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The Application of Coorperative Script in Economics Lesson to Improve Learning Outcomes

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ABSTRACT

This study aims to improve learning outcomes in economics subjects by applying the cooperative script method. This type of research applies class actions with two cycles. The subjects of the study were 10th grade learners who took economics lessons on the topic of consumer and producer behavior. Learning outcomes are measured using multiple choice tests. After two cycles, learners increased their learning outcomes from an average of 77.14 to 79.04. The percentage of students who met learning completion increased from 80.95% to 100%. These results explain that the cooperative script method has the potential to improve learning outcomes. An aspect that is thought to be a success factor is the convenience of learning with group work.

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Introduction

Education is an effort to improve the quality of human life by developing their potential [1]. Education is a complex and a dynamic activity [2]. Considering the dynamics of education delivery, education requires good management so that educational goals are achieved effectively and efficiently [3], including management in classroom learning, especially selecting appropriate learning strategies and approaches.

Selection of appropriate learning strategies, approaches and models will significantly determine the learning outcomes that students will achieve [4], including in the Economics subject in 10th-grade students. Interaction as part of the learning process of students and teachers in learning will occur if learning is exciting and exciting. Economics subjects are fundamentally given to students at the high school level because they are directly related to the process of wading through life and life after graduating from high school. From the description of the learning objectives, it can be explained how essential economics lessons are applied to students.

Economics teachers complain because of low student interest and motivation when taking lessons. Many students think that economics subjects are easy for them. This assumption is acceptable if accompanied by good mastery of the material being taught. However, based on the results of interviews with subject teachers, many students still need to complete their study of this subject. For this reason, researchers seek to explore the root of the problem. Based on the results of an interview with an Economics teacher, learning has been carried out using the lecture method interspersed with questions and answers and assignments.

Based on the results of these interviews, it is strongly suspected that applying different learning approaches or methods causes students to be bored and uninterested and have low motivation. It is undoubtedly very detrimental, considering that interest in learning influences learning outcomes. High interest in learning will also impact good learning outcomes and vice versa [5]. Furthermore, based on direct observations in class, only some students are enthusiastic about discussing. While most of the other students were seen telling stories and copying the answers of other friends, there was also less interaction between students and teachers in this activity [6].

Learning situations like this need to be improved, one of which is by applying appropriate learning models. One of the suitable learning models is the cooperative learning model. In general, collaborative learning models are considered more structured, more prescriptive to teachers about classroom techniques, and more directive to students about how to work in a group [7]. The cooperative learning model consists of various types, one of which is the collaborative script learning model. This learning model can be applied to cognitive learning because each student will be given complete teaching material, divided into pairs and each of them takes turns verbally summarizing the material that has been provided. The other team corrects whether the friend's statement is genuine [8]. In addition, the cooperative script learning model can make students think systematically and can focus on the material being studied.

Several studies using cooperative script learning, including those carried out by Ref. [9]-[11], show that this learning model is effective in increasing student learning outcomes both in terms of cognition, affection and psychomotor. Therefore, it is essential to solving the learning problems by using cooperative script learning. Learning problems need to be solved considering the expectations of high learning achievement in economics subjects which are very important for students, where in reality, it is found that many students do not master economic concepts as curriculum demands.

Methods

This study applied the cooperative script learning model to student learning outcomes. In this connection, the type of research used is classroom action research (CAR). The Kemmis and McTaggart model of action research design focuses more on individual aspects of action research. This model can be developed into a CAR model. The flow of thought and workflow offered by Kemmis and McTaggart are planning, action, observation, and reflection. The location of research was carried out at senior high school SMAK Santo Petrus Kewapante. The research was carried out in September 2022. The research subjects in class action research were economics teachers and 21 students, with details of 4 boys and 17 girls.

This method is used to obtain data about student learning outcomes with the material on the behaviour of consumers and producers. The types of tests used in this study were written pre-tests and post-test. Observational data about teacher activity in applying learning methods were analyzed using the percentage formula. To analyze the level of success or the percentage of students after each cycle's teaching and learning process is carried out by providing an evaluation in the form of written test questions at the end of each cycle. This analysis is calculated using simple statistics, namely the average value and percentage and calculating learning completeness. Based on the instructions, students have completed learning if they scored 65 out of 100. A class is complete learning if 85% of students achieve completeness criteria.

