | **IPA** | **IPS** | Value | Information | |
|  |  |  |  | T | TT |
| 1 | ABRIZAN WAVI F | 90 | 89 | 90 | 83 | 88 | √ |  |
| 2 | ANINDITA APRILIA | 80 | 89 | 90 | 83 | 86 | √ |  |
| 3 | AQYLA MAULIDA AZZAHRA | 80 | 89 | 90 | 90 | 87 | √ |  |
| 4 | ARSAKHA JAVIER MARZUKI | 80 | 89 | 90 | 83 | 86 | √ |  |
| 5 | GIBRAN PRAWIRA | 60 | 69 | 70 | 63 | 66 |  | √ |
| 6 | KALINDA GEMALA ARIANTI | 90 | 89 | 90 | 90 | 90 | √ |  |
| 7 | LAQIFA SYAAFINAKHI'A WIDAYAWAN | 80 | 89 | 90 | 83 | 86 | √ |  |
| 8 | MUHAMMAD ADRIAN PRIMARY | 60 | 69 | 70 | 63 | 66 |  | √ |
| 9 | M. AFIF AL ABRIZAMS | 90 | 99 | 100 | 93 | 96 | √ |  |
| 10 | MUHAMMAD ARJUNA BIMANTARA | 80 | 69 | 70 | 80 | 75 | √ |  |
| 11 | M. HAIDAR HARTOYO | 90 | 89 | 90 | 90 | 90 | √ |  |
| 12 | SHINTA HAMDA SAKHIA | 78 | 87 | 88 | 90 | 86 | √ |  |
| 13 | YUMNA NAJMA ORLIN | 60 | 69 | 70 | 63 | 66 |  | √ |
| 14 | JOSEPH SON OF RAMADAN | 80 | 69 | 70 | 80 | 75 | √ |  |
|  | Sum |  |  |  |  | 1143 | 11 | 3 |

Total Score 1143

Total Score Mask. Ideal 1400

% Score Reached 78

Description:

T : Complete

TT : Incomplete

Number of completed students : 11

Number of students who have not completed : 3

Classical : Incomplete

Table 4.4. Distribution of Student Formative Test Results in Cycle II

|  |  |  |
| --- | --- | --- |
| No | Description | Cycle II Results |
| 1  2  3 | Average score of formative test  Number of students who have completed their studies  Percentage of learning completion | 81  11  78 |

From the table above, it is obtained that the average score of student learning achievement is 81 and learning completion reaches 78% or there are 11 students out of 14 students who have completed learning. These results show that in this cycle II the completeness of classical learning has improved slightly better than cycle I. There is an increase in student learning outcomes because students have begun to repeat the lessons they have received so far so some students have remembered the meter that has been taught by the teacher.

3. Cycle III

a. Planning Phase

At this stage, the researcher prepares a learning tool consisting of lesson plan 3, formative test questions 3 and supporting teaching tools.

b. Stages of activity and observation

The implementation of teaching and learning activities for cycle III will be carried out on September 25, 2022 in Class II with a total of 14 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in cycle II, so that errors or shortcomings in cycle II are not repeated in cycle III. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test III with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the III formative test. The data from the research results in cycle III are as follows:

Table 4.1. Learning Management in Cycle III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Observed aspects | Valuation | | Average |
| P1 | P2 |
| I | KBM observations   * 1. Introduction  1. Motivate students 2. Delivering learning objectives 3. Connect with previous lessons 4. Organize students in study groups | 3  4 | 3  4 | 3  4 |
| * 1. Core activities  1. Presenting the steps of the cooperative learning method 2. Guiding students to do activities 3. Practicing cooperative skills 4. Keep an eye on each group in turns 5. Providing assistance to groups experiencing difficulties | 4  4  4  4  3 | 4  4  4  3  3 | 4  4  4  3,5  3 |
| * 1. Cover   2. Guiding students to make summaries   3. Provide evaluation | 4  4 | 4  4 | 4  4 |
| II | Time Management | 3 | 3 | 3 |
| III | Class Enthusiasm   * + - 1. Antusia students       2. Anti-semitic teacher | 4  4 | 4  4 | 4  4 |
|  | Sum | 45 | 44 | 44,5 |

Description: Value : Criteria

1. : Not Good

2. : Not Good

3. : Good enough

4. : Good

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle III) carried out by teachers by applying the cooperative learning method of the Cooperative Script model get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and time management.

