



The effect of learning model cooperative script on motivation and learning outcomes of Indonesian language in class IV SD Negeri Belae Malamenggu

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Abstract

Research on the effect of the cooperative script learning model on the motivation and learning outcomes of the fourth grade Indonesian language at SD Negeri Belae Malamenggu has been carried out. This study aims to determine the effect of the cooperative script learning model on student learning motivation, the effect of the cooperative script learning model on student learning outcomes, and a greater influence on motivation and Indonesian learning outcomes between learning with the cooperative script model and conventional learning models. The method used is experimental research. The learning motivation data were collected using a questionnaire, while the learning outcome data were collected using subjective tests. The data obtained were analyzed using the independent sample t-test technique with a significant level of 0.05 assisted by SPSS 25.00 for windows. The results showed that there was an effect of the cooperative script learning model on student learning motivation, there was an effect of the cooperative script learning model on student learning outcomes, and there was a greater effect of learning using the cooperative script learning model on motivation and learning outcomes of Indonesian language than the conventional model.

Keywords: cooperative script, learning motivation, learning outcomes

Introduction

Education has a very important role in the development of Indonesian people as a whole. Education really needs to be developed from various sciences, because quality education can increase the intelligence of a nation. "Education is an effort to guide students by educators towards the maturity of students. Education can also be a provision for intelligence for children to use when they are about to continue their life as an adult" (Wandi, 2017) [17]. Then Rousseau (2013) [8] wrote that "education provides us with supplies that did not exist in childhood, but we need them in adulthood". Furthermore, "education is an effort that is deliberately chosen to influence and help children which aims to improve knowledge, body and morals so that they can slowly lead children to their highest goals and aspirations in order to have a happy life and what they can do, beneficial for himself, society, nation, country and religion" (Mahmud, 2012) [4]. Basically, the educational process carried out in schools is a teaching and learning activity of various sciences, from religion to science. One of the important scientific disciplines in the education system is Indonesian. On that basis, Indonesian language lessons need to be given to all students since elementary school to equip students with speaking, logical, analytical, systematic, critical, creative and cooperative thinking skills.

In Indonesia, so far Indonesian language learning in schools is still dominated by conventional learning (lecture method). In learning, only teachers play an active role or learning is only teacher-centered. The teacher only explains the material while the students are only listeners. As a result,

Indonesian is considered a dry and abstract science with a theoretical perspective. Students often experience difficulties with learning activities so that student motivation and learning outcomes are very low. Therefore, not all students like Indonesian and consider Indonesian a boring subject. One of the materials that some students find difficult is determining the intrinsic elements of fairy tales. This is also experienced by fourth grade students of SD Negeri Belae Malamenggu, where in face-to-face learning at this time, teachers only use the old method (conventional) in the learning process so that students have a relatively low interest in Indonesian. In addition, student learning outcomes are also classified as low. This can be seen in the mid-semester assessment of Indonesian lessons, especially the storytelling material that reaches KKM 75, out of 15 students only 6 people reach the KKM.

In teaching and learning activities, motivation is needed because motivation provides great benefits to students. Motivation for students can develop activities and initiatives, direct and maintain persistence in learning activities. This can have a positive impact on education in achieving maximum learning outcomes. With motivation and learning outcomes, the level of student success can be known. Learning is meaningful and attractive to students if the teacher can present contextual and realistic problems, namely problems that are familiar and close to student life. In addition, teachers must have qualified abilities in the field of strategies and models of learning Indonesian which have a variety. The learning model used must be appropriate and in accordance with the students' conditions, including age,

time, and other variables. And more importantly, the learning model must still refer to the nature of the Indonesian language and learning theory. Such a situation will make the teaching and learning process to be effective and efficient so that it affects student motivation and learning outcomes. The existence of the teacher is the most important because the teacher acts as a facilitator in implementing the student learning process. Therefore, his existence and professionalism are very influential in realizing educational programs. Thus, the role of the teacher becomes broader and leads to an increase in student motivation and learning outcomes.

Many efforts can be made to increase motivation and learning outcomes, so that the Indonesian language learning process becomes better and students understand what they have learned. One of the teacher's efforts is fun and can increase motivation and learning outcomes of Indonesian is to apply a learning model that is fun and can increase motivation and learning outcomes of Indonesian. One of them is by applying the cooperative script learning model. The cooperative script learning model is a learning model where you can play but in the context of learning, so that this will have an effect on providing enthusiasm and motivation in learning and will also help improve student learning outcomes (Alit, 2012) [1]. Thus it is expected that the use of the cooperative script learning model in learning can increase student motivation and learning outcomes. Therefore, research on the effect of the cooperative script learning model on the motivation and learning outcomes of the fourth grade students of SD Negeri Belae Malamenggu was conducted. This study aims to determine the effect of the cooperative script learning model on students' learning motivation, the effect of the cooperative script learning model on student learning outcomes, and the greater influence on the motivation and learning outcomes of Indonesian language between learning with the cooperative script model and conventional learning models.