Results and Discussion

This classroom action research was carried out in 10th-grade students in the first semester with a total of 21 students (4 boys and 17 girls). The first cycle consisted of one meeting to teach the meaning of consumer and producer behaviour; and the objectives of consumer and producer behaviour. Each learning activity is carried out using the cooperative script learning model in economics subjects, namely carrying out activities according to what has been planned in the lesson plans. Furthermore, to see students' development after applying the cooperative script learning model to the material that has been given or implemented, students work on practice questions or (evaluation) at the end of the meeting. At the end of

each first and second cycle, a daily test is held whose results are used to know student learning outcomes and completeness as a foundation for the next cycle.

Based on the initial test, it was known that the number of students who took the test was 21, with a complete score of 3 people or 14.28%, while those who did not complete were 18 people or presented 85.71. From the initial test, only three students reached the standard of completeness, while 18 people still needed to achieve completeness, with an average of 51.19. Based on the analysis of the results of observations, this is due to the implementation of learning centred on the teacher, students are passive or less active, and students lack concentration on the material presented by the teacher. Teacher-centred learning takes place monotonously and bores students. Choosing the right learning strategy will make it easier for students to achieve learning goals [12]. Teacher-centred learning, such as the lecture method without a combination with other methods, has many drawbacks [13], so that learning needs to be changed, especially with cooperative learning. According to Ref. [14], cooperative learning is an effective learning strategy for increasing student achievement and socialization. It improves attitudes and perceptions about the importance of learning and working together, including their understanding of friends from different backgrounds.

In order to improve student learning outcomes, it is necessary to improve learning by implementing cooperative script learning systematically through classroom action research. Cooperative script learning was chosen to improve the learning process because it can increase student learning participation [10] and student learning activities [11]. Based on research results, cooperative script learning can also improve student learning outcomes [9, 15]. Based on the description above, the planning for improving learning follows the steps of the Cooperative Script. The steps that must be taken in the Cooperative Script learning model [7] are as Fig 1.

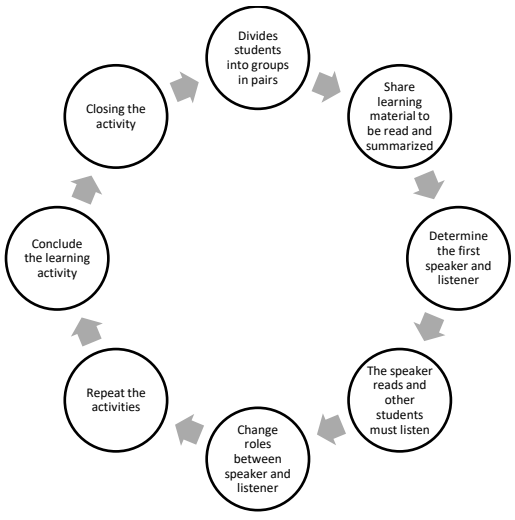


Fig. 1. Learning activities cycle

Classroom action research was carried out in two cycles; each process consisted of one meeting about 100 minutes. The steps taken by the researcher before starting learning in the first cycle include preparing a lesson plan, worksheets, pre-test and post-test and preparing observation sheets of student activities during the learning process and teacher activity observation sheets.

At the first meeting, the initial activity was approximately 10 minutes. The teacher gave greetings, prayed, did apperceptions, and motivated students to focus on the material. Students were also active in learning by asking and answering questions and inviting students to pay attention and listen to the explanations. The researcher conveys the material and learning objectives that will be carried out. The time allotment for this activity is 10 minutes. Next, divide students into groups in pairs; divide the material to be read and make a summary. After making a summary, the teacher (researcher) and students jointly determine who is the first to act as a speaker and who works as a listener. The speaker reads the summary as wholly as possible by including the main ideas in the summary. In the next activity, students exchange roles, from being a speaker to being a listener and vice versa. In the closing activity, the researcher and students jointly conclude the material or subject matter they discussed by giving students assignments to study for evaluation the following day.

