The Implementation of the Cooperative Learning Model of the Type of *Cooperative Script* to Improve the Students' Learning Outcomes on the Sharia Economic Course

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Abstract: This study aims to determine the implementation of the cooperative learning model of the type of cooperative script to improve the students' learning outcomes on the Sharia Economic Course in the Department of Economics Education at Siliwangi University, Tasikmalaya. The method that was used in this study was quasi experimental design. The samples in this study was the college students who took the sharia economic course for four classes, which involved 80 college students. The result of this research showed that there were differences in the learning outcomes of the students who were given the treatment of the cooperative model the type of cooperative script better than with using the conventional model or lecturing.

1 INTRODUCTION

Learning is a process of the effort done by someone for an alteration of the new behaviour entirely, as a result of their own experiences in the interaction with its environment (Slameto, 2015). Learning outcomes are the alterations that occur in the students regarding the cognitive aspects, affective and psychomotor as a result of the learning activities (Susanto, 2016).

The importance of the results of the study in the process of learning exceedingly affects the development of cognitive, affective, and psychomotor; for the students' in attitude, making decisions, and solving problems either individually or as a group. To produce an optimal students' learning outcome, it is the time that learning is directed toward the better; which is not simply memorizing the material; and the teachers must leave behind the classical-learning habit namely lecturing method (Rosen and Tager, 2013).

The habit of memorizing in the process of learning still dominates the learning process; this has resulted the less maximum of the students' learning outcomes. Based on the pre-research data in Siliwangi University at Tasikmalaya, West Java Province on the sharia-economic course obtained the average results of the students' learning outcomes for the third year in semester 5 were very low. The sharia-economic itself is a branch of science which helps the people

Islamic economics itself is a branch of science that helps people in realizing their well-being through the allocation and distribution of the scarce resources in accordance with the purpose which is determined based on the sharia-without curb the individual freedom excessively; creating an imbalance of macro-economic and ecological; or weaken family solidarity and social development and moral bond that exists in society (Chapra, 2015). The broadness of the scope of sharia-economic discipline indicates the need of the learning methods that support the achievement of learning objectives, which is the maximum learning outcomes.

Given the importance of learning outcomes, a strategic solution is needed to optimize students' learning outcomes through the study of the literature that influences it. In order to optimize the students' learning outcomes, there are many theories that underlie the changes of the paradigm of the students' low learning outcomes including the learning theory of Vygotsky's constructivism that the learning process is influenced by social factors; that students can understand their knowledge in groups or communities; interactions with the immediate environment; and the ability to communicate or language (Liu and Mathews, 2005). Thus constructivism learning can provide the students the ease of learning and thinking of the social environment; and teachers must consider what

students need to know to enable developing their knowledge (Amineh and Asl, 2015). Because the cooperative learning model is more emphasis on innovation, reasoning, and skilled in communication the students become active in learning, motivated, and improve academic achievement (Adebayo and Judith, 2014).

In addition, it is expected that the cooperative learning in the classroom can create an interactive classroom atmosphere from various facets of different cognitive levels (Ali, 2015). Therefore, to improve the students' learning outcomes, there are influencing factors such as the methods used by the teachers. Laguador (2014) argued that the learning process requires methods and a proper way in order to make changes in the learning process; in accordance with the needs of the students in the latest innovations and development. One of the methods that is recommended can optimize the students' learning outcomes is a cooperative learning model that is the cooperative script type which is the method that emphasize the principle of cooperative learning to work with sharing experiences; communicate creating a good relationship between students; cultivate the leadership skills; as well as provide an opportunity for other students to work with their respective responsibilities (Akcay and Doymus, 2012).

Based on the opinion that related to the cooperative learning model, the cooperative script type, this type can be used as a solution to optimize the students' learning outcomes in sharia economic course. In order to address this problem specifically, the researchers formulate the research problem as follow:

- Are there differences in the learning outcomes of the students who are in the class using the cooperative model of the cooperative script type both before and after treatment?;
- Are there differences in the learning outcomes of the students who use the conventional model in the class both before and after treatment?;
- Are there differences in the learning outcomes of the students between who use the cooperative model of the cooperative script type and use the conventional model?.

Based on the formulation of the problems, the aim of this research is to examine the influence of the cooperative learning model of the cooperative script type on the students' learning outcomes in sharia economic course.

2 LITERATURE REVIEW

2.1 Learning Outcome

Learning outcome is patterns of actions, values, understandings, attitudes, appreciation, and skill (Suprijono, 2015). Based on the theory of Gegne (Suprijono, 2015), the learning outcomes include: 1) Verbal Information, which is the ability to express the knowledge in the form of language, both oral and written. It has the capability to respond specifically into specific stimuli. This capability does not need manipulation of symbol, problem solving, or implementation of the rule; 2) Intellectual Skill, which is the ability to present the concepts and symbols. Intellectual Skill consists of categorizing ability, the ability of analytical-synthesizing fact-concept and developing scientific principles. Intellectual skill is the ability in performing typical cognitive activities; 3) Cognitive Strategy, which is the ability to channel and direct the cognitive activity itself. These capability includes the use of concept and principle in solving problems; 4) Motoric Skill, which is the ability to perform a series of physical movement in the affair and coordination, in order to materialize the reflex of physical movement; 5) Attitude, which is the ability to accept and reject the object based on the assessment of it. The attitude in the ability to internalize and externalize values is the ability to make the values as a standard of behaviour.

