Improving Student Learning Outcomes Through the Application of Cooperative Script Models in Classroom Financial OTK Learning

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Abstract.A learning process will definitely end with learning outcomes. Learning outcomes will never be produced if someone does not do something. This research is a classroom action research. The total number of students in class XI OTKP 1 odd semester for the academic year 2021/2022 is 27 people. Because of PTMT, students in one class must be divided into two groups/shifts. If it is divided into two shifts, there will be 14 in shift I and 13 people for shift II. And the subjects in this study were students in shift I as many as 14 people according to the cooperative script model setting students in pairs. This study uses 2 cycles and each cycle consists of 4 stages, namely: Planning, Implementation, Observation, and Reflection. Based on the results of the research, In the first cycle, learning management generally went well, but there were still things that needed to be improved, namely in time management and the need to increase student enthusiasm in participating in learning. However, in the second cycle of learning management has increased where all aspects are of good value and this has a positive impact on student learning mastery.

Keywords: Facilities, infrastructure, schools.

1. Introduction

The implementation of learning during the Covid-19 pandemic is based on a Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Education and Culture(Qayyum et al., 2019; Saleh et al., 2022)Health and the Minister of Home Affairs, namely in conducting limited face-to-face meetings, continue to apply health protocols, and or distance learning(Arhas et al., 2022; Nasrullah & Siraj, 2022; Suprianto et al., 2020; Takdir et al., 2021)

The academic year 2021/2022 is the beginning of the implementation of Limited Face-to-face Learning (PTMT). If so far we have implemented Distance Learning (PJJ), the achievement of student learning outcomes is very minimal and students are already bored with PJJ. They long to study at school. For the implementation of limited face-to-face learning (PTMT) in addition to the strict application of health protocols (prokes), of course, teachers must choose an appropriate learning model. This means that the model chosen in addition to supporting the rules of progress, of course, can also generate student motivation to learn which in the end also spurs learning outcomes in a relatively short time because the duration of learning is not like in normal situations where lesson hours are reduced from usual.

A learning process will definitely end with learning outcomes. Learning outcomes will never be produced if someone does not do something. For that, one must study seriously in order to get maximum learning results.

Learning outcomes or achievements reflect the efforts that have been made by someone after experiencing the learning process. Learning achievement or learning outcomes always contain the meaning of business results. Achievement can be understood simply, namely achievement can be equated with the results that have been achieved. Achievement is the result that has been achieved (from what has been done, done)(Qayyum et al., 2019; Saleh et al., 2022)) .

Learning outcomes are abilities obtained by children after going through learning activities. Students are said to be successful in learning when students can achieve learning goals or instructional goals. Meanwhile, according to Hamalik, learning

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outcomes are patterns of actions, values, understandings and attitudes, as well as apperception and abilities.(Darwis et al., 2022; Kartini, 2022; Mahyuddin, 2022)

Financial OTK subjects are subjects that are presented for 4 semesters or in class XI and class XII. So that their learning achievement can be maximized at PTMT, then I as a teacher of OTK Finance subjects choose the Cooperative Script learning model. The cooperative script model is a learning method in which students work in pairs and take turns orally summarizing the parts of the material being studied.

Cooperative script model is a simple method that can be used to practice a skill or procedure with study partners. Learning with practice in pairs is a strategy where students are grouped in pairs in the sense of pairing with their own friends, one observing the other practicing(Dahliana & Remuti, 2021; Rifa'i, 2015).

Cooperative learning is a group learning model that has certain rules. The basic principle of this learning is that students form small groups and teach each other to achieve a common goal(Ikbal et al., 2021; Khotimah et al., 2020). Cooperative learning is learning that consciously creates continuous interactions so that learning resources for students are not only teachers and textbooks, but also fellow students.(Kusuma & Hamidah, 2019).

Based on the description above, a Classroom Action Research will be conducted with the title "Improving student learning outcomes through the application of the Cooperative Script model in learning Financial OTK class XI OTKP 1 SMK Negeri 1 Enrekang for the academic year 2021/2022.".

2. Method

This research is a classroom action research. The location of this classroom action research is at SMK Negeri 1 Enrekang, which is located at Jalan Poros Makassar-Tator Kalosi, Alla District, Enrekang Regency, South Sulawesi. The implementation time is in the odd semester of the 2021/2022 school year. The research subjects were 14 students of class XI OTKP 1 consisting of 2 boys and 12 girls.

The total number of students in class XI OTKP 1 odd semester for the academic year 2021/2022 is 27 people. Because of PTMT, students in one class must be divided into two groups/shifts. If it is divided into two shifts, there will be 14 in shift I and 13 people for shift II. And the subjects in this study were students in shift I as many as 14 people according to the cooperative script model setting students in pairs.

