

# DISSEMINATION OF THE RESULT OF COOPERATIVE SCRIPT STRATEGY STUDY TO BUILD COOPERATIVE CHARACTER AND OPINION RESPECT

Muhammad Zainuddin<sup>1</sup>,  
Suwarti<sup>2</sup>,  
Suminah<sup>2</sup>

## ABSTRACT

Character building needs to be thoroughly maximized to produce a better generation. This study aims to disseminate the results of the study to improve the teacher's ability to plan and implement cooperative script strategies which can then lead to a positive impact on the students' attitudes or character building. The character model chosen for this learning is a cooperative character that respects the opinion. The study used a qualitative approach with descriptive research, with the sample being elementary school teachers and students in each region within the regional scope of East Java province, including Banyuwangi Regency, Situbondo Regency, Pasuruan Regency, Malang City, Blitar District, and Tulungagung Regency. The instruments used in this study were learning observation sheets, attitude observation sheets for students, and questionnaires for teachers and students. The results of this study showed that by disseminating the results of the cooperative script strategy study in the form of a learning DVD, teachers would be able to understand how to design and implement effective learning strategies that could build the students' character. In the learning design, students are made to work in pairs to help foster mutual respect in opinions and the need for cooperation in completing learning activities.

**Keywords:** character building, cooperative script, learning DVD, students character.

## INTRODUCTION

Education is the basis on which a nation rests, and thus, must give character to the next generation. Therefore, students should not only learn how to achieve something but also the attitudes involved. According to Lungdren (1994), the social skills that students must have during the learning process would be in taking turns to do assignments in a group, listening to the opinions of others attentively, asking questions, expressing opinions to others, responding to the opinions of others, building agreements, appreciating the contributions of others, and completing assignments on time.

---

<sup>1</sup>Faculty of Educational Science, State University of Malang, Jalan Semarang No. 5, Malang, East Java 65145, Indonesia; Email: zainuddinpgsd57@gmail.com

<sup>2</sup> Faculty of Educational Science, State University of Malang, Jalan Semarang No. 5, Malang, East Java 65145, Indonesia

The main aspect of elementary school learning activities that are based on national education goals would thus be character building. According to Astra (2018), character building is important for the fostering a young generation that can represent the values of Indonesia's life. When in learning activities, developing knowledge and skills are crucial, but attitudes and characters are just as important. Many students are individualistic because students often learn individually in their daily lives. Interaction with friends, expressing opinions, and working together thus rarely happen in the classroom. According to Astra (2018), the characters of students can be developed by applying problem-based learning and collaborative learning models such as creative thinking, critical thinking, logical thinking, honesty, cooperation, and tolerance. One strategy that can be applied in the learning process is a cooperative script strategy that would work for collaborative learning. In a cooperative classroom, students learn with small groups that are equal but heterogeneous (ability, gender) and thus have to help each other. In Wenger's (2009) opinion, the advantage of cooperative learning when compared to individual learning is that interaction with other people can help individuals go through the learning process more positively as compared to when they learn individually. To build students that cooperate and respect opinions, competent teachers, good resources, good approaches, strategies, methods, or learning strategies that are appropriate for group activities would be needed.

About the law on National Education System, paragraph 4 of article 4 states that "Education is carried out by setting an example, will building, and developing students' creativity in the learning process." The following paragraph further states that, "Education is carried out by developing a reading culture, writing, and counting for all citizens." If the articles are viewed from Social Sciences point of view, it means that students must be guided in reading, writing, and counting during their learning activities at school. In this case, the teacher has to set an example, help the students build their will, and help students develop their creativity during the learning process through the use of teaching skills and choosing the right teaching strategy. To produce a good quality of learning, good strategies in teaching elementary school, social studies would be an important component for teachers to master. The research results of Zainuddin and Suwarti (2017) have shown that the final results of social studies have not been able to shape the character of students, especially in the aspects of cooperation and respecting the opinions of others. The results of interviews with elementary school teachers in Blitar have shown that during social studies lessons, the teacher still had difficulties applying a scientific approach that had an impact in building student cooperation and fostering mutual respect on the opinions of others. The teacher was not skilled enough to prepare an applicable lesson plan for character-building, and thus, the teacher was not able to carry out character-building activities effectively. Zainuddin and Suwarti (2017) made a CD containing a lesson plan and teaching practices to be modeled upon. This CD is used as an example for other groups, as the teachers were interested, and the planning and practicing of character-based learning that was derived from the CD met with satisfactory results. For this reason, it is necessary to disseminate the teaching models with a scientific approach in the form of character-based script strategies throughout East Java. This research was conducted to analyze and provide an overview of the application of cooperative script strategies and their relation to character building, especially with regards to the cooperation and respect for opinions.

