



# Implementation of Cooperative Script Model in Teaching Islamic Education in Elementary School

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## Abstract

This research aims to integrate the Cooperative Script Learning Model into Islamic Religious Education courses. In addition, this research also proposes a comprehensive conceptual framework for teaching students to overcome problems related to student focus. This initiative aims to involve students in the learning process, as implemented by teachers at the Universitas Negeri Padang Laboratory Development Elementary School. This research uses a qualitative thematic methodology to investigate the phenomenon under study. Data was collected through structured interviews with 26 Universitas Negeri Padang Laboratory Development Elementary School students-informant data using a snowball sampling technique. The results of this research indicate that several factors influence student academic achievement. Apart from the influence of student skills and the learning approach chosen by the teacher, i: Students can engage in collaborative learning experiences with their peers, ii: where they show mutual respect's points of view, iii: create an environment conducive to the expression of diverse perspectives within the group. The findings of this study can serve as baseline data for future research efforts investigating the Cooperative Script Learning Model in educational settings across multiple contexts and dimensions.

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## INTRODUCTION

Islamic learning or education aims to grow students' capacity to apply ideals that uphold adab in Islam (Hasnah et al., 2022; Pratiwi, 2021). Learning abilities in education include active listening, effective verbal communication, proficient reading comprehension, and proficient written expression (Fazriansyah, 2023). There is a correlation between these linguistic abilities. Mastering listening skills is very important for students to acquire

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comprehensive knowledge, especially in classroom learning (Mengeng, 2022; Nurhasanah et al., 2022).

They were developing students' abilities so that they were aligned with the implementation of the learning model. Cooperative *script* and listening activities are crucial (Dahnia et al., 2022; Jamal, 2022; Pertiwi, 2017). However, listening learning is about more than just presenting material by listening to all the information; an understanding process must be developed. It was found that teachers often ignored listening activities, so students were less enthusiastic about responding to reading material. Listening is a cognitive skill that students often use in their daily routines (Yamtinah et al., 2021).

The scripted cooperative learning paradigm involves mutual understanding between students regarding established collaborative problem-solving guidelines (Samsiah & Zahara, 2019; Selamat, 2021; Wahyudin, 2020). The teacher's primary function is as a facilitator, guiding students towards achieving educational goals. In this particular approach, students are expected to have effective listening skills to understand the content offered. Students develop a sense of mutual respect for each other. Several factors need to be considered when using cooperative scripts for the development of listening skills in relation to news consumption. These factors include media accessibility, classroom environment, and availability of learning materials. There have been several shifts in the field of education that prioritize student-centered learning. Expository teaching techniques that were once prevalent have shifted to a participatory approach, while the emphasis on textual material has shifted to a more contextual approach (Sariningsih, 2014).

The proposed modification aims to improve the quality of education as a whole, including the teaching methods used and the results achieved. Education is a systematic effort that aims to increase the cognitive capacity of individuals in order to improve their overall well-being and standard of living (Imtihana et al., 2015). The cooperative learning model is widely recognized as a strategy that can be adapted and has the capacity to increase student involvement, foster collaborative skills among students, and improve academic performance. There are several iterations of the cooperative learning paradigm, one of which is often referred to as Cooperative Script as seen in the following Scopus data.