This study uses 2 cycles and each cycle consists of 4 stages, namely: Planning, Implementation, Observation, and Reflection. Cycle I consists of:

a. Planning

At this stage it is prepared
1. Learning plan by presenting basic competencies: Understanding the scope of financial administration, with indicators:
    a) Explain the meaning of Financial Administration
    b) Identify financial administration functions
    c) Outline the objectives of financial administration
    d) State the basics of financial administration.
2. Prepare learning scenarios
3. Prepare literature books from the library, stationery for students, namely: HVS lined paper for notes.
4. Prepare the learning outcomes assessment format in accordance with predetermined indicators.
5. Prepare an observation format for teachers and students.

6. Prepare a list of the distribution of groups/pairs of students along with the distribution of the material.

In normal situations, the time allocation for the KD mentioned above is 6 X 45 minutes (270 minutes). However, due to the COVID-19 pandemic where face-to-face learning is limited, the duration is 60 minutes/week. The first week of shift I, the next week shift II and the next week shift I again. So face-to-face meetings are held every two weeks for each shift.

b. Action

Carry out the learning process with the following steps:
1. The teacher divides the students into pairs
2. The teacher distributes the material for each student to read and make a summary
3. The teacher and students determine who first acts as a speaker and who acts as a listener.
4. The speaker reads the summary as completely as possible, including the main ideas in the summary.
   While listeners:
   a) Listening/correcting/showing incomplete main ideas
   b) Help remember/memorize main ideas by connecting previous material or with other material
5. Changing roles, from being a speaker to being a listener and vice versa. And do as above.
6. Conclusion Students together with Teacher
7. Closing

c. Observation

Observer to observe researchers in the implementation of learning. Researchers give tests and assess learning outcomes at the end of the cycle.

d. Reflection

After observing and examining the students' work, the researcher reflected on the things that were still considered problematic in the implementation of the first cycle. The reflection results of the first cycle were used as a reference for planning in the second cycle.

The stages in cycle II are described as follows:

a. Planning

1. As a follow-up to cycle I, a re-action was held in cycle II with different basic competencies from cycle I, namely "Understanding financial management policies" with indicators:
a) Explain the basis of Financial management policy
b) Identify various financial management policies
c) State the aims and objectives of the financial management policy
2. Prepare learning scenarios
3. Prepare literature books from the library, stationery for students, namely: HVS lined paper for notes.
4. Prepare the learning outcomes assessment format in accordance with

predetermined indicators.
5. Prepare an observation format for teachers and students.
6. Prepare a list of the distribution of groups/pairs of students along with the distribution of the material.

In normal situations, the time allocation for the KD mentioned above is 6 X 45 minutes (270 minutes). However, due to the COVID-19 pandemic where face-to-face learning is limited, the duration is 60 minutes/week. The first week of shift I, the next week shift II and the next week shift I again. So face-to-face meetings are held every two weeks for each shift.

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Observer observes researchers in the implementation of learning. Researchers give tests and assess learning outcomes at the end of the cycle.

d. Reflection

In this section, the results of observations and student test results will be analyzed. The results of the analysis are then reflected on the reliability of the action to solve the problem.

The indicator for the success of this classroom action research is if the learning outcomes of the Financial OTK Subjects with the basic competence "Understanding the scope of financial administration" and or the basic competence "Understanding financial management policies" Class XI OTKP 1 SMKN 1 Enrekang students in the 2021/2022 academic year achieve a minimum individual absorption 70% and 85% classical absorption. The intended success in this CAR is the success of the assessment in the cognitive domain.

Observation sheet used to determine teacher and student assessment of the implementation of learning activitiesteaching by applying the cooperative script model. The indicator of the success of the observation is successful if the teacher's teaching and learning activities are on average "Good."

3. Results and Discussion

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

3.1 Cycle I

Early Reflection

The activity carried out at this stage is to determine the learning materials that are considered urgent to be handled by the teacher. The teaching material in question is material on the subject of Financial OTK, the basic competence of "Understanding the scope of financial administration", with indicators:
1. Explain the meaning of Financial Administration
2. Identify financial administration functions
3. Outline the objectives of financial administration
4. State the basics of financial administration

At this stage, the researchers formed pairs of 7 pairs and divided the material to be discussed.

1. Planning

A number of activities carried out at this stage include making: lesson plans, learning scenarios, preparing literature books from the library, stationery for students (namely: lined HVS paper for notes), preparing learning outcomes assessment formats according to predetermined indicators, preparing formats observation for teachers and students, preparing a list of the division of groups/pairs of students as many as 7 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.

2. Implementation

The implementation of the actions in cycle 1 was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. In normal situations the number of lesson hours is 6 lesson hours (6 x 45 minutes) but in the implementation of PTMT the time allocation is 60 minutes/week, while the end of the cycle test uses 45 minutes.

The first face-to-face meeting of Cycle I will be held on Tuesday, July 13, 2021 at 08.00 – 11.00 WITA and the materials taught are: Financial Administration:
a. Definition of financial administration
b. Financial administration function
c. Financial administration purposes
d. Fundamentals of financial administration

The materials were distributed to each pair, namely: The pair in the left position received material (Understanding financial administration, Financial administration function) while the pair in the right position received material (Financial administration objectives, basic financial administration management).