## METHOD

### Research Design and Sample

This research is a qualitative research that uses a descriptive approach. The subjects of this study were representatives derived from primary school teachers (100 teachers in total) and students (100 students in total) in each region within the regional scope of East Java province, including Banyuwangi Regency, Situbondo Regency, Pasuruan Regency, Malang City, Blitar District, and Tulungagung Regency. In total five elementary schools were involved.

### Research Instrument and Procedure

The instruments used in this study were learning observation sheets, attitude observation sheets for students, and questionnaires for teachers and students. The indicators of the success of this study included: (a) the steps or syntax of cooperative script strategies can be implemented systematically and correctly, (b) students can follow the learning process thoroughly so that student behavior can be observed properly.

### Data Analysis

Data analysis techniques were based on Miles and Huberman model analysis. It used to analyze learning observation results and observation of student attitudes. The students' attitude was observed based on the syntactic suitability and the attitudes shown during the learning process. All data was recorded and described so that it can be used to demonstrate the impact on character building or character strengthening that resultantly stems from learning with the scientific approach through the application of cooperative script strategies.

## RESULTS AND DISCUSSION

Through the use of cooperative script learning, it is clear that students' collaborative abilities can develop through collaborative activities and can foster an attitude that inculcates a respect for opinions when the cooperative syntax is carried out as a follow-up to student cooperation activities. This is supported by the results of research conducted by Lambiotte, Dansereau, and O'Donnell (2009), which shows that cooperative learning greatly influences teamwork in learning. By using cooperative learning, the attitude of cooperation and respect for opinions attitude can thus be formed.

The relationship between character strengthening and cooperative script strategy has been illustrated based on the cooperative strategy syntax mentioned by Chen (2017), namely that interactions are used to make agreements, discuss, express, look for ideas about the subject matter, resolve misunderstandings, make conclusions together, and study the dominant interactions that occur when students interact with each other.

Based on the previous opinion, the description of the relationship between cooperative scripts and character strengthening can be reviewed by a) Paired group

activities, b) Understanding the material together, c) Assigning the role of students as speakers and listeners, d) Students who get the speaker role read the material e) After the previous student finished students exchange roles and repeat activities.

### **Pairing Group Activities**

Cooperative learning is indeed based on collaborative activities, such as group division. With group activities, students can carry out social-based learning, thus allowing them to form their characters easily. By Lungdern (1994) opinion, a learning process is one that emphasizes the notion that social skills help the easier development of good social characters. Based on observations on group activities, the pairing of students appears to be more active in looking for groups that they want. In this activity, good cooperation will occur if the pair can carry out learning activities well. Also, based on Lambiotte et al. (2009) opinion, good cooperation in cooperative learning is highly dependent on the pair that is carrying out all learning activities.

Through a cooperative script strategy, a learning group will be formed. The group allows interaction between groups in the form of discussions that will form the character of cooperation and respect, particularly when looking at the opinions of students. Cooperative script strategies can be applied in a scientific approach that makes students observe, ask questions, reason, associate, and communicate. These five properties are the syntax of the cooperative script strategy in the learning scenario in the learning implementation plan.

### **Understanding the Material Together**

Before discussion and cooperation activities begin, students must understand the material provided so that the discussion can work effectively. During discussions, students only mention the points, thus making the material is easier to understand. Also, discussion activities can foster new ideas, critical thinking skills, and foster courage in conveying new things that are thought to be true. This activity enhances cooperation and habituation of students in the steps and cooperative learning activities of the script.

