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The Influence of the Cooperative Script Type Cooperative Learning Model in Economics Learning on Student Learning Outcomes at SMA Negeri 1 Bangkinang City

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ABSTRACT

Objective: *Objective: This study aimed to analyze the effect of the Cooperative Script learning model on the Economics learning outcomes of tenth-grade students at SMA Negeri 1 Bangkinang City.* ***Method***: *The research employed a quantitative approach with a pre-experimental design using a Pretest–Posttest Control Group Design. The sample consisted of experimental and control classes selected from grade X students. Data were collected through pretest and posttest instruments and analyzed using normality, homogeneity, and hypothesis testing.* ***Results***: *The findings showed that the implementation of the Cooperative Script learning model had a positive and significant effect on students' Economics learning outcomes. Students in the experimental class demonstrated higher posttest scores compared to the control class taught through conventional lecture methods. The prerequisite tests indicated that the data were normally distributed and homogeneous, confirming the validity of the statistical analysis. The effect size analysis also revealed that the Cooperative Script model provided a moderate to strong contribution to improving student learning achievement.* ***Novelty***: *This study contributes to the development of cooperative learning research by providing empirical evidence on the effectiveness of the Cooperative Script model in improving Economics learning outcomes at the senior high school level, particularly within the context of Indonesian secondary education, where studies focusing specifically on Economics subjects are still limited.*

INTRODUCTION

This study is motivated by the realization that education aims to develop students' potential to become faithful, knowledgeable, creative, innovative, and responsible individuals, with teachers serving a crucial role as facilitators in the learning process (Dinn Wahyudin et al., 2024). However, problems arise when the learning process in the field, particularly at SMA Negeri 1 Bangkinang Kota, remains dominated by conventional methods such as lectures, which create a monotonous and teacher-centered learning environment. The nature of this problem is clearly evident in students' tendency to be passive during classroom activities, lacking enthusiasm in discussions, and showing limited participation in responding to the teacher's explanations. Some students also appear indifferent and inattentive during the learning process, which ultimately contributes to low academic achievement (Amirova, 2025). The significance of this problem is demonstrated by statistics from the Even Semester Summative Assessment in Economics, where out of a total of 179 students, 120 students, or 67%, were declared incomplete, while only 59 students, or 33%, achieved completion. The average student scores in various classes ranged from 65.02 to 71.43, which is still below the school's Minimum Completion Criteria (KKM) of 80, indicating that the learning objectives have not been achieved optimally (Prima & Oknaryana, 2023). These findings indicate that the

existing instructional approach has not yet effectively encouraged students' active participation and conceptual understanding in Economics learning (Sinaga et al., 2025).

Theoretically, these problems can be explained through Vygotsky's Social Constructivism theory, which emphasizes that learning is fundamentally a social process occurring through interaction, collaboration, and communication with others (Vygotsky, 1978). According to Vygotsky, students can achieve higher levels of understanding when they actively interact with peers within the Zone of Proximal Development (ZPD), where learning occurs through guidance, discussion, and shared problem-solving. Recent studies have reaffirmed that collaborative learning environments significantly improve students' critical thinking, engagement, and academic achievement because knowledge is constructed socially through interaction (Gannar & Kilani, 2025). In this perspective, conventional lecture-based learning tends to limit meaningful interaction because students are positioned merely as passive recipients of information. As a result, opportunities for students to construct knowledge collaboratively become restricted, leading to low participation and weak conceptual understanding (Larasati, 2018).

In addition, the principles of Cooperative Learning theory also provide a strong foundation for understanding the importance of collaborative learning activities in improving academic achievement. Cooperative learning emphasizes positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing as key elements that encourage students to learn actively together (Johnson & Johnson, 2016). Through cooperative interaction, students are encouraged not only to understand material individually but also to support and assist one another in achieving shared learning goals (Slavin, 1991). Furthermore, cooperative learning is considered capable of increasing learning motivation, critical thinking skills, communication abilities, and students' social competencies because students are directly involved in the learning process (Damayanti et al., 2023). International empirical evidence also indicates that cooperative learning strategies significantly improve learning achievement and classroom participation compared to teacher-centered instruction (Gillies, 2016). Therefore, cooperative learning models are considered more effective than teacher-centered approaches because they create active classroom engagement, strengthen communication skills, and improve students' motivation and achievement.