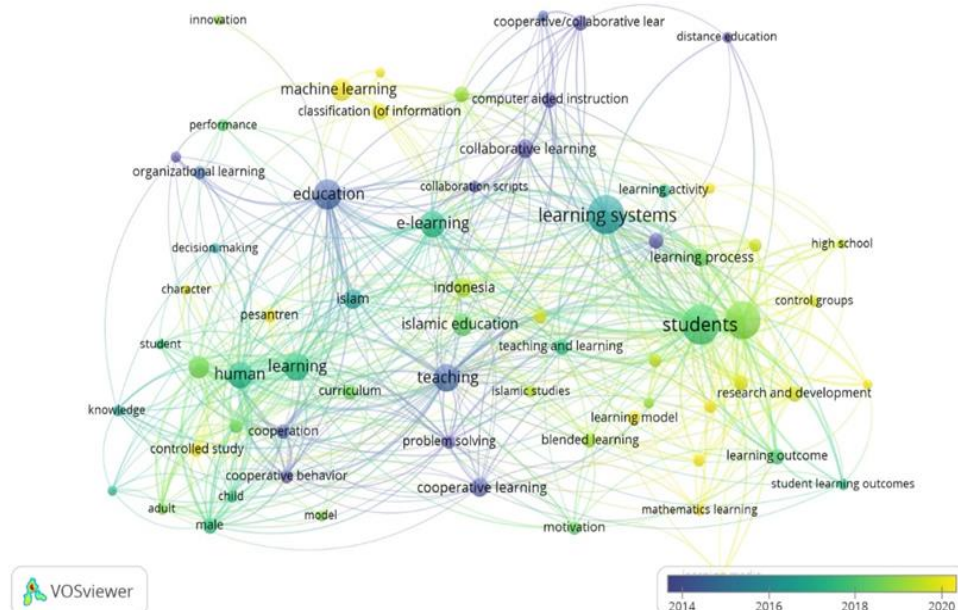


Fig 1. Analysis of the Cooperative Script learning model

Implementing a cooperative learning model will facilitate problem solving, allow students to engage in reflective thinking regarding lesson material, improve problem solving through interaction with group members, and increase retention of lesson content in the long term (Paris et al., 2021; Vivi Muliandari, 2019; Wijayanti, 2016). The use of cooperative learning strategies has been proven to provide good results, namely in terms of improving students' academic performance, encouraging the development of critical thinking skills, and fostering motivation (Mertayasa, 2021; Rosidah, 2017; Sudarsana, 2018).

The Cooperative Script learning model is considered a unique educational approach because it facilitates students' acquisition of skills in effectively summarizing and communicating information verbally in their native language. Cooperative script is a learning method that comes from the cooperative learning model, where students are involved in small group activities. This approach involves students working in pairs to synthesize lesson content by presenting supporting facts, views, and reasons. Next, students take turns playing the role of listener and reader, facilitating a collaborative learning experience (Agustin & Anwar, 2017; Swandari & Jemani, 2023).

If children or students are not actively involved in the learning process, their level of attention when learning may decrease, and their cognitive alignment with the teacher's concepts may be disrupted. This problem arises because of the tendency of students to be too preoccupied with the scope of their own existence. The Cooperative Script Learning Model is a potential solution (Mahdalena & Sain, 2020; Simbolon & Nasution, 2023; Supriatna et al., 2021). In an educational context, it is important for children and teachers to be actively involved in the learning process. The use of appropriate learning models greatly influences learning outcomes. In some cases, teachers may fail to implement appropriate learning models, resulting in a lack of student engagement. In short, learning models serve as a means to engage children and encourage their active participation in the educational journey. In an educational context, it is important for teachers to pay attention to the diverse learning capacities demonstrated by students, taking into account the strengths and limitations of each. This awareness is critical to effectively guiding and supporting students who need more help on their learning journey.

The manuscript cooperative learning paradigm is a form of collaborative effort (Putra et al., 2021). Cooperative scripts include mutual understanding between students regarding collaborative work guidelines, which aim to address and resolve problems collectively (Arisanti, 2015; Esminto et al., 2016; Hasanah & Himami, 2021). The exchange that occurs is an interaction between students. In cooperative learning, scripts have significantly increased students' capacity to apply their knowledge and skills effectively. The constructivist method currently being developed is in harmony with the existing context (Sari et al., 2023). The cooperative learning model as explained by Fatkhurokhman, (2020); Hasmi & Pohan, (2021) is a learning strategy where students are involved in collaborative partnerships and actively participate in the task of condensing certain parts of the lesson in particular content of the lesson material that has been discussed. The rules regarding the collaborative learning model with this script, as outlined (Imanuddin, 2020; Mahdalena & Sain, 2020; Rusydiana, 2021).

