

## Increasing Student Motivation and Learning Outcomes Through the Application of the Cooperative Script Model in Archives Learning

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**Abstract.** The cooperative script model is a simple method that can be used to practice a skill or procedure with a study partner. The main objective of this research is to increase motivation and learning outcomes in Archives class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year. The learning outcomes in question are specifically in the cognitive/knowledge domain. This research is a class action research. The research subjects were 18 class X OTKP 4 students consisting of 7 boys and 11 girls. While the research procedure consists of 4 stages, namely: planning, implementation, observation and reflection. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and data/conclusion verification. The application of the Cooperative Script model can increase student motivation and learning outcomes in Archives class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year.

**Keywords:** Learning outcomes, Model Cooperative Script, Covid-19;

### 1. Introduction

Based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs regarding guidelines for implementing learning during the Covid-19 Pandemic, it was decided that the implementation of learning during the Covid-19 pandemic was carried out with limited face-to-face learning while still implementing health protocols, and and/or distance learning (Aras & Arhas, 2022; Suprianto et al., 2020; Widyasanti et al., 2022).

The 2021/2022 school year is the beginning of the implementation of Limited Face-to-Face Learning. So far we have implemented Distance Learning, student learning outcomes have been minimal and students are already fed up with Distance Learning (Suprianto et al., 2022). They miss to study at school. For the implementation of limited face-to-face learning besides the strict application of health protocols (prokes), of course the teacher must choose an appropriate learning model (Huda, 2013). This means that the selected model, in addition to supporting prokes rules, of course, can also arouse student motivation to learn which in the end also spurs learning outcomes.

Archiving subjects are a group of productive subjects. This subject is a subject that has just been experienced by students who have just occupied class X Competency Expertise Automation and Office Management (Lestari, 2018). Unlike the case with general subjects where the material is a continuation of material obtained from junior high school, for example: Indonesian, English and other subjects. Therefore, in the implementation of archival learning during the Covid-19 pandemic, so far learning has only been done online. In terms of theory/knowledge, students experience difficulties in examining the subject matter which results in low learning outcomes (Jamaluddin et al., 2020; Mustakim, 2020; Yolandasari, 2020).

The basic competence "Understanding archives and archives" and the basic competence "Understanding norms, standards, procedures and archival rules" are materials that students must really master because this is the basis for subsequent materials. So that their learning achievements can be maximized on Face-to-face learning is limited, so I, as an Archives subject teacher, chose the Cooperative Script learning model. The cooperative script model is a learning method in which students work in pairs and take turns verbally summarizing parts of the material being studied (Khotimah et al., 2020; Rifa'i, 2015).

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History: Submitted: 25 August 2022    Review: 16 November 2022    Publish: 31 December 2022

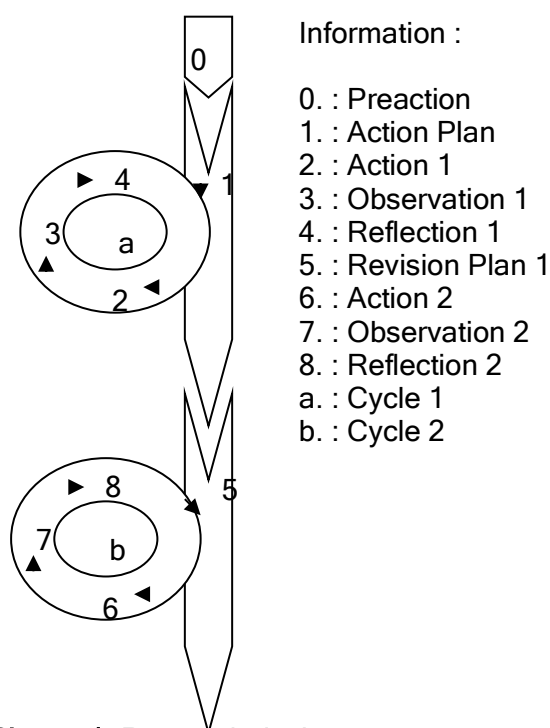
Based on the description above, Class Action Research will be carried out with the title "Increasing student motivation and learning outcomes through the application of the Cooperative Script model in Archives learning class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year."