Research Methods

The method used in this research is the experimental research method. Sugiyono (2010) [14] writes that the experimental research method is defined as a research method used to find the effect of certain treatments on others under controlled conditions. The research design used was the non-randomized control group pre-test post-test design (nonequivalent group pretest-posttest design). This design compares two groups, namely the experimental class and the control class. The design of this study is shown in Table 1.

Table 1: Research design

Group	Pre-test	Treatment	Post-test	Motivation
Experimental	Y1	X	Y2	M1
Control	Y1	-	Y2	M2

Where Y1 = pre-test, Y2 = final test, - = conventional learning model, M1 = experiment class motivation, M2 = control class motivation

Result and Discussions

In this design, there are two class groups, namely experiment and control. The experimental class is the group that is given learning treatment using the cooperative script learning model, while the control group is the one taught

using the conventional model. Both groups/classes are given the same material. The instruments used, namely the pre-test and post-test questions were also made the same. The pre-test was given before learning with the aim of seeing the initial abilities of students in the experimental and control classes so that the homogeneity of the two classes could be determined. Post-test is given after learning which aims to determine the difference between the abilities of students in the control and experimental classes after being given treatment so that it can be concluded how much influence the cooperative script learning model has on learning outcomes. In addition to learning outcomes, the learning motivation of students in the control class (Table 1) and the experimental class (Table 2) is also calculated for the difference.

Table 2: Control Class Learning Motivation

No	Name	Skor		Difference
		U1	U2	
1	A.B	60	65	5
2	A.R	53	55	2
3	C.M	30	34	4
4	D.A	30	35	5
5	D.A	50	52	2
6	F.G	50	52	2
7	G.D	53	55	2
8	J.D	60	68	8
9	K.F	50	55	5
10	L.B	25	30	5
11	M.K	40	43	3
12	O.P	40	45	5
13	P.P	60	68	8
14	R.P	51	55	4
15	S.G	53	56	3
	Total	705	768	63
	Average	47	51.2	4.2

Note: U1 = initial test score, U2 = final test score

Table 3: Learning Motivation for Experiment Class

No	Name	Skor		Difference
		U1	U2	
1	B.S	60	68	8
2	D.S	60	66	6
3	K.T	30	40	10
4	K.L	40	50	10
5	L.H	40	51	11
6	M.P	50	55	5
7	R.B	40	51	11
8	R.M	60	68	8
9	S.M	50	55	5
10	Y.M	40	50	10
11	A.T	50	55	5
12	E.G	53	61	8
13	F.M	40	51	11
14	K.M	53	61	8
15	P.M	40	51	11
	Total	706	833	127
	Average	47.06	55.53	8.46

Note: U1 = initial test score, U2 = final test score

Furthermore, the comparison of students' motivation was carried out using conventional learning models and cooperative scripts. The results of the analysis with the help of SPSS 25.00 for windows are shown in Table 3.

Table 4: The results of the motivation analysis of students using conventional learning models and cooperative scripts

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Motivation	Equal variances assumed	.1969	.172	3.183	29	2.090
	Equal variances not assumed			3.183	29	2.090

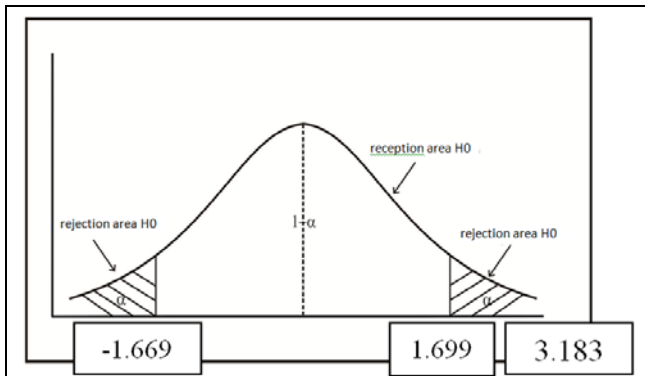


Fig 1: The t-test

Table 3 shows the results of the calculation of the effect of the cooperative script learning model on motivation to learn Indonesian. After conducting research on the control and experimental classes, the researcher compared the motivation of students who were taught using conventional learning models and those taught using the cooperative script learning model. The results of the comparison show a t-test value of 3,183 (Figure 2). This significant value is greater than 5% or greater than 1.669 ($p > 0.05$) and it can also be seen that the 2 tailed sig value is 2.090, which is also greater than 5%, meaning that there is a significant difference between the motivation of the students being taught using conventional learning models and cooperative scripts.

Thus, it can be concluded that t.test cannot reject the alternative hypothesis (H_a) which states that there is a significant effect between the use of the cooperative script learning model on learning motivation is accepted and the null hypothesis (H_o) is rejected. So, teaching Indonesian using a cooperative script learning model has an effect on student learning motivation.