Based on these conditions, this study has the specific objective of determining the effect of implementing the Cooperative Script learning model on students' Economics learning outcomes. The hypothesis tested in this study is whether the Cooperative Script learning model influences student learning outcomes, with the expectation of proving that this model is more effective than conventional learning methods (Ginting et al., 2021). To guide readers through the study systematically, this paper begins with an introduction containing the research background and problem formulation, followed by a theoretical review and conceptual framework. The next section explains the quantitative research methods used in the study. Furthermore, the paper presents the research findings along with an in-depth discussion of the data analysis. Finally, the study ends with conclusions and suggestions addressed to relevant parties.

This research constructs a conceptual framework by integrating theoretical foundations regarding the nature of learning outcomes and the working mechanisms of

the Cooperative Script learning model, which are then reinforced by various relevant empirical evidence. Theoretically, the author is based on the understanding that learning outcomes are a benchmark for student success that is not only reflected in the scores obtained but also in behavioral changes that include cognitive, affective, and psychomotor domains after students undergo a learning process (Satria et al., 2025). Departing from this definition, the author identifies that the conventional lecture method that has been applied so far has not optimally facilitated these behavioral changes because it positions students primarily as passive recipients of information (Sulfemi & Yuliani, 2019).

To address these issues, the author uses the Cooperative Script learning model theory as a logical solution. Based on this theory, the logic of improving learning outcomes is built through a paired interaction mechanism, where students take turns playing the role of speaker to summarize the material and listener to correct and provide feedback. This role exchange process theoretically forces students to be actively involved verbally and cognitively, which is believed to strengthen memory and conceptual understanding compared to simply listening to the teacher (Hidayat et al., 2021). This mechanism is also highly relevant to Vygotsky's concept of social interaction in learning, where understanding develops through dialogue and collaborative communication between learners. Recent international studies also reveal that structured peer interaction enhances students' comprehension, retention, and engagement during classroom instruction (Laal & Ghodsi, 2012).

This theoretical logic flow is validated and strengthened by empirical studies from a number of previous researchers. The author refers to previous findings, such as research by Yanto and Desi Laraswati, which proves that the consistent application of Cooperative Script can improve students' learning interest and learning outcomes. In addition, empirical studies from Al Ikhlas show that this method is superior to several other cooperative learning methods such as Jigsaw, while research conducted by Hardiani confirms its relevance and effectiveness in Economics subjects (Kasmiati et al., 2023). Other studies also reveal that Cooperative Script contributes positively to improving students' communication skills, confidence, and classroom participation during the learning process (Putri & Febrianti, 2023). International research further demonstrates that collaborative instructional strategies promote deeper understanding and improve academic performance because students become more actively engaged in constructing knowledge together (Tran, 2019).

Thus, the synthesis of theories emphasizing active participation, social interaction, and collaborative learning, combined with consistent empirical evidence, forms a strong conceptual framework. The resulting logic suggests that replacing monotonous lecture-based learning with interactive Cooperative Script learning will increase student participation, strengthen conceptual understanding, and ultimately lead to significant improvements in Economics learning outcomes. In addition, previous studies have not sufficiently highlighted the empirical conditions of low student achievement caused by passive classroom environments in Economics subjects at SMA Negeri 1 Bangkinang Kota. Most earlier research also focused more generally on cooperative learning effectiveness without linking it directly to the problem of low completion rates and students' inability to achieve the Minimum Completion Criteria (KKM). Therefore, this

study fills the research gap by specifically analyzing the effect of the Cooperative Script learning model on Economics learning outcomes among students of SMA Negeri 1 Bangkinang Kota through a quantitative approach. This study is expected to provide more contextual and empirical evidence regarding the effectiveness of Cooperative Script in overcoming passive learning behavior and improving student achievement in Economics subjects.

Research Question

How does the Cooperative Script learning model influence students' learning outcomes at SMA Negeri 1 Bangkinang Kota?

Research Hypothesis

Based on the background, research problem, and conceptual framework, the hypotheses in this study are formulated as follows:

H0: The Cooperative Script learning model has no effect on the learning outcomes of students at SMA Negeri 1 Bangkinang Kota.