## 2. Method

This research is a class action research, this research was conducted at SMK Negeri 2 Palu, which is located at Jalan Setia Budi No. 58 Palu, Palu City, Central Sulawesi Province. The implementation time is in the odd semester of the 2021/2022 school year.

The research subjects were 18 students of class X OTKP 4 consisting of 7 boys and 11 girls. There are 2 types of data in this study, namely: Qualitative Data and Quantitative Data. Data collection techniques for each type of data are: 1). Qualitative data was collected by using observation sheets, namely conducting a series of direct observations of researchers and research subjects during the implementation of learning. 2). Quantitative data is collected by giving a test at the end of each cycle (sugiyono, 2017).

The research design follows the model (Kemmis & MC Taggart, 1998) as in figure 1.



**Picture 1:** Research design

The research procedures are planning, implementation, observation and reflection (Sugiyono, 2016). Data analysis in this study was carried out during and after data collection. The stages of data analysis activities are: data reduction, data presentation and data verification/conclusion and inference/verification (Miles et al., 2014).

### 3. Results and Discussion

As stated in the previous section, each cycle in this study consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are explained as follows:

#### 3.1 Cycle I/Initial Reflection

The activity carried out at this stage is to determine learning materials that are considered urgent for the problem to be handled by the teacher. The teaching material in question is Subject matter: Archives, the basic competency "Understanding archives and archives", with indicators: Archives and Archives namely, 1). Explain the meaning of records and archives; 2). Identify the characteristics of archives; 3). Deciphering the archive function; 4). State the classification, use value, and types of archives; 5). Describe the administration of archives (principle of archival storage); 6). Describe the archive lifecycle. At this stage the researcher also formed a group of 9 pairs and divided the material to be discussed.

##### 3.1.1 Planning

A number of activities carried out at this stage include making: lesson plans, learning scenarios, preparing literature books from the library, ATK for students (ie: lined HVS paper for notes), preparing a format for assessing learning outcomes according to predetermined indicators, preparing a format observation for teachers and students, preparing a list of the distribution of groups/pairs of students as many as 9 pairs along with the distribution of the material. The group formed is heterogeneous. That is, each group formed is distributed heterogeneously on the intellectual level of students based on the results of the teacher's research.

##### 3.1.2 Implementation

The implementation of the actions in cycle 1 is carried out with a system block.

Based on the existing teaching schedule, for productive subjects such as subjects that researchers are capable of namely Archives are given 7 days, namely every week on Monday, Tuesday, Wednesday at 08.00 - 12.00 WITA. The first face-to-face meeting of cycle I will be held on Monday, 19 July 2021 at 08.00 - 12.00 WITA and the material taught is: 1). Definition of archives and archives; 2). Archive Characteristics; 3). Archive Function; 4). Classification, use value, and types of archives; 5). Archive Management (Archive Storage Principle); 6). Archive Lifecycle.

The material was distributed to each pair, namely: The pair on the left side received material (Definition of archives and archives; Characteristics of Archives; Functions of Archives) while the pair on the right received material (Classification, use value, and types of archives; Organizing Archives /Archive Storage Principles; Archive Life Cycle).

In this activity each group/pair takes turns acting as speaker and listener. The speaker explains the material for his section including entering his ideas. Meanwhile, listeners listen carefully and must have the courage to correct their partner/speaker (in other words, help straighten out the group/pair) if there is an error in their presentation. They help each other during the discussion. And at the end of the meeting, the teacher and students gave conclusions about the material being studied.

The next meeting after learning cycle I was carried out, namely the second face-to-face meeting of Cycle I was held the next day, namely on Tuesday July 20 2021 the final test of cycle I was held. The questions given were multiple choice questions with 45 minutes time. The results obtained can be seen in table 1:

**Table 1:** Final test score of cycle I

No.	Acquisition Aspect	Results
1	Total students	18 People
2	Number of students who completed	15 People
3	Classical mastery	83%
4	The highest score	90 (1 person)
5	Lowest value	50 (2 people)

After the end of the cycle test assessment was held, out of 18 students there were 15 people (83%) who passed. The highest score is 90 by 1 person, the lowest score is 50 achieved by 2 students.