The teacher explains the learning subject. The teacher explains the lesson. The teacher groups students into two groups: A and B. Each group in each type consists of 6 and 5 individuals respectively. Each group, categorized as type A or type B, engages in different activities. Specifically, the type A

group focuses on LKS 1, while the type B group concentrates on LKS 2. The teacher connects one student from Group A with one student from Group B. The instructor and students determine the choice of speaker and listener.

In interpersonal communication, engaging in role reversal is suggested when the individuals involved switch positions as speaker and listener. This practice allows for a dynamic exchange of perspectives and encourages more balanced and inclusive conversations. Students engage in collaborative discussions with their peers to ascertain the essential components of a news article using the 5W+1H framework. The instructor selects a duo to give a presentation about the results of their assignment. The instructor awards the student who gives the most outstanding presentation. In an educational setting, the teacher and students collaborate in concluding (Suryana, 2017).

## METHODS

Qualitative methodology is an approach that prioritizes comprehensive observation and analysis (Engkizar et al., 2018; Kamaludin et al., 2023; Wyananda et al., 2022; Yaumas et al., 2023). The use of qualitative methodology in this research has the potential to provide a more comprehensive examination of a particular event or phenomenon (Firmansyah & Dede, 2022; Harefa et al., 2020; Hasmi & Pohan, 2021; Ndruru et al., 2022; Supriatna et al., 2021; Suryana, 2017). This research uses a qualitative research design, where data was collected through interviews with 26 informants who were willing to participate in research and gave informed consent. Snowball sampling is a method used to identify informants, especially when the target population is difficult to access (Geddes et al., 2018; Waters, 2015). Publication that qualitative research has three main stages: (1) the description stage which is often called the orientation stage, (2) the reduction stage, and (3) the selection stage (Ramlo, 2020; Skalidou & Oya, 2018). Furthermore, after these steps were completed, including confirming their willingness, four people were selected to become informants from the Universitas Negeri Padang Laboratory Development Elementary School. Various methodologies can be used to collect qualitative data, including: The process of collecting data by direct observation of research subjects in their natural environment. Interviews are conducted with research participants using a question and answer format (Febriani et al., 2022; Khoiriyati et al., 2021). Data analysis is carried out using data sources such as books or published scientific articles which is relevant (Singh et al., 2023). Qualitative data analysis includes three different tasks, including the first stage of data reduction, the next stage of data presentation, and the final step of drawing conclusions or verifying findings (Afrina et al., 2022; Febriani et al., 2023; Kastira & Irwan, 2023; Putri et al., 2021; Wangi et al., 2022).

## RESULT AND DISCUSSION

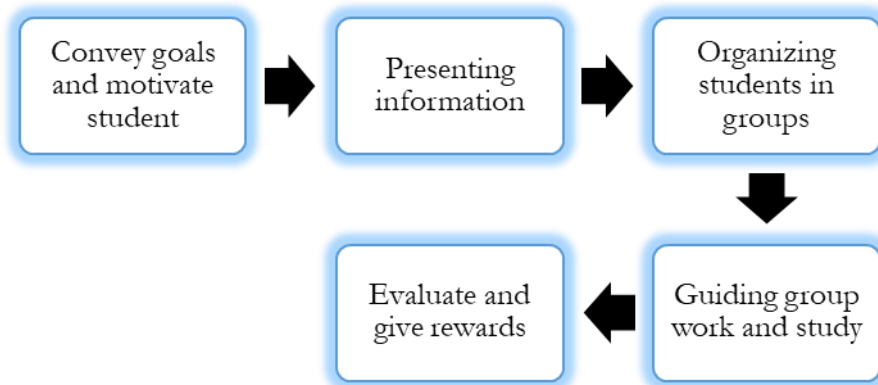
Step-by-step learning model Cooperative Script: Conveying goals and motivating students. Presenting Information. Organizing students in groups. Guiding groups to work and study. Evaluation. Giving awards. Implementation Teacher Center Learning It is still necessary, because it is not absolutely not good to use. Still used Teacher Center Learning, especially indoctrination materials such as the monotheism of faith, if students are told to study on their own without guidance from the teacher, it will lead them away from the correct understanding. Teacher Center Learning the parent model is expository while Student Center Learning refers to inquiry and discovery. Both can still be used as long as they are in accordance with the material. If the

material is Aqidah and Tawhid or even interpretation, the verse by verse explanation for the development of the Universitas Negeri Padang Laboratory has not been able to ask students to explain the results because they still do not have enough literature. So Teacher Center Learning can't be completely blamed.

