



## Effectiveness of Cooperative Script Learning Method on Students' Collaboration Skills

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### Abstract

This article discusses the effectiveness of the Cooperative script learning method on student collaboration skills in class X Aqidah akhlak subjects at MAN 2 Bojonegoro. This study is motivated by MAN 2 Bojonegoro school which is still using conventional methods such as lectures, questions and answers and writing. Therefore students are sleepy and unfocused, this factor is the basis for applying the Cooperative script learning method with collaboration skills. This learning activity is assumed to be on the principles of learning that can only be done when all students are active in learning activities in groups, with the teacher's role only as a facilitator. The approach taken in this research is a quantitative approach. With the type of experimental research. Based on the results of the research that has been conducted, the following results were obtained: (1) that the use of Cooperative Script learning method affects students' collaboration skills. (2) The advantage in applying the Cooperative Script learning method is that it makes students active in learning.

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## INTRODUCTION

In a system, education cannot be separated from the various living systems that surround it. The education system must always metamorphose to a more ideal level (Arifin, 2022). Learning Method is very important for learning, because role in the daily affairs of the community that can make them always develop for the better. According to (Husamah, 2019) Learning education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, and self-control.

Therefore, education can also be formulated with all learning experiences of every person throughout his life (Harun et al., 2021). Without education a person cannot grow and develop normally, because education is a process of developing a person's talent. Education can be pursued in three educational processes, namely informal education, non-formal

education, and formal education. (Purwanti et al., 2024) Informal education can be carried out within the family and environment in the form of independent learning activities. Non-formal education is an education path organised for citizens who need education services that function as a substitute, supplement or complement to formal education (Yulita C. Age & Andriana Sulastri, 2024). While formal education is education that ranges from basic education, junior secondary education, senior secondary education, to higher education (Ristianita et al., 2024).

The success of the learning process is determined by the teacher's teaching ability and student learning ability. Opinion (Dewi, 2018) So the teacher must be able to choose the latest learning methods so that students can understand the lessons delivered by the teacher during the learning process (Nugraheni, 2023). Aqidah Akhlak is a compulsory subject taught in schools starting from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). Aqidah Akhlak is an element of Islamic religious education.

Aqidah Akhlak aims for students to have the right knowledge, appreciation, and belief in things that must be believed by Muslims. The Aqidah Akhlak lesson included in the Madrasah Tsanawiyah curriculum is one of the components of PAI subjects that is devoted to preparing students to recognise, understand and appreciate Aqidah Akhlak. The subject of Aqidah Akhlak is one of the complex subjects (Sar baitinil et al., 2024). Aqidah Akhlak has a role as the development of students' moral values. If students are not taught Aqidah akhlak from an early age, it is feared that they will become adults who have no morals, character or morals (Rifa'i & Hayati, 2019).

In the process of learning Aqidah Akhlak, students are required to be active so that the learning process is not monotonous and boring. With active learners in the learning process, learning will be more effective and maximum so that the learning objectives can be achieved as expected. Because, the more appropriate the learning model applied, the more effective the learning activities and learning outcomes of students will be. According to (Sofyan, 2019). Teachers have an important role in improving these skills. Collaboration is an activity where students solve problems in groups to achieve an expected goal. Collaboration allows students to get used to sharing ideas and helping each other in learning activities. This means that each student is more focused on collaborating with each other during these activities (Rahmawati, A., Fadiawati, N., & Diawati, 2019). confirms that the application of this learning method is expected to improve mastery of Aqidah Akhlak material on students' collaboration skills. Teachers must be required to be creative and innovative so that learning feels fun and runs smoothly (Taliak et al., 2024).