In this activity, each group/pair takes turns acting as speaker and listener. The speaker explains the material of the section including entering his ideas. While the listener listens carefully and must dare to correct his partner/speaker (in other words, help straighten the group/partner) if there is an error in his presentation. They help each other during discussions.

At the end of the meeting, the teacher and students conclude about the material being studied.

The next meeting after the learning cycle I was carried out, namely the second face-to-face Cycle I was held the following two weeks, namely on Tuesday, July 27, 2021, the final test of Cycle I was held. The questions given were multiple choice questions. The results obtained can be seen in table 4.1 below.

Table 1:End of Cycle I . Assessment Score

No.	Earning Aspect	Results
1	Total students	14 people
2	Number of students who completed	11 people
3	Classical completeness	79%
4	The highest score	90 (1 person)
5	Lowest value	50 (2 people)

After the end-of-cycle assessment was conducted, from 14 students there were 11 students (79%) who completed. The highest score of 90 was 1 person, the lowest score was 50 achieved by 2 students.

3. Observation

Observation activities were carried out by observers during the implementation of learning, namely on July 13, 2021. The focus of observation was observing teacher activities during the implementation of learning. Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. In this first cycle, the teacher/researcher presents learning materials according to the plan, namely the application of the Cooperative Script. All aspects of the assessment are generally good value, only there is a fairly good value, namely in terms of time management and student enthusiasm.

In this first cycle, the teacher/researcher presents learning materials according to the plan, namely the application of the Cooperative Script. Based on the observations, at first the students were a bit confused. This is because new students experience the Cooperative Script learning model. However, after being explained again, the students were so enthusiastic and enthusiastic, cooperated with each other, and began to show the expected learning outcomes.

4. Reflection

Based on the results of Cycle I, the classical completeness was 79%. For that, the researcher continued to Cycle II.

3.2 Cycle II

In this second cycle, the Basic Competencies presented are "Understanding financial management policies" with indicators:

1. Explain the basis of Financial management policy
2. Identify various financial management policies
3. State the aims and objectives of the financial management policy

As in the first cycle, in the second cycle, several activities were carried out at each stage.

1. Planning

A number of activities that have been carried out at this stage include making: lesson plans, learning scenarios, preparing literature books from the library, stationery for students (namely: 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 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.

2. Implementation

The implementation of the actions in cycle II was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. In normal situations, the number of lesson hours is 6 hours (6 x 45 minutes) but in the implementation of PTMT, the time allocation is 60 / per week, while the end of the cycle test uses 45 minutes.

The first face-to-face in cycle II was held on Tuesday, August 10, 2021 and the materials taught were:

Financial Management Policy

a. Fundamentals of financial management policy
b. Various regulations regarding financial management
c. Purpose and objectives of financial management policy

The materials were distributed to each pair, namely: The pair in the left position received material (Basic financial management policies, various regulations on financial management) while the pair in the right position received material (Aims and objectives of financial management policies).

In this activity, each group/pair takes turns acting as speaker and listener. The speaker explains the material of the section including entering his ideas. While the listener listens carefully and must dare to correct his partner/speaker (in other words, help straighten the group/partner) if there is an error in his presentation. They help each other during discussions.

At the end of the meeting, the teacher and students conclude about the material being studied.

The second face-to-face in cycle II was held on Wednesday, August 24, 2021. At this meeting, the final test of cycle II was assessed. The questions given are multiple choice questions. The results obtained can be seen in table 4.2 below.

Table 2: Final Test Assessment Score Cycle II

No.	Earning Aspect	Results
1	Total students	14 people
2	Number of students who completed	13 people
3	Classical completeness	93%
4	The highest score	100 (3 people)
5	Lowest value	60 (1 person)

The test results in the second cycle of the 14 students who took the final test of the second cycle, completed 13 people with 93% classical completeness. The highest score of 100 was 3 people and the lowest score of 60 was 1 person.

3. Observation

Observations by observers were carried out during the implementation of the second cycle of learning, namely on Tuesday, August 24, 2021. The focus of observation by the observers was the observation of teacher activities during the implementation of learning.

Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. All aspects of the assessment are of Good value.

4. Reflection

Based on the results of the final test of Cycle II where the classical completeness is 93%. This figure shows that the indicator for individual absorption of at least 70% and classical absorption 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." For this reason, this research only reached cycle II.

4. Conclusion

Based on the results of the classroom action research above, it can be concluded that: The application of the Cooperative Script model can improve student learning outcomes in learning Financial OTK in class XI OTKP 1 SMK Negeri 1 Enrekang for the academic year 2021/2022. In the first cycle, learning management generally went well, but there were still things that needed to be improved, namely in time management and the need to increase student enthusiasm in participating in learning. However, in the second cycle of learning management has increased where all aspects are of good value and this has a positive impact on student learning mastery.

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