2.2 Cooperative Learning Model of the Type of *Cooperative Script*

The learning model of cooperative script is a learning method that the students working in pairs and taking turn verbally in summarizing the portions of the material being studied (Suprijono, 2015). Cooperative Script is to create couple groups; share the discourse of teaching materials; the students learn the discourse and make a summary; get the result of the discussion by one then respond by the others; exchange the roles; summarize; evaluate and reflection (Ngalimun, 2016).

According to Lambiotte in Huda (2014), the Learning Model of Cooperative Script has several advantages, namely: 1) To generate ideas or new concept, critical thinking skill, and developing the courage in delivering new things that are believed to be true; 2) To teach the students to trust the teachers and be more confident to think, to seek information and other resources, and to learn from other students; 3) To encourage students in practicing problem solving through expressing their ideas verbally and

comparing it to the other students; 4) To help the students learning to respect students who are smart and less smart and to accept differences; 5) To motivate the students who are less intelligent to be able to express their thoughts; 6) To make it simple for the students to discuss and do social interaction; and 7) To improve the creative thinking skill..

3 METHODOLOGY

The method that was used in this research is Quasi Experiment that used pre-test and post-test control group design the research variables, namely, x1 : the cooperative model of the Cooperative Script type, the independent variable as the treatment; y : Learning Outcomes, as the dependent variable. The analysis of this research used the parametric inferential statistics by using *t-test sample related* that was aimed to identify the differences of the progress of the university students' learning outcomes. There were two groups of classes which were the experiment class that used the cooperative model of *Cooperative Script* type and the control class that used conventional model that often used by the teachers during the learning process. This research was conducted in the Department of Economic Education the Faculty of Teacher-training and Education in Siliwangi University at Tasikmalaya, West Java Province. The instrument that used was test to determine the students' learning outcomes using the indicator of learning outcomes.

4 RESULTS AND DISCUSION

H1: There are differences in the learning outcomes of the students who use the cooperative learning model of the *cooperative script* type, before and after treatment.

The testing criteria explained H_0 rejected if $t_{count} > t_{1-\alpha}$. The calculation result was obtained that $t_{count} = 10,06$ and $t_{table} = 1,9954$; turned out that $t_{count} > t_{(1-\alpha)}$ then H_0 rejected and H_1 accepted. It meant that there were differences in the learning outcomes of the students who used the cooperative learning model of the cooperative script type during before and after treatment.

The students' pre-test and post-test result in the experimental class showed the improvement of learning outcomes, meant that the post-test result was better than the pre-test result. In addition, the average gain in the students' learning outcome was in medium

category. The measurement of statistical data was obtained from the score analysis of students' pre-test and post-test learning outcomes in the experimental class, for more detail is presented in the Table 1, as follows:

Table 1: N-Gain Learning Outcomes of Experimental Class.

Data	Average Score	Average Gain	N-Gain	Interpretation
Pre-test	47,87	20,42	0,39	Medium
Post-test	68,29			

H2: There are differences in learning outcomes of the students that use conventional model in before and after treatment.

The testing criteria explained H_0 rejected if $t_{count} > t_{1-\alpha}$. The calculation result was obtained that $t_{count} = 6,94$ and $t_{table} = 2,00$; turned out that $t_{count} > t_{(1-\alpha)}$ then H_0 was rejected and H_2 was accepted. It meant that there were differences in the learning outcomes of the students who used the conventional model during before and after treatment.

The result of students' pre-test and post-test in the control class showed an improvement in the learning outcomes—meant that the post-test score was better than the pre-test score. In addition, the average gain of students' learning outcomes was in the low category. The measurement of the statistical data was obtained from the score analysis of students' pre-test and post-test learning outcomes in the experimental class, for more detail is presented in the Table 2, as follows:

Table 2: N-Gain of the Learning Outcomes of Experimental Class.

Data	Average Score	Average Gain	N-Gain	Interpretation
Pre-test	43,19	16,34	0,20	Low
Post-test	59,53			

H3: There are differences in the learning outcomes of the students between who use the cooperative learning model of the cooperative script type and use conventional model.

The testing criteria explained that H_0 rejected if $t_{count} > t_{1-\alpha}$. The calculation result was obtained that $t_{count} = 0,16$ and $t_{table} = 2,00$; turned out that $t_{count} > t_{(1-\alpha)}$ then H_0 was rejected and H_3 was accepted. It meant that there were differences in the gain of learning outcomes of the students between who used the

cooperative model of cooperative script type and who used lecturing method.

The N-gain score in experimental class was 0,39 with medium interpretation; while in the control class obtained N-gain score 0,20 with low interpretation. It meant that the N-gain score in experimental class was bigger and higher than the control class. For more detail, it is presented in the Table 3, as follows:

Table 3: Summary of N-Gain Results of the Post-test in Experimental Class and Control Class.

Data	Pre-test	Post-test	N-Gain	The Interpretation
Experimental Class	47,87	68,29	0,39	Medium
Control Class	43,19	59,53	0,25	Low

5 CONCLUSIONS

The result of this research showed that there were differences in the learning outcomes of the students who were given the treatment of the cooperative model the type of cooperative script better than with using the conventional model or lecturing. Therefore, the cooperative model of the cooperative script type was more effective to improve the university students' learning outcomes; despite the learning outcomes in both experimental and control class were increase after the learning, the learning outcomes tend to be higher in the experimental class.

The suggestions from the researchers to the lecturer and the teacher are to observe the character of both the subject and the students; do not acquaint the students to listen constantlly; engage the students as the object that can solve the problem, while the lecturer as the facilitator.

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