The cooperative learning model is defined as the use of small group learning (Adi et al., 2012) so that students work together to maximize themselves, participate directly (Sriarunrasmee et al., 2015), and are actively involved in learning (Johnson, 1999) and learning together with each other (Johnson, 2002) to achieve learning goals (Oxford, 1997) (Buchs et al., 2011) solve problems, complete tasks or create products (Laal & Ghodsi, 2012) (Laal et al., 2014). This model is considered to positively influence understanding of learning

material (Souvignier & Kronenberger, 2007). Teachers can choose to share various kinds of guides to help plan, implement and manage small group learning (Webb, 2009).

So far there are several studies that investigate the Cooperative Script method, namely (Muhammad Amin et al., 2022) which examines the effectiveness of the Cooperative Script learning model on the mathematical problem solving skills of grade IV students. The purpose of this study was to determine the effectiveness of the Cooperative Script learning model in solving problems in mathematics learning. The difference between this research and the research written by the author in terms of problem solving, the problem solving used by this research is a problem in learning while the problem used by the author is about student collaboration skills.

Research (Sari, 2021) on the Effect of Using the Cooperative Script Method on Student Learning Concentration in PAI Learning at SMA Negeri 1 Kuantan Mudik. The purpose of this study was to determine the effect of using the Cooperative Script method on learning concentration. The difference between this research and the research written by the author in terms of the use of the method, the use of the Cooperative Script method to find out how influential the use of the method is for student learning concentration, while the method used by the author is about student collaboration skills.

Research (Silaturrohmi, 2023) on the effectiveness of using the Cooperative Script learning model in SKI learning in class VIII MTs Pembangunan. The purpose of this study was to determine how effective the use of the Cooperative Script learning model is in SKI learning. While the author wants to research the Cooperative Script method to improve student collaboration skills.

Based on the results of interviews and initial observations conducted with Mr. Siti Iniswati, M.Pd.I as the Aqidah Akhlak class X teacher at MAN 2 Bojonegoro on 12 January 2024. Researchers obtained information that in one classroom there are 25 students and Aqidah Akhlak learning has used the independent curriculum for class X. besides that learning there the teacher is still the centre of learning for students and is still classified as conventional (including lecture, question and answer, and note-taking methods). So that learning becomes less interesting and boring because there are no new innovations and students have not been encouraged to take part during the learning process, especially in discussion activities.

Therefore, researchers are interested in conducting research related to the Cooperative Script method which is expected that students can collaborate with their friends in the learning process so that students are more active and interactive during the learning process. The material that will be used in this study is about despicable morals in which the contents of the chapters contain (Cunning, Greed, Zalim, Discrimination) therefore the researcher wants to use this Cooperative Script learning method, while the teacher does not understand the Cooperative Script learning method, therefore the researcher tests how effective the use of these methods is, especially to improve students' collaboration skills.

## METHODS

The approach taken in this research is a quantitative approach. With the type of experimental research. Opinion ([Emzir, 2009](#)) Experimental research is research that can test hypotheses regarding casual relationships (cause and effect). Meanwhile, according to ([Karunia & Setianingsih, 2022](#)) Experimental research is one type of quantitative research that is very strong in measuring cause and effect.

Therefore, it is clear that experimental research has two elements, namely the existence of a group (control) and an experimental group. The treated group is called the experimental group and the untreated group is called the control group. This research was conducted in June at Madrasah Aliyah Negeri 2 Bojonegoro which is located at Jl. Monginsidi No.158, Sukorejo Kidul, Sukorejo, Kec. Bojonegoro, Bojonegoro Regency, East Java 62115. The object of research is class X students consisting of 25 free class students and 25 control class students at Madrasah Aliyah Negeri 2 Bojonegoro.

The data collection in this research technique in this study is to test learning methods by interviewing, observing, pre-testing, post-testing and distributing questionnaires, as well as experimenting with learning methods. The questionnaire is an efficient data collection technique when the researcher knows exactly the variables to be measured and knows what can be expected from the respondent ([Ahmad Tanzeh, 2011](#)).