H1: The Cooperative Script learning model has an effect on the learning outcomes of students at SMA Negeri 1 Bangkinang Kota.

RESEARCH METHOD

The research method used in this study was quantitative with a pre-experimental approach to obtain statistically measurable data (Sugiyono, 2022). The specific design employed was a Pretest–Posttest Control Group Design, which is widely used to compare learning outcomes before and after treatment in experimental and control groups (Cohen et al., 2018). This design allows researchers to identify the effect of a particular treatment by comparing students' achievement before and after the implementation of the learning model (Fraenkel et al., 2019).

This design involved two different class groups. One group served as the experimental class taught using the Cooperative Script learning model, while the other group served as the control class, which continued using the conventional lecture method. The same teacher taught both the experimental and control classes to ensure consistency in instructional delivery and reduce potential teacher-related bias (Ary et al., 2010). Learning outcomes were measured twice: before the treatment (pre-test) to determine baseline conditions and after the treatment (post-test) to assess changes in students' achievement. The use of pre-test and post-test procedures is considered effective in measuring the impact of instructional treatment on students' academic performance (Cohen et al., 2018).

The population of this study consisted of all 171 tenth-grade students at SMA Negeri 1 Bangkinang Kota. The sample was selected using purposive sampling, a technique based on specific considerations determined by the researcher according to the objectives of the study (Sugiyono, 2022). The criteria used were selecting two classes with relatively similar average abilities and low levels of learning mastery. Based on these criteria, class X.3 was selected as the experimental class and class X.5 as the control class, resulting in a total sample of 60 students. Purposive sampling is considered appropriate in educational research because it enables researchers to select participants who meet specific academic characteristics relevant to the study objectives (Etikan & Bala, 2017).

Data collection was conducted using a primary instrument in the form of a written learning outcomes test. Before being administered, the instrument underwent several quality assessment procedures, including validity, reliability, difficulty level, and discrimination tests to ensure the accuracy and consistency of the measurement tool (Arikunto, 2018). Validity testing was conducted to determine whether the instrument accurately measured students' learning outcomes, while reliability testing aimed to ensure the consistency of the instrument when used repeatedly (Widoyoko, 2016). In addition, observation sheets were used to monitor both student participation and teacher activities during the learning process. Observation techniques are important in classroom research because they provide direct information regarding students' engagement and instructional implementation during learning activities (Mertler, 2024).

The final stage involved data analysis. Prior to hypothesis testing, prerequisite tests were conducted, including a normality test to determine whether the data were normally distributed and a homogeneity test to ensure the equality of variance between groups (Ghozali, 2021). After these assumptions were fulfilled, the hypothesis was tested using the Independent Samples t-test through SPSS to determine whether there was a significant difference in learning outcomes between students taught using the Cooperative Script learning model and those taught using the conventional lecture method. The Independent Samples t-test is commonly used in quantitative educational

research to compare the mean scores of two independent groups and identify statistically significant differences between them (Field, 2017).

RESULTS AND DISCUSSION

SMA Negeri 1 Bangkinang Kota is a senior high school located in the center of Kampar Regency, Riau Province. The school was established on January 1, 1963, under the name SMA Swasta Bangkinang and later became a public school in 1965. Over time, the school underwent several institutional changes before officially becoming SMA Negeri 1 Bangkinang Kota in 2014. The school had also previously been designated as a Special Development School and later became a Pilot International Standard School (RSBI) before returning to the status of a National Standard School. The vision of the school is to become an outstanding and competitive institution with global and environmental awareness based on faith, piety, science, and technology. To achieve this vision, the school emphasizes improving academic and non-academic achievements, strengthening students' discipline and character, enhancing teacher professionalism, and developing technology-based learning systems. The school's mission also focuses on creating a conducive learning environment and improving the quality of educational services for students. The organizational structure of SMA Negeri 1 Bangkinang Kota consists of the principal, school committee, vice principals in the fields of curriculum, student affairs, facilities and infrastructure, and public relations, supported by teachers and administrative staff. In terms of curriculum, the school implements the Kurikulum 2013 for Grade XII and the Kurikulum Merdeka for Grades X and XI, which emphasizes student-centered and project-based learning approaches integrated with technology (Dinn Wahyudin et al., 2024). The school is also supported by adequate facilities and infrastructure covering classrooms, laboratories, a library, a hall, a mosque, and other supporting rooms. In addition, various learning facilities such as computers, projectors, textbooks, and internet access are available to support the teaching and learning process effectively.

