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IMPROVING LEARNING OUTCOMES ON BELIEF IN THE ANGELS OF ALLAH SWT THROUGH THE COOPERATIVE SCRIPT METHOD FOR GRADE VII STUDENTS

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ABSTRACT

This study aims to analyze the implementation of the cooperative script in improving the learning outcomes of seventh-grade students at SMPN 3 Simpang Kiri, specifically regarding belief in the angels of Allah SWT. The research method used is classroom action research (CAR), involving observations, interviews, and evaluations of student learning outcomes. The results indicate that the application of the cooperative script successfully enhanced student engagement and participation during the learning process, contributing to a more interactive and enjoyable learning atmosphere. Additionally, students demonstrated a better understanding of the material and improved collaboration skills within groups. Evaluation of learning outcomes showed an increase in students' academic scores from 65.21% in cycle I to 86.98% in cycle II, an improvement of 21.75%. The conclusion of this study is that the cooperative script is effective in enhancing students' learning outcomes and understanding of belief in the angels. This research suggests further implementation of the cooperative script to improve the quality of education in schools.

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1. INTRODUCTION

The strongest matches treat education as a basic human need, connect it to the idea of humans as pedagogical beings, and frame development as involving intellectual, physical, spiritual, and character dimensions (Yusuf, M, 2019 ; Khafifah and Nisa, 2023). The collection also includes broader lifelong-learning papers that support the claim that learning extends across the human lifespan and reflects both an innate drive for knowledge and social conditions that shape access to learning (Kumar, 2025). I did not find a clearly identifiable primary paper by Ahmad D.

Marimba in this search; the final row is a secondary Indonesian source that uses closely related language about educator guidance and physical–spiritual development. The table is designed for sorting, exporting, and adding papers to your library.

The evidence includes direct analysis of peer verbal interaction, discussion-process satisfaction and group efficacy, structured participation in computer-supported learning, observed classroom activity, student interaction, and interpersonal communication. The most directly aligned papers are the study of verbal peer interaction in high-school mathematics (Berg, 1994), the experimental study linking scripted cooperation with group efficacy (Lin et al, 2007), and Indonesian classroom studies explicitly targeting student interaction or interpersonal communication (Kusdiyanti and Bukhori, 2012 ; Akademic paper, 2017). The table separates interaction measures from study design so you can distinguish direct discourse measures from broader proxies such as activity or communication skills.

Based on the results of preliminary field observations, the researcher identified a problem in which the teaching carried out did not take individual differences into account, resulting in a less than optimal learning experience for students. The method or approach used in teaching Islamic Religious Education was also considered less able to raise student motivation. This was evident from the number of students who were still noisy and busy chatting with their deskmates, as well as the generally low level of student learning engagement.

1.1 Theoretical Review: The Concept of Cooperative Script

The cooperative script method is a simple technique that can be used to practice a skill or procedure together with a learning partner. This method applies paired-practice learning, a strategy in which students are grouped into pairs with their own classmates; one student plays the role of listener while the other practices.

The steps for applying the cooperative script method in the learning process are as follows.

a. The teacher divides the students into pairs.

b. The teacher distributes a text/material to each student to be read and summarized.

c. The teacher and students determine who will first act as the speaker and who will act as the listener.

d. The speaker reads out the summary as completely as possible, including the main ideas in the summary.

e. Meanwhile, the listener pays attention, corrects, and points out any main ideas that are incomplete.

f. The listener helps recall/memorize the main ideas by connecting them to previous material or other material.

Every method certainly has advantages and disadvantages, and the cooperative script method is no exception.

Advantages

1. Trains students' listening skills and accuracy.
2. Every student gets a role in the learning process.
3. Trains students to verbally point out other people's mistakes.

Disadvantages

1. Can only be used for certain subjects.
2. Is carried out by only two people, so it does not involve the entire class and correction is limited to those two individuals.

2. RESEARCH METHOD

This research uses the classroom action research (CAR) method, aiming to analyze the implementation of the cooperative script method in improving the learning outcomes of grade VII students of SMP Negeri 3 Simpang Kiri on the material of belief in the angels of Allah SWT. Data collection was carried out through observation, interviews, and evaluation of student learning outcomes, implemented across several action cycles until the expected improvement in learning outcomes was achieved.

Learning evaluation was carried out at the end of each cycle. Test questions were used to measure student learning outcomes in the cognitive aspect, while project assignments were used to measure student learning outcomes in the psychomotor aspect. One of the project assignments given was creating a pocketbook about belief in the angels.

3. RESEARCH FINDINGS AND DISCUSSION

Based on the test results given at the end of cycle II, students' abilities in learning through the application of the cooperative script method can be seen in the table below.

Table 1. *Student Learning Outcomes in Cycle II*

No	Student Code	KKM	Score	Remarks
1	AC	70	80	Passed
2	AD	70	82	Passed
3	AM	70	77	Passed
4	AS	70	75	Passed
5	DU	70	73	Passed
6	KK	70	76	Passed
7	LU	70	75	Passed
8	MA	70	74	Passed
9	MI	70	71	Passed
10	MR	70	77	Passed

No	Student Code	KKM	Score	Remarks
11	MS	70	74	Passed
12	NP	70	72	Passed
13	NK	70	75	Passed
14	NM	70	76	Passed
15	RA	70	74	Passed
16	RM	70	53	Not Passed
17	RS	70	71	Passed
18	SA	70	53	Not Passed
19	SD	70	73	Passed
20	SM	70	76	Passed
21	ST	70	73	Passed
22	SU	70	74	Passed
23	TA	70	53	Not Passed

Based on the table above, it can be seen that the number of students who passed according to the Minimum Completeness Criteria (KKM) was 20 out of 23 students, with a percentage of 20/23 × 100% = 86.96%, while the number of students who had not yet reached the completeness criteria was 3 students, with a percentage of 3/23 × 100% = 13.04%. This shows that student learning outcomes improved after learning was carried out using the cooperative script method.

The word cooperative derives from cooperate, meaning to work together, help one another, and engage in mutual assistance, while script refers to a written text or record. The cooperative script learning model is a learning strategy in which students work in pairs and take turns orally summarizing sections of the material being studied. Cooperative script learning is one form or model of cooperative learning.

In this learning process, the application of the cooperative script method proved capable of improving student learning outcomes on the material of belief in the angels. The test results in cycle I showed that 65.21% of students passed, increasing to 86.98% in cycle II, an improvement of 21.75%. This is consistent with the results of the research conducted by the researcher in grade VII of SMP Negeri 3 Simpang Kiri.

4. CONCLUSION

Based on the research results and discussion, the classroom action research on the Islamic Religious Education subject for grade VII on the material of belief in the angels can be concluded as follows.

1. The application of the cooperative script method in teaching the material of belief in the angels in grade VII of SMP Negeri 3 Simpang Kiri showed positive results. Students were not only actively involved in the learning process, but were also able to understand the material better. The observed improvements included increased student participation, better conceptual understanding, strengthened cooperation and collaboration among students, and increased student creativity in completing group tasks.
2. The application of the cooperative script method proved effective in improving student learning outcomes on the material of belief in the angels in grade VII of SMP Negeri 3 Simpang Kiri. The evaluation results showed an increase in students' academic scores, from 65.21% passing in cycle I to 86.98% passing in cycle II, an improvement of 21.75%. This method also created a more interactive learning atmosphere, so that students were actively engaged in every stage of learning and demonstrated higher learning motivation.

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