Data is a set of information or information about something obtained by the process of observation or searching for certain sources. The data sources used are primary data and secondary data. In this study, primary data was obtained from the results of trials of learning methods, interviews with the head of curriculum, subject teachers and students. While secondary data sources here are supporting the needs of primary data. Secondary data in this study are scientific journals and reference books that can strengthen the results of the study.

According to ([Suharsimi Arikunto, 2019](#)) Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data from each variable studied, performing calculations to answer problem formulations. The data analysis used is descriptive analysis where this analysis is a method that helps describe, show or summarise data in a constructive way. The goal is to find the correlation between variables And then the data will be processed with the help of the SPSS version 25 programme.

Data analysis is calculated through data on the results of trials of learning methods, observations, pretests and posttests.

Table 1 Learning Indicators

No	Variables	Indicators	Instrument No.
1.	Cooperative Script Learning	Information Presentation	3, 10
		Strategy Briefing	6
		Forming Groups	9, 16
		Presentation	4, 15
		Group Results	11, 14, 20

2.	Collaboration	Responsibility	19
		Compromise	1, 2, 13
		Productive Work	5, 8, 12
		Role-Sharing Adaptation	7, 17, 18

Table 2 Skala Likert

Category	Item Score Statement	
	Positive	Negative
Stronglyt Agree	4	1
Agree	3	2
disagree	2	3
Strongly disagree	1	4

Table 3 Student Responce Category Score

Category	Interval Skor	Presentase Skor
Excellent	81-100	81% - 100%
Good	61-80	61% - 80%
Simply	41-60	41% - 60%
less	21-40	21% - 40%
very less	<21	<21%

In this study, a questionnaire test using a Likert scale was conducted using a pie chart.

## RESULTS AND DISCUSSION

### Result

#### Cooperative Script learning in the Subject of Aqidah Akhlak Class X

This study aims to determine the effectiveness of learning methods using the Cooperative Script learning method on student collaboration skills in the subject of aqidah akhlak. The research method used is true experiment which is implemented in class X at MAN 2 Bojonegoro. Data collection in this study used pretests and post tests in two classes, namely control classes and experimental classes, researchers took class XD as the control class while class XE as the experimental class. The control class received conventional learning such as lectures, and questions and answers. While the experimental class was given learning using the coopertive script learning method. The following are the results of the pretest and post test scores of the control class and experimental class.

Table 4 Results of Pre Test and Post Test Values of class XD

No.	Full Name	Pretest	Posttest
1.	A' Dhomu Ni'amillah	30	50
2.	Ahmad Rofiq Hidayatullah	25	55
3.	Aisyah Aila Varisha	30	55
4.	Alvi Anita Rohmawati	35	80
5.	Ayu Nazila	45	75
6.	Edward Nelbandian Afandi	25	70
7.	Helen Lovita Ulan Oktavia	40	65
8.	Imelda Sulistyani	20	70
9.	Khoiril Barirroh	35	80
10.	M. Zakaryya	25	65

11.	Mareta Putri Bestari	40	75
12.	Miladia Nuris Shofa	35	75
13.	Moch. Alip Saifudin	20	60
14.	Moch. Hanif	30	55
15.	Muhammad Ma'ruf Mubarak Asy Syahid	35	60
16.	Muhammad Saifudin	20	50
17.	Najwa Karom	45	80
18.	Putri Dwi Rahayu Lestari	35	70
19.	Raditya Amukti Ilhami	20	65
20.	Salma Wafiyah Yuniarti	25	60
21.	Tisa Dea Romadhon	25	85
22.	Titania Siti Sholihah	30	50
23.	Zahra Laily Ramadhani	35	55
24.	Zuan Nurfaiz Hermawan	25	50
25.	Ahmad Misbachus Sururi	25	65
<b>Total Quantity</b>		<b>755</b>	<b>1620</b>
<b>Average Value</b>		<b>30</b>	<b>64,8</b>

The data above are the results of the pre-test and post-test of class XD as the control class in this study. From this data, the number of pre-test scores was 30 and the average post-test score was 64.8.