The problem of students' focus, when they are learning, they are engrossed in their world so that the material presented does not enter their minds and thoughts. Another factor is also because of the child's ability that the teacher needs to pay attention to in the application of the Learning Learning Model. Student learning results data from the last semester in general, is it with the habits of students who do not focus on their learning outcomes that they are still in a moderate or moderate state. The application of the old conventional model can be in terms of learning outcomes not problematic, because the teacher uses a model that is based on Teacher Center Learning, but student learning outcomes are not problematic.

The researcher's analysis focuses more on the learning situation and atmosphere. Learning model Cooperative Script Before it is implemented in learning, student learning outcomes have no problems and are fine. In general, it does not harm students in terms of learning outcomes. However, teachers are not comfortable teaching students who are not focused, as other students and students will also be disturbed by their friends who are not focused. in the classroom. The relationship is related to classroom management, not to learning outcomes, but in general the learning model will influence learning outcomes. The learning outcomes of students and students in the previous semester and after are still good. Teachers usually use other conventional models, even though the Cooperative Model or PBL or Case Studies and the learning outcomes are still good.

### **Implementation of Learning Model Cooperative Script in Islamic Religious Education and Character Subjects**



**Fig 2. Steps in the Cooperative Script learning model**

There is a need for educators to engage in innovative practices in the learning process to foster student enthusiasm and reduce boredom. One potential approach to increase the enjoyment of the learning process is to use a cooperative script learning paradigm. In addition, an additional factor that needs to be considered when selecting a research location is the potential for collaboration with educational institutions. In particular, researchers can collaborate with school principals and teachers of Islamic Religious Education subjects at Elementary School Universitas Negeri Padang Laboratory Development. This collaboration will facilitate data collection by aligning the research process with school guidance and direction.

The process of selecting an appropriate teaching approach is complex because it requires the instructor's comprehensive understanding of the

classroom context and the individual characteristics of his or her students. Errors in the selection of instruments for educational endeavors can present significant challenges for educators, particularly in the context of history teaching. This perspective is in line with the point of view expressed by Mucharomah, (2017) who emphasized that educators must not only have expertise in their respective fields of study, but also a comprehensive understanding of the cognitive processes involved in learning, teaching methodology, utilization of educational resources, assessment strategies, and other related aspects. Therefore, educators must have inherent talents and the ability to develop them. In addition to the qualities above, an educator must be able to use educational resources and facilitate learning efforts effectively (Nuzli et al., 2022).

One of the pedagogical methods used by educators is the cooperative learning paradigm, where students collaborate in pairs. In research conducted by Sutarman et al., (2019), it was found that the class that received reinforcement demonstrated superior abilities in verbal, mathematical, pictorial, and graphic representations, as indicated by multi-representation post-test scores. In contrast, the class that did not receive reinforcement showed lower performance in this area. Furthermore, this research reveals a significant impact of the use of work-type cooperative learning tools. The level of conformity with practice procedures is quite good (Anhari, 2017).

These findings show the significant impact of cooperative learning models, especially when used in pairs with practicum techniques, on students' multiple representation skills. Differences in student learning activities were observed based on observation findings carried out during learning activities in classes that received reinforcement (experimental group) and classes that did not receive reinforcement (control group).