Results

Based on research conducted at SMAN 1 Bangkinang Kota on November 10 – November 28, 2025/2026 Academic Year. The research data include pre-test and post-test data from the experimental and control groups. The pre-test score is the initial score of students' Economics learning outcomes, while the post-test score is the final score of students' Economics learning outcomes. Before testing the hypothesis, the initial step that must be taken is checking the statistical analysis requirements through normality and homogeneity tests.

Prerequisite Test

Normality Test

In statistical analysis, normality tests are necessary to ensure data is normally distributed, a crucial prerequisite for many statistical methods. When data is not normal, available options include transforming the data or selecting an appropriate non-parametric method.

Table 1. Results of Normality Test of Learning Outcomes

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest Control	.920	30	.026
Postest Control	.902	30	.009
Pretest Experiment	.905	30	.011
Postest Experiment	.922	30	.029

b. Lilliefors Significance Correction

Based on the data above, the data normality test was conducted using the Shapiro–Wilk test, considering that the number of research samples in 30 students was less than 50. The test results showed that the significance value for the Control Pretest was 0.026, Control Posttest 0.009, Experiment Pretest 0.011, and Experiment Posttest 0.029. All significance values were above the 0.05 significance level. Thus, it can be concluded that the data distribution in the four variables meets the assumption of normality.

Homogeneity Test

The homogeneity test aims to verify the equality of variance between data groups as a prerequisite for hypothesis testing. This procedure is essential to meet the basic assumptions of statistical analysis and ensure the accuracy of research results. In this study, the comparison of variance between the control and experimental classes was analyzed using Levene's test in SPSS, with the results presented in the following table 2.

Table 2. Results of Homogeneity Test of Learning Outcomes

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Economics Learning Outcomes	Based on Mean	.706	1	58	.404
	Based on Median	.328	1	58	.569
	Based on Median and with adjusted df	.328	1	53.782	.569
	Based on trimmed mean	.697	1	58	.407

The results of the homogeneity test showed that the average significance value of the questionnaire was above 0.05. This finding proves that the variance of the research data is homogeneous. Thus, it can be concluded that the data from the experimental and control classes in this study have uniform characteristics.

Hypothesis Test

This study conducted a hypothesis test to analyze the effect of implementing the Cooperative Script learning model on student learning outcomes. The analysis stage began with a normality and homogeneity test, then continued with an Independent Sample t-test using SPSS software.

Table 3. Independent Sample t-test of Learning Outcomes

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	12.57	30	1.501	.274
	postest	17.07	30	1.437	.262

Based on the table above, the results of the analysis show a significance value of 0.000 ($p < 0.05$), indicating a fairly large increase in the mean in general leading to a significant difference, so that descriptively it can be concluded that: The Cooperative Script Type Cooperative Learning Model provided has an effect on improving student learning outcomes.

Discussion

The findings of this study revealed a significant difference in learning outcomes between students who participated in learning using the Cooperative Script model and those who studied using the conventional lecture method. Students in the experimental class demonstrated a substantial improvement in post-test scores compared to the control class, indicating that the implementation of Cooperative Script contributed positively to students' understanding of Economics material. These findings confirm that learning outcomes are not merely influenced by the delivery of material itself, but also by the learning environment and the level of student involvement during the instructional process. Recent international studies also support the effectiveness of active and cooperative learning approaches in improving academic achievement and student engagement (Nguyen & Oanh, 2025).

The Cooperative Script model is fundamentally designed to create an active and collaborative learning atmosphere through structured paired interactions. In this model, students alternately assume the roles of "speaker" and "listener." The speaker is responsible for explaining and summarizing the material, while the listener provides feedback, identifies misconceptions, and complements the explanation when necessary. This reciprocal interaction encourages students to actively process information rather than passively receive it. Through repeated explanation, clarification, and correction, students strengthen both memory retention and conceptual understanding. Such a mechanism aligns with constructivist learning theory, which emphasizes that knowledge is more effectively developed through active participation and social interaction. Similar findings were reported (Chen & Lin, 2020), who concluded that cooperative-based learning groups significantly improved students' understanding in Microeconomics because collaborative interaction encouraged deeper cognitive processing and peer-assisted learning.