### 3.1.3 Observation

Observation activities were carried out by observers during the implementation of learning, namely Monday, July 19, 2021. The focus of the observations was observing teacher activities and observing student motivation during learning.

Teacher activity, observation of teacher activity aims to see the suitability of the implementation of learning with the lesson plan. In this first cycle, the teacher/researcher presents learning material in accordance with the plan, namely the application of the Cooperative Script. All aspects of the assessment are generally of good value, only there are those that are of good enough value, namely in terms of time management and student enthusiasm.

Student motivation, observing student motivation is carried out by observers during the implementation of learning. Observation results can be seen in table 2. below.

**Table 2:** Recapitulation of Observation Results of Student Learning Motivation in Cycle I

Criteria	Total students	Percentage
complete	15	83,33
Not Completed	3	16,7
Amount	18	100

In cycle I, out of 18 students, 15 students (83.33%) completed their learning motivation. Meanwhile, there were 3 students (16.7%) who had not completed their learning motivation. The full results can be seen in the attachment.

In this first cycle, the teacher/researcher presents learning material in accordance with the plan, namely the application of the Cooperative Script. Based on the results of observations, at first the students were somewhat confused. This is because new students experience the Cooperative Script learning model. However, after being explained again, students were so enthusiastic and excited, worked together, and began to show the expected learning outcomes.

### 3.1.4 Reflection

Based on the results of Cycle I, the results of observing students' motivation had achieved their classical completeness of 83.33% and the results of the final test of cycle I had only 83% of their classical completeness. For that, the researcher continued to Cycle II.

## 3.2 Cycle II

In this second cycle, the Basic Competency presented is "Understanding norms, standards, procedures, and filing rules", with indicators: 1). Describe filing laws; 2). State

the role of archives, functions, objectives, and archival problems; 3). Describe the requirements for archiving employees.

As in cycle I, in cycle II this was also carried out by the activities at each stage.

### 3.2.1 Planning Stage

A number of activities that have been carried out at this stage include making: lesson plans, learning scenarios, preparing literature books from the library, ATK for students (ie: lined HVS paper for notes), preparing learning outcomes assessment formats according to predetermined indicators, preparing observation format for teachers and students, preparing a list of 9 pairs of student groups/pairs along with the distribution of the material. The group formed is heterogeneous. That is, each group formed is distributed heterogeneously on the intellectual level of students based on the results of the teacher's research.

### 3.2.2 Implementation

The implementation of the actions in cycle 1 is carried out with a system block.

Based on the existing teaching schedule, for productive subjects such as subjects that researchers are capable of namely Archives are given 7 days, namely every week on Monday, Tuesday, Wednesday at 08.00 - 12.00 WITA. The first cycle II face-to-face meeting was held on Wednesday, July 21, 2021 at 08.00 - 12.00 WITA and the material taught was: Archive Regulations / Norms, Standards, Procedures and Archive Rules namely, 1). Archives Law; 2). Archive's role, function, purpose, and archive issues; 3). Requirements for Archive Employees.

The material was distributed to each pair, namely: The pair on the left side received material (Archives Law) while the pair on the right received material (Role of Archives, functions, objectives, and archival issues; Requirements for Archive Employees).

In this activity each group/pair takes turns acting as speaker and listener. The speaker explains the material for his section including entering his ideas. Meanwhile, listeners listen carefully and must have the courage to correct their partner/speaker (in other words, help straighten out the group/pair) if there is an error in their presentation. They help each other during the discussion. And at the end of the meeting, the teacher and students gave conclusions about the material being studied.

The second face-to-face meeting in cycle II was held on Monday 26 July 2021. At this meeting, the final test for cycle II was assessed. The questions given are multiple choice questions with a completion time of 45 minutes. The results obtained can be seen in table 3:

**Table 3:** Cycle II Final Test Assessment Scores

No.	Acquisition Aspect	Results
1	Total students	18 People
2	Number of students who completed	16 People
3	Classical mastery	89%
4	The highest score	100 (3 people)
5	Lowest value	60 (2 people)

Test results in cycle II of the 18 students who took the final test in cycle II, 16 students completed with 89% classical completeness. The highest score is 100 by 3 people and the lowest score is 60 by 2 people.