The improvement of the above aspects in applying the cooperative learning method of the Cooperative Script model is expected to be successful as much as possible.

Table 4.2. Teacher and Student Activities in Cycle III

|  |  |  |
| --- | --- | --- |
| No | Observed Activity of the Master | Percentage |
| 1  2  3  4  5  6  7  8  9 | Delivering goals  Motivate students  Relate to previous lessons  Delivering material/steps / strategies  Explaining difficult material  Guiding and observing students in discovering concepts  Have students present and discuss the results of the activity  Provide feedback  Guiding students to summarize lessons | 6,7  6,7  10,7  13,3  10,0  22,6  10,0  11,7  10,0 |
| No | Observed student activity | Percentage |
| 1  2  3  4  5  6  7  8  9 | Listening / paying attention to the teacher's explanation  Read a book  Work with fellow group members  Discussion between students / between students and teachers  Presenting learning outcomes  Presenting/ responding to questions/ ideas  Writing relevant to KBM  Summarizing learning  Take an evaluation test | 20,8  13,1  22,1  15,0  2,9  4,2  6,1  7,3  8,5 |

Based on the table above, it appears that the most dominant teacher activity in cycle III was guiding and observing students in finding concepts, namely 22.6%, while the activity of explaining difficult material and giving feedback / evaluation / question and answer decreased by (10%), and (11.7%), respectively. Other activities that experienced improvement were relating to previous lessons (10%), presenting material/strategies/steps (13.3%), having students present and discuss the results of activities (10%), and guiding students to summarize lessons (10%). The activities that do not experience change are conveying goals (6.7%) and motivating students (6.7%).

Meanwhile, the most dominant student activities in cycle III were working with fellow group members, namely (22.1%) and listening/paying attention to the teacher's explanation (20.8%), the activities that experienced an increase were reading student books (13.1%) and discussions between students / between students and teachers (15.0%). Meanwhile, other activities have decreased.

Table 4.3. Formative Test Scores In Cycle III

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Student Name | **Civics** | **BI** | **IPA** | **IPS** | Value | Information | |
|  |  |  |  | T | TT |
| 1 | ABRIZAN WAVI F | 90 | 89 | 90 | 83 | 88 | √ |  |
| 2 | ANINDITA APRILIA | 80 | 89 | 90 | 83 | 86 | √ |  |
| 3 | AQYLA MAULIDA AZZAHRA | 80 | 89 | 90 | 90 | 87 | √ |  |
| 4 | ARSAKHA JAVIER MARZUKI | 80 | 89 | 90 | 83 | 86 | √ |  |
| 5 | GIBRAN PRAWIRA | 80 | 89 | 90 | 90 | 87 | √ |  |
| 6 | KALINDA GEMALA ARIANTI | 90 | 89 | 90 | 90 | 90 | √ |  |
| 7 | LAQIFA SYAAFINAKHI'A WIDAYAWAN | 80 | 89 | 90 | 83 | 86 | √ |  |
| 8 | MUHAMMAD ADRIAN PRIMARY | 80 | 80 | 80 | 80 | 80 | √ |  |
| 9 | M. AFIF AL ABRIZAMS | 90 | 99 | 100 | 93 | 96 | √ |  |
| 10 | MUHAMMAD ARJUNA BIMANTARA | 80 | 89 | 90 | 90 | 87 | √ |  |
| 11 | M. HAIDAR HARTOYO | 90 | 89 | 90 | 90 | 90 | √ |  |
| 12 | SHINTA HAMDA SAKHIA | 78 | 87 | 88 | 90 | 86 | √ |  |
| 13 | YUMNA NAJMA ORLIN | 80 | 69 | 80 | 80 | 77 | √ |  |
| 14 | JOSEPH SON OF RAMADAN | 100 | 100 | 90 | 83 | 93 | √ |  |
|  | Sum |  |  |  |  | 1219 | 14 | 0 |