In contrast, learning activities in the control class were dominated by conventional lecture-based instruction. Although the teacher attempted to involve students through question-and-answer sessions after asking them to read the material, student participation remained very limited. Only a small number of students responded actively, while the majority tended to remain silent and passive. As a result, the teacher frequently had to repeat explanations to maintain classroom understanding. This teacher-centered learning atmosphere created a monotonous instructional pattern that

reduced students' enthusiasm and concentration during lessons. Over time, such repetitive learning conditions can trigger boredom and reduce students' motivation to learn effectively. Studies on active learning pedagogy also indicate that conventional lecture-centered instruction often limits students' opportunities to participate meaningfully, thereby reducing engagement and academic motivation (Nguyen & Oanh, 2025).

The effectiveness of the Cooperative Script model in this study can be explained through several important aspects. First, the model creates intensive two-way communication that allows students to clarify concepts immediately through peer discussion. Second, the exchange of roles between speaker and listener increases students' sense of responsibility because each student is required to understand the material before explaining it to their partner. Third, the learning interaction within pairs encourages students who are usually passive to become more confident in expressing ideas because the discussion environment feels less intimidating than speaking in front of the entire class. Consequently, the learning process becomes more student-centered, interactive, and meaningful. Consistent with previos findings (Geletu, 2022), who emphasized that cooperative learning enhances learning engagement and outcomes when teachers successfully facilitate interaction and collaboration during classroom activities.

The implementation process in the experimental class also played a crucial role in supporting the success of the model. Before learning activities began, students were clearly introduced to the learning procedures, including pair formation, role distribution, speaking turns, and feedback mechanisms. After the teacher explained the core material, students were asked to study and discuss the material collaboratively with their partners. During the activity, students alternated roles systematically, while the teacher continuously monitored the discussion process to ensure active participation and effective interaction in each pair. This structured implementation prevented students from becoming passive observers and ensured that all students were directly involved in the learning process. Previous studies have similarly highlighted that structured cooperative learning environments are more effective when teachers actively supervise interactions and provide clear procedural guidance throughout the learning process (Geletu, 2022).

The findings of this study are consistent with previous studies showing that Cooperative Script can improve learning participation and academic achievement (Darojat et al., 2018). In addition, more recent studies also demonstrated similar findings. Rauf (2021) found that Cooperative Script significantly improved students' motivation and learning outcomes in Financial Accounting learning, while Bele et al. (2023) reported that the implementation of Cooperative Script increased students' Economics learning achievement and classroom participation at the senior high school level. However, this study also critically positions Cooperative Script among other cooperative learning models. Compared to Think-Pair-Share, which generally focuses on short peer discussions followed by class sharing, Cooperative Script provides a more intensive mechanism because students are required not only to discuss but also to summarize, explain, and evaluate information continuously. Similarly, compared to the Jigsaw model, where students become "experts" on separate subtopics before teaching their peers, Cooperative Script emphasizes sustained dialogue and repeated role exchange between two students. This makes Cooperative Script particularly effective for

strengthening conceptual mastery and communication skills because every student is continuously involved throughout the learning process rather than relying on one dominant group member.

Nevertheless, the superiority of Cooperative Script should not be interpreted as absolute. Several previous studies on cooperative learning models have reported contradictory findings. Some studies suggest that methods such as Jigsaw, Problem-Based Learning, or Group Investigation may generate broader collaborative interaction because they involve larger groups and more complex problem-solving activities. Other studies also found that cooperative learning may not significantly improve outcomes when students have low communication skills, weak learning discipline, or limited readiness to participate actively. Zulfa et al. (2024) further explained that cooperative learning effectiveness strongly depends on instructional strategies and classroom social interaction patterns. In some classroom situations, pair-based learning can also become ineffective if one student dominates the discussion while the other remains dependent. These contradictory findings indicate that the effectiveness of Cooperative Script is highly influenced by contextual factors such as teacher facilitation, classroom management, student characteristics, and the suitability of the learning material.