### **Implementation of Learning Model Cooperative Script to Improve Learning Outcomes in Islamic Religious Education and Character Education Subjects**

Based on the research results, the application of collaborative learning methods encountered several obstacles, especially related to students' experiences when assigned to work in pairs. Additionally, it is important to acknowledge the existence of time constraints when implementing pedagogical approaches that incorporate collaborative pair work. Implementing the seven-step collaborative pair work (Cooperative Script) learning paradigm comprehensively is currently still a challenge. Effective execution of the first, subsequent, and penultimate phases has been demonstrated. Furthermore, the next stage includes the fourth stage, where the speaker outlines a comprehensive framework regarding the subject matter, including the main ideas in addition. To improve the process of listening, correcting, and detecting gaps in important ideas, individuals must use many tactics, including leveraging past knowledge and building relationships with relevant subject matter. The efficacy of implementing this fourth phase cannot be confirmed. Implementation of steps five, six, and seven is limited to a short time duration. The current situation requires students to achieve the goals or minimum proficiency level (KKM) that have been set in the Islamic Religious Education and Characteristics subjects as stated (Oktapiansi et al., 2023).

The use of Cooperative Script, an educational strategy centered on collaborative learning in pairs, has demonstrated its effectiveness in the context of history teaching. The aim of implementing this paradigm is to create greater student involvement in learning activities and improve their academic achievement. To evaluate students' academic performance on the topic History

of Islamic Religious Education, a group of researchers used a cognitive assessment that included a series of 30 questions. This exam is given to a group of 23 students.

### **Implementation of Learning Model Cooperative Script to increase learning activity in Islamic religious education and character subjects**

The current implementation of the Cooperative Script learning paradigm, especially with regard to combining learning stages and grouping students, is still experiencing difficulties. The main obstacles largely relate to the task of ensuring that each student in the collective is motivated enough to actively engage in the collaborative effort. Apart from that, the efficiency of the time given to educational efforts is still less than optimal. The current feasibility of implementing the entire seven-step learning paradigm for collaborative pair work, also known as Cooperative Script, is still limited. Achieving successful implementation in the first, subsequent and final phases can be achieved. The next stage requires speakers to participate in an extensive summary discussion, in which important themes are included as fully as possible. During the activity, those involved in the act of listening actively contribute by observing and correcting overall concepts that have not been developed adequately. In addition, they contribute to the process of retention and recall of key concepts by building connections with previous knowledge or other related information. Successful implementation of this fourth step has not been achieved. Implementation of steps five, six, and seven is limited to a short time duration. The current situation makes it easier to achieve students' Active Learning Attitude Scale scores in Islamic Religious Education subjects and characteristics that have not achieved the planned goals (Tamami, 2016).

Usage Cooperative Script, a learning approach that requires collaborative pair work, has the potential to increase student engagement and active involvement in the domain of history teaching. This trend can be seen from the increasing trend in the results of previous surveys. Based on the results above, the application of the Cooperative Script learning strategy where students collaborate in pairs has the potential to increase student motivation in obtaining information related to Islamic Religious Education. Ramadhani & Ramadan, (2022) conducted research where researchers collected data using a questionnaire to assess individuals' active attitudes towards Islamic Religious and Character Education. The survey had a total of sixteen questions and was administered by the researcher throughout the observation period. Each student provided his or her perspective by completing a survey. The student population is 23 people, and although learning outcomes are average, the length of the learning process does not hinder students' academic achievement. Based on the analysis of research data, it appears that the scale of learning motivation attitudes in the context of Islamic Religious Education shows quite significant developments starting from the first pre-test stage to the closing stage of the research. Therefore, the implementation of the Cooperative Script learning strategy has shown its efficacy in increasing student involvement in educational efforts at the Padang State University Laboratory Elementary School.

### **CONCLUSION**

When children or students are not active in the learning process, their level of concentration on learning will decrease. This lack of engagement results in a disconnect between their ideas and the teacher's intentions, creating challenges for students to fully immerse themselves in the educational environment. One potential option to overcome the problem of students who

are unable to engage effectively in the learning process is the application of the Cooperative Script Learning Model. In an educational context, it is important for children and teachers to be actively involved in the learning process. The use of appropriate learning models greatly influences learning outcomes. Unfortunately, there are times when teachers fail to implement appropriate learning models, resulting in a lack of student engagement. In short, learning models serve as a means to engage children and encourage their active participation in the educational journey. In the pedagogical process, educators must prioritize identifying and assessing students' learning capacities, taking into account their respective strengths and weaknesses, in order to provide appropriate guidance and support.

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