### **Assigning the Role of Students as Speakers and Listeners**

This stage requires each pair to understand, appreciate, and work together to determine who is the speaker and listener. Aside from building characters, students' communication skills in socializing are also emphasized.

### **Students Who Get the Speaker Role Read the Material**

The speaker reads the summary as completely as possible by including the main ideas in summary. The other students play the role of a) Listening/showing main ideas that are incomplete; and b) Helping to remember, memorize the main ideas by connecting with the previous material or with other material. This stage is full of discussion activities that can help students to get used to cooperation and having respect for opinions. By the opinion of Slavin (1996) about the cooperative learning scenario, each student has a role during the discussion.

## Exchange Roles and Repeat Activities

At this stage, the previous activity is repeated so that the character trait is more embedded in students. Based on the results of the observations, students appear to appreciate the opinions of other students or group mates, and this was corroborated when the activities were carried out again with different themes. This makes it easier for students to discuss and perform social interactions. According to Wenger's opinion (2009), interaction with other people can help individuals go through the learning process more positively as compared to learning individually.

With this strategy, students can work or think on their own, and will not solely rely on other students in the group because each student must summarize important things and express their opinions directly with their partners. There is an agreement between students about group rules. The problems must be solved together. The teacher is only a facilitator who directs students to achieve the goals. There is agreement regarding the use of student interaction, discussion, expression of their opinion, clarifying misunderstandings, and making conclusions together. Interaction between students is more dominant. Cooperative script learning activities of students exceeded expectations in improving students' ability to receive lessons and improve skills.

Through a cooperative script strategy, a learning group will be formed. In these groups, it is possible to interact between groups in the form of discussion activities which can then lead to the formation of a character of cooperation and respect for the opinions on students. Cooperative script strategies can be applied in a scientific approach that directs students to observe, ask questions, reason, associate, and communicate. These five things are found in the cooperative script syntax and can be implemented in the learning scenario.

Komalasari (2010, p. 63) argues that "Cooperative scripts are learning strategies where students work in pairs, and alternately verbally summarize the parts of the material being studied." This opinion is aligned with Lambiotte in Huda (2013), who states that "Cooperative script is one of the learning strategies in which students work in pairs and take turns verbally in summarizing the parts of the material being studied. This strategy is intended to help students think systematically and concentrate on the subject. Students are also trained to cooperate in a pleasant atmosphere. Cooperative Script also allows students to find the main ideas of the big ideas conveyed by the teacher".

Cooperative script strategies also mean peer tutoring, where the learning process is actively learning-based. Some experts believe that students will properly understand one material if they can teach other students. Teaching their peers encourages students to learn something adeptly and at the same time allows them to become a mentor for others (Sarjuli, 2009, p. 157). Also, the cooperative script is one of the strategies in constructive, collaborative learning, exercising independence, building student confidence, enhancing student' cooperation, mutual respect, and helping students to remember and understand the main ideas that have been summarized better.

Huda (2013) explains the steps in implementing Cooperative Script learning strategies as follows: (1) the teacher asks students to form pairs; (2) the teacher divides the material for students to read and summarize; (3) the teacher and students determine who will first act as the speaker and who acts as the listener; (3) the speaker reads the summary as completely as possible by incorporating the main ideas into a summary. During the reading process, other students must listen attentively or point out

how the main ideas are incomplete and help others remember and memorize the main ideas by connecting them with the previous material or with other material; (4) students exchange roles, which the previous speakers becoming listeners and vice versa; (5) the teacher and students re-do the activities above with different but related material; (6) the teacher and students come to a joint conclusion that the subject matter (7) is closing.

According to Huda (2013), cooperative script learning strategies have several advantages, including (a) helping students to foster new ideas, improve their ability to think critically, and help increase the students courage to express new things that they believe to be true; (b) teaching students to trust the teacher and to have more faith in their own ability to think, seek information from other sources, and learn from other students; (c) encouraging students to solve problems by expressing their ideas verbally and comparing their ideas with another students; (d) helping students to learn to respect every student and accept the differences; (e) motivating less intelligent students to express their thoughts; (f) helping students to discuss and carry out social interactions easier; (g) improving the students creative thinking ability.