Table 5: Control Class Learning Outcomes

No	Name	Skor		Difference
		U1	U2	
1	A.B	80	85	5
2	A.R	40	50	10
3	C.M	75	80	5
4	D.A	35	45	10
5	D.A	30	35	5
6	F.G	75	85	10
7	G.D	35	40	5
8	J.D	65	70	5
9	K.F	40	50	10
10	L.B	40	55	15
11	M.K	50	60	10
12	O.P	60	70	10
13	P.P	35	40	5
14	R.P	50	60	10
15	S.G	70	80	10
	Total	780	905	125
	Average	52	60.33	8.33

Note: U1 = initial test score, U2 = final test score

Table 6: Experimental Class Learning Outcomes

No	Name	Skor		Difference
		U1	U2	
1	B.S	80	90	10
2	D.S	60	75	15
3	K.T	65	80	15
4	K.L	60	75	15
5	L.H	30	40	10
6	M.P	75	90	15
7	R.B	30	40	10
8	R.M	60	75	15
9	S.M	30	45	15
10	Y.M	30	40	10
11	A.T	60	65	5
12	E.G	60	75	15
13	F.M	35	50	15
14	K.M	40	50	10
15	P.M	75	80	5
	Total	790	970	180
	Average	52.66	64.66	12

Note: U1 = initial test score, U2 = final test score

Table 7: Calculation of the influence of the cooperative script learning model on Indonesian learning outcomes

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Indonesian learning outcomes	Equal variances assumed	.933	.008	4.002	29	2.118
	Equal variances not assumed			4.002	29	2.118

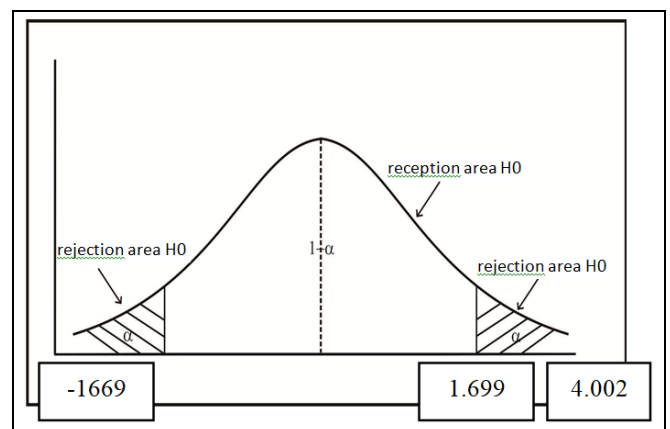


Fig 2: The t-test

The learning outcomes of the control and experimental classes can be seen in the table 4 dan 5. Table 6 shows the calculation of the effect of the cooperative script learning model on Indonesian learning outcomes. After conducting research on the control class and the experimental class, the researcher compared the results of the post-test classes taught using conventional learning models and cooperative

script learning models. The results of the comparison can be seen in Figure 3, the 2-party test, the t-test value of 4.002. This significant value is greater than 5% or greater than 1,699 ($p > 0.05$) and it can also be seen that the 2 tailed sig value is 2,118 which is also greater than 5%, meaning that there is a significant difference between the motivation of the students being taught using conventional learning models and cooperative scripts. Thus it can be concluded that the null hypothesis test (H_0) which states that there is no significant effect between the use of the cooperative script learning model on Indonesian learning outcomes is rejected and the alternative hypothesis (H_a) is accepted. So teaching Indonesian using a cooperative script learning model is effective and has a significant effect.

Table 8: The comparison of the standard deviation between the control class and the experimental class on the learning outcomes and motivation variables

Statistics					
		Control Class	Experimental Class	Control Class	Experimental Class
		Motivation	Motivation	Learning Outcomes	Learning Outcomes
N	Valid	15	15	15	15
	Missing	0	0	0	0
	Std. Deviation	10.224	7.794	17.975	14.500

Table 7 shows the comparison of the standard deviation between the control class and the experimental class on the learning outcomes and motivation variables. If the standard deviation is greater, the effect will be smaller. Conversely, if the standard deviation is getting smaller, the bigger the effect will be. The standard deviation of the motivation variable in the control class is 10,224 and the experimental class is 7,794, while the standard deviation of the learning outcome variable in the control class is 17,975 and the experimental class is 14,500. Thus it can be concluded that learning with the cooperative script learning model has a significant effect on student learning motivation, and has a significant effect on student learning outcomes in the experimental class. Learning with the cooperative script model has a greater effect on both motivation and learning outcomes than the conventional learning model. This is also reinforced by the opinion of Alit (2012: 203) ^[1], the cooperative script learning model is "a learning model where you can play but in a learning context, so that this will have an effect on providing enthusiasm, motivation in learning and also this will help improve student learning outcomes.

Conclusion

There is a significant difference between the learning motivation of students who are taught using the cooperative script learning model and the conventional learning model. There is a significant difference between student learning outcomes taught using cooperative script learning models and conventional learning models. Learning using the cooperative script learning model has more influence on student motivation and learning outcomes than conventional learning models. There is a greater effect of learning using a cooperative script learning model on motivation and learning outcomes compared to conventional learning models.

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