In this study, the observer was a teacher who collect information about the learning process carried out by researchers in the classroom during action-based learning. Through information gathering by economics teachers, they can find out the various weaknesses and strengths carried out in acting so that the results can be used as input when the researcher reflects on preparing a re-plan to enter the next round or cycle.

Based on the results of the teacher's observations in the first cycle above, teacher activity during the process took place in the first cycle with an average value of 73.42. It shows that teacher activity is in a low category, so it must be increased in the following process. Furthermore, based on the calculation of first cycle test results, it is known that of the 21 students who took the test, 17 people passed the test, or 80.95% presented it, while four people who did not complete it presented 19.04%.

After carrying out the learning process above, the following action is to hold a reflection stage on all the activities carried out in the first cycle. Based on the reflection activities in the first cycle, it is found that the teacher's activities in the learning process in the first cycle have yet to be successful. There were still students who still needed to complete the first cycle test. Four students who did not complete the test continued in the second learning cycle. Students can improve learning outcomes and abilities in economics learning if the teacher provides motivation, attention, guidance, and exercises.

The second cycle was carried out due to reflection on implementing the first cycle's actions. Based on the results of the review, it was planned to:

1. Improve the learning process because the score must still meet the success criteria.
2. Creating learning scenarios to support economic learning.
3. The researcher will make a teaching plan by making lesson plans and preparing learning media.
4. Make student worksheets, and students work on the questions individually.
5. Compiling an evaluation sheet to see the results that have been carried out and whether there have been changes.

Based on observations of second cycle, the results obtained that the aspects observed in economic learning activities according to the experiences of students carried out by the teacher get excellent ratings. Because the teacher motivates students and time management in teaching and learning activities is very good. From the observation results, the results of observing students' actions while participating in learning are perfect. The learning process has been successful and achieved the value determined by the school, namely the 65 and. They even scored above 65 and reached the minimum completeness score. Then from these results, it can be seen that all 21 students who took the test completed or presented 100%. Based on the process of implementing class action research, it was declared successful in two cycles, and cooperative script learning could improve learning outcomes. A summary of the results of the pre-research actions, first and second cycles, are presented in the following table!

Table 1. Student Learning Completeness

Cycle	Number of student who got score		Percentage (more than 65)
	Less than 65	More that 65	
Pra-cycle	18	3	14.28
1st cycle	4	17	80.95
2nd cycle	0	21	100.00

Based on Table 1, the results of the first and second cycles of tests showed an increase in student participation in teaching and learning activities to achieve the minimum completeness score. It is influenced by increased student participation in learning. Namely, participation tends to be adverse to positive. It is almost the same as research conducted by Ref. [9], where in their research, it can be proven that there is an increase in student participation in learning when learning uses the cooperative script model. Based on this study's results, cooperative script learning succeeded in increasing student learning activities. These results are consistent with predictions based on previous research proving that cooperative script learning effectively increases student learning activities [9-11, 15].

Increasing student participation and learning activities in cooperative script learning contribute to improving economic learning outcomes. The improvement in student learning outcomes proven in this classroom action research is the same as other studies conducted by previous researchers [11][15][16]. Justified by the studies and theories, this research contribute to teachers in the process of improving the learning of economics subjects if they experience similar learning problems. The limitation is that this research only seeks to improve student learning outcomes in the realm of cognition according to the problems identified in the subjects at this research locus.

Conclusion

Based on the discussion above and following the objectives of this study, the cooperative script learning model's application to 10th-grade students has been carried out through classroom action research with two cycles and has worked well. It is indicated by an increase in student learning outcomes where in the first cycle, the average class score was 77.14 with an 80.95% completeness criteria. Following the minimum completeness score determined by the school is 65, then in the first cycle, it is said that it has not been successful. While in the second cycle, with an average class value of 79.04 with a completeness criteria of 100%. The class average value obtained in the second cycle reached the minimum completeness standard. Thus the results of this study can be used as an example of solving learning problems for teachers, schools and other subjects at high school and other school levels if they experience the same problem.

Conflict of Interest

The authors declare that there is no conflict of interest.

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