### 3.2.3 Observation

Observations by observers were carried out during the implementation of cycle II learning, namely on Wednesday 21 July 2021. The focus of observations by observers was observing teacher activities and observing student activities during learning.

Teacher activity, observation of teacher activity aims to see the suitability of the implementation of learning with the lesson plan. All aspects of the assessment are Good. More complete observation results can be seen in the appendix.

Student motivation. Observation results of student motivation can be seen in table 4 below.

**Table 4:** Recapitulation of Observation Results of Student Learning Motivation Cycle II

Criteria	Total students	Percentage
complete	18	100
Not Completed	0	0
Amount	18	100

In cycle II, 18 students were all declared complete in their learning motivation. This means, all aspects of motivation have been owned by all students. More detailed results can be seen in the attachment.

In this second cycle, the teacher/researcher presents learning material according to the plan, namely using the Cooperative Script model. And based on the observations of researchers that students are so motivated and very enthusiastic in doing the tasks given.

### 3.2.4 Reflection

Based on the results of the final test of Cycle II where the classical completeness was 89%. This figure shows that the individual absorption indicator of at least 70% and the classical absorption capacity of 85% has been achieved. Likewise, the results of observations of teaching and learning activities have also achieved indicators of success, namely the average teacher is "Good" and student motivation is "Completed" 100%. For this reason, this research only reached cycle II.

## Discussion

Based on the results of observations in the first cycle, learning management generally went well, but there were still things that needed to be improved, namely time management and the need to increase student enthusiasm in participating in learning. However, in cycle II the learning management experienced an increase where all aspects were of good value and this had a positive impact on student learning completeness. More details can be seen in the attachment.

Students' learning motivation also increased where in cycle I, out of 18 students there were still 3 students who had not completed it (16.7%). However, in cycle II there was an increase where the completeness of student learning motivation reached 100%, which means that all aspects of motivation can be achieved by all students. The comparison of the achievements of cycle I and cycle II can be seen in table 5:

**Table 5:** Comparison of Student Learning Motivation Achievement Criteria in Cycle I and Cycle II

Criteria	Total students		Percentage	
	Cycle I	Cycle II	Cycle I	Cycle II
complete	16	18	83,33	100
Not Completed	3	-	16,7	-
Amount	18	18	100	100

After observing the scores/results of cycle I and cycle II tests, it turned out that there was a significant difference. The difference in value in question is that from a total of 18 students, 15 students (83%) completed in cycle I increased to 16 students (89%) in cycle II. The highest score in cycle I was 90 by 1 person in cycle II the highest value increased to 100 by 3 people. The lowest score in cycle I was 50 for 2 people and in cycle II the lowest score was 60 for 2 people. For more details can be seen in table 6.

**Table 6:** Comparison of Final Test Assessment Scores for Cycle I and Cycle II.

No.	Acquisition Aspect	Results	
		Cycle I	Cycle II
1	Total students	18	18
2	Number of students who completed	15	16
3	Classical mastery	83 %	89 %
4	The highest score	90 (1 person)	100 (3 people)
5	Lowest value	50 (2 people)	60 (2 people)

This research only reached the second cycle because the indicators of learning success/mastery, namely individual absorption of at least 70% and classical absorption of 85% had been achieved. The intended learning outcomes are results/values in the cognitive/knowledge domain. Likewise with the results of observations of teachers who teach in this case the researcher in the process of teaching and learning activities on average is good, student motivation is also complete 100%.

#### 4. Conclusion

Based on the results of the class action research above, it can be concluded that: 1). The application of the Cooperative Script model can increase student motivation in learning Archives class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year; 2). The application of the Cooperative Script model can improve student learning outcomes in Archiving class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year; 3). The application of the Cooperative Script model can increase student motivation and learning outcomes in Archives class X OTKP 4 SMK Negeri 2 Palu for the 2021/2022 academic year.

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