Total Score 1219

Total Score Mask. Ideal 1400

% Score Reached 100

Description:

T : Complete

TT : Incomplete

Number of completed students : 14

Number of students who have not yet completed : 0

Classical : Complete

Table 4.4. Distribution of Student Formative Test Results in Cycle III

|  |  |  |
| --- | --- | --- |
| No | Description | Cycle III Results |
| 1  2  3 | Average score of formative test  Number of students who have completed their studies  Percentage of learning completion | 87  14  100 |

Based on the table above, the average score of the formative test was obtained at 87 and from 14 students who had achieved learning completion. So classically the completeness of learning that has been achieved is 100% (including the complete category). The results in cycle III have improved better than in cycle II. The increase in learning outcomes in cycle III is influenced by student efforts to relearn the teaching material that has been delivered by the teacher. In addition, students also feel that learning to repeat this is also in preparation for the final exam which is approaching its time.

c. Reflection

At this stage, it is studied what has been done well and what is still not good in the teaching and learning process with the application of the active learning method of Cooperative Script. From the data that has been obtained, it can be described as follows:

1. During the teaching and learning process the teacher has carried out all the learning well. Although there are some aspects that are rudimentary, but the percentage of their implementation for each of them is quite large.
2. Based on the observational data, it is known that students are active during the learning process.
3. Deficiencies in previous cycles have improved and improved so that they become better.
4. Siswsa's learning outcomes in cycle III reached completion.

d. Revised Implementation

In cycle III, teachers have applied the active learning method of Cooperative Script well and judging from student activities and student learning outcomes, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what already exists with the aim that in the implementation of the teaching and learning process then the application of the Cooperative Script active learning method can improve the teaching and learning process so that learning objectives can be achieved.

**Discussion**

1. Completeness of Student Learning Outcomes

The results of this research, it shows that the thematic learning of Theme 3 Daily Tasks Subtheme 1 My Daily Tasks at home has a positive impact in improving student learning achievement. This can be seen from the increasingly stable understanding of students with the material presented by the teacher to face the final exam (learning completion increases from skus I, II, and III) which are 64%, 78%, and 100%, respectively. In cycle III, the completion of student learning has been classically achieved.

2. Teacher's Ability to Manage Learning

Based on data analysis, student activity in the process of active learning methods of Cooperative Script in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

3. Teacher and Student Activities in Learning

Based on data analysis, student activities were obtained in the learning process Thematic Theme 3 Daily Tasks Subtheme 1 My Daily Tasks at home, it can be said that student activities can be categorized as active.

As for the activities of teachers during learning, they have carried out the learning steps well. This can be seen from the teacher's activities that appear, including guiding and observing students in doing learning activities, explaining, giving feedback / evaluation / question and answer where the percentage for the above activities is quite large.

**CONCLUSION**

From the results of learning activities that have been carried out for three cycles, and based on all discussions and analyzes that have been carried out, it can be concluded as follows:

1. Learningwith the Cooperative Script active learning method has a positive impact in improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (64%), cycle II (78%), cycle III (100%).
2. The application of the Cooperative Script active learning method has a positive influence, which can increase student learning motivation which is shown by the average student's answer stating that students are interested and interested in the active learning method of Cooperative Script so that they become motivated to learn.
3. The application of the active learning method of Cooperative Script is effective to remind students of the teaching materials that have been received so far, so that they feel ready to face the final exam that will be held soon.

**Suggestion**

From the results of the research obtained from the previous description so that the teaching and learning process Thematic Theme 3 Daily Tasks Subtheme 1 My Daily Tasks at home is more effective and provides more optimal results for students, the following suggestions are conveyed:

1. To carry out the Cooperative Script active learning method requires careful preparation, so the teacher must be able to determine or choose a topic that can really be applied with the active learning method Cooperative Script teaching and learning process so that optimal results are obtained.
2. In order to improve student learning achievement, teachers should more often train students with a variety of appropriate teaching methods, albeit to a modest degree, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face.
3. There needs to be further research, because the results of this study were only carried out in min 3 Jakarta for the 2022/2023 academic year.

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