In the context of this study, the successful implementation of Cooperative Script was strongly supported by consistent teacher guidance and a structured learning process. The same teacher taught both the experimental and control classes, reducing the possibility that differences in teaching style influenced the results. In addition, the teacher actively monitored discussions, encouraged participation, and ensured that all students followed the assigned procedures. This consistent facilitation helped create a more conducive learning atmosphere and minimized the risk of unequal participation between students. International evidence also indicates that teacher pedagogical competence is one of the strongest determinants of successful cooperative learning implementation and student engagement (Geletu, 2022).

Furthermore, the findings of this study also demonstrate that Cooperative Script can reduce learning boredom, which is often associated with conventional lecture-based instruction. Learning boredom is a psychological condition that decreases students' motivation, concentration, and academic productivity (Zulfa et al., 2024). Azharotunnafi et al. (2025) further explain that monotonous learning environments negatively affect student achievement because students lose interest and emotional engagement during lessons. In this study, the dynamic interaction created through paired discussions, reciprocal explanations, and active communication made students more enthusiastic and focused during the learning process. As a result, students not only achieved higher academic scores but also showed greater engagement in classroom activities. Similar findings were reported in active-learning studies showing that collaborative learning environments increase students' confidence, participation, and positive attitudes toward learning (Ismail et al., 2023).

Based on these findings, it can be concluded that the Cooperative Script learning model has a positive and significant influence on students' Economics learning outcomes at SMA Negeri 1 Bangkinang Kota. The model proved more effective than conventional lecture-based learning because it promotes active participation, strengthens conceptual understanding through structured dialogue, and creates meaningful collaborative interactions. At the same time, this study highlights that the effectiveness of Cooperative Script depends on appropriate implementation, teacher supervision, and student

readiness. Therefore, Cooperative Script can be considered a valuable alternative learning model for improving student achievement, particularly in subjects that require strong conceptual understanding and active classroom interaction. Recent international literature further strengthens this conclusion by emphasizing that collaborative and active learning approaches consistently contribute to higher academic achievement, stronger engagement, and improved communication skills in various educational contexts (Nguyen & Oanh, 2025).

CONCLUSION

Fundamental Finding: The findings of this study demonstrate that the Cooperative Script learning model has a positive and significant effect on students' Economics learning outcomes at SMA Negeri 1 Bangkinang Kota. Students who learned through the Cooperative Script model achieved higher post-test scores compared to those who learned through conventional lecture-based instruction. The effectiveness of this model lies in its ability to encourage active participation, strengthen conceptual understanding through structured peer interaction, and create a more engaging and student-centered learning environment. Through reciprocal roles as speaker and listener, students become more responsible, communicative, and actively involved in the learning process. These results reinforce the importance of applying cooperative and interactive learning models to improve both academic achievement and classroom engagement. **Implication:** This study provides important implications for educational practice, particularly in Economics learning at the senior high school level. Teachers are encouraged to implement Cooperative Script as an alternative instructional strategy to reduce passive learning behavior and increase student interaction during classroom activities. The findings also highlight the importance of teacher facilitation and structured learning procedures in ensuring the effectiveness of cooperative learning. In addition, schools and educational institutions may consider integrating cooperative learning approaches into classroom instruction to support the implementation of student-centered learning within the Merdeka Curriculum framework. **Limitation:** This study has several limitations. First, the research was conducted only in one school with a limited number of participants, which may affect the generalizability of the findings to broader educational contexts. Second, the study focused only on Economics subjects and short-term learning outcomes measured through pre-test and post-test scores. Other factors such as students' communication skills, learning motivation, and long-term retention were not examined in depth. In addition, the quasi-experimental setting may still contain uncontrolled external variables that could influence the learning process. **Future Research:** Future studies are recommended to involve larger samples from different schools and educational levels to obtain more comprehensive findings regarding the effectiveness of the Cooperative Script model. Researchers may also compare Cooperative Script with other cooperative learning models such as Jigsaw, Problem-Based Learning, or Think-Pair-Share in different subject areas. Furthermore, future research could examine the long-term effects of Cooperative Script on students' critical thinking, communication skills, collaboration abilities, and learning motivation. The integration of technology-based learning media within the Cooperative Script model may also become an important area for further investigation in modern educational settings.

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