Cooperative script strategies are part of cooperative learning that has a special characteristic: the concept of learning with groups of the same age. According to Slavin (2008), the cooperative script is a learning method where students work in pairs and then take turns as readers or listeners during the learning process. In other words, the cooperative script method is a learning method that requires collaboration between students, both as speakers or listeners.

Some studies show that the application of cooperative learning has a good impact on the learning outcomes of a student, especially in cognitive, affective, and psychomotor skills. The results of the study by Azis, Yulianti, and Handayani (2007) further showed that cooperative learning could also improve student learning outcomes, and this includes cognitive, affective, psychomotor, and student collaboration abilities. This was indicated by an increase in the students' average mark and completeness of learning in every aspect in each cycle. It was also seen to grow rapidly, particularly in the aspect of cooperation. The results of the study of Lambiotte et al. (2009) also show that cooperative learning greatly determines the role of cooperation in learning so that the quality of students also has an impact in cooperative learning implementation.

The cooperative script strategy application is required because this strategy can be used as an effective strategy choice for solving the problems experienced by teachers. The teacher will be assisted through these exercises as it fosters the character building of cooperation and the respecting of opinions amongst students. Consequently, the success of the learning process that is by the curriculum can be achieved.

## CONCLUSION

Based on the results of the implementation of cooperative script learning, the application of learning with a cooperative script strategy is highly suitable for student character building, particularly in the sphere of cooperation and respect for opinions. Cooperation and respect for opinions can be developed as cooperative script strategies support the social development of the student as student' character will develop well when their social development is also well-developed. Also, teachers can easily design and implement cooperative script strategies in their teaching and learning activities, allowing them to better shape the character of students.

## REFERENCIAS

- Astra, I. N. (2018). Character building in physics learning for Indonesia children. *Journal of Physics: Conference Series*, 1040(1), 012043. doi: 10.1088/1742-6596/1040/1/012043.
- Azis, A., Yulianti, D., & Handayani, L. (2007). Penerapan model pembelajaran kooperatif dengan memanfaatkan alat peraga sains fisika untuk meningkatkan hasil belajar dan kerjasama siswa [Application of cooperative learning models by utilizing physics science teaching aids to improve learning outcomes and student collaboration]. *Jurnal Fmipa Unnes*, 2(4), 94-99. doi: <https://doi.org/10.15294/jpfi.v4i2.162>.
- Chen, S. (2017). *Learning player behavior models to enable cooperative planning for non-player characters*. Carnegie Mellon University, US: Computer Science Department.
- Huda, M. (2013). *Model-model pengajaran dan pembelajaran* [Models of teaching and learning]. Yogyakarta: Pustaka Pelajar.
- Komalasari, K. (2010). *Pembelajaran kontekstual konsep dan aplikasi* [Contextual learning concepts and application]. Jakarta: Rafika Aditama.
- Lambiotte, J. G., Dansereau, D. F., & O'Donnell, A. M. (2009). Effects of cooperative script manipulations on initial learning and transfer. *Cognition and Instruction*, 5(2), 103-121. Retrieved from <http://www.jstor.org/stable/3233617>.
- Lungdren, L. (1994). *Cooperative learning in the science classroom*. New York: Mc Milan.
- Sarjuli. (2009). *Active learning: 101 strategi pembelajaran aktif* [Active learning: 101 active learning strategies]. Yogyakarta: Pustaka Insan Madani.
- Slavin, R. E. (1996). *Cooperative learning in middle and secondary schools*. New York: Taylor & Francis, Ltd.
- Slavin, R. E. (2008). *Cooperative learning*. Bandung: Nusa Indah.
- Wenger, E. (2009). *Contemporary theories of learning: Learning theorists—in their own words*. New York: Routledge Taylor and Francis Group.
- Zainuddin, H. M., & Suwarti. (2017). Social studies learning through cooperative script application: Development strategy of cooperative and opinion appreciation character for elementary school students. *Journal of Development Research*, 1(1), 8-14. doi: <https://doi.org/10.28926/jdr.v1i1.5>.