Table 5 *Pre Test and post Test Class XE*

No.	Full Name	Pre test	Post test
1.	Achmad Ivan Sofiyudin	20	75
2.	Ahmad Rafiur Rohim	25	80
3.	Aulia Shiva Salzabilla	30	90
4.	Aziz Giri Andi	35	85
5.	Dhani Satria Haritsyah	35	90
6.	Dwiki Alfa izqi	40	85
7.	Eka Kristiana Dewi	25	70
8.	Hisyam Amir El Fachry	35	80
9.	Keyla Jihan Astari	20	75
10.	Mertha Ayu Wanda	25	90
11.	Mochammad Ronni Iqbalsyah	30	75
12.	Movadra Ma'rif uge	30	85
13.	Nagita Meilia Putri	25	75
14.	Naila Salwa Salsabila	35	80
15.	Nika Juli Indah Heryanti	30	80
16.	Novan Faisol Wijaya	25	85
17.	Nurfiana Rika Wulan Sari	30	85
18.	Razieq Khairir Razaiqien	20	75
19.	Rizqi Maulana Saputra	20	70
20.	Salwa Putri Lestari	35	85
21.	Shelina Inayawati	45	90
22.	Sintha Aprilia	40	80
23.	Siti Mariyani	30	75
24.	Untsa Fadlila Ayu Diarty	35	85
25.	Naya Afida Hidayatun N	30	95
<b>Total Quantity</b>		<b>750</b>	<b>2040</b>
<b>Average Value</b>		<b>30,2</b>	<b>81,6</b>



The data above are the results of the pre-test and post-test of class XE as the experimental class in this study. From this data, the total pre-test score was 30.2 and the average post-test score was 81.6.

### Instrument Test

The instrument test uses pre-test and post-test questions which are used to test student understanding, the method trial was carried out on Wednesday, 22 May 2024 at MAN 2 Bojonegoro. After the trial of the pre-test and post-test questions is complete, the next step is to analyse the validity and reliability values. The goal is to find out which questions are suitable for use as pre-test and post-test questions in the study.

### Analysis of Question Validity Test Results

The validity test is carried out to determine whether the 30 items are valid or invalid. The validity test uses the moment correlation formula. If  $r_{count} > r_{table}$  then it is declared valid, and the  $r_{table}$  used is 0.361, so that the items that have  $r_{count} > r_{table}$  are more than 0.361 then declared valid. The results of the validity test of the learning outcomes test questions that have been tested, can be seen in the table below

Table 6 Question Validity Results

Question Number	Validity Results	Quantity
1,2,3,4,5,7,8,11,13,14,17,18,20,21,23,26,27,28,29,30,	Valid	20
6,9,10,12,15,16,19,22,24,25	Not Valid	10
Quantity		30

From the results of the above calculations, 20 valid items and 10 invalid items were obtained. The results of the calculation using the IBM SPSS version 25 for window application, the data obtained are as follows:

Table 7 Validity Test Result

Validity Test			
No	$R_{count}$	$R_{table}$	Description
1	0,469	0,361	Valid
2	0,503	0,361	Valid
3	0,415	0,361	Valid
4	0,429	0,361	Valid
5	0,425	0,361	Valid
6	0,156	0,361	Not Valid
7	0,377	0,361	Valid
8	0,506	0,361	Valid
9	0,118	0,361	Not Valid
10	0,237	0,361	Not Valid
11	0,377	0,361	Valid
12	0,322	0,361	Not Valid

13	0,438	0,361	Valid
14	0,396	0,361	Valid
15	0,163	0,361	Not Valid
16	0,163	0,361	Not Valid
17	0,416	0,361	Valid
18	0,377	0,361	Valid
19	0,345	0,361	Not Valid
20	0,479	0,361	Valid
21	0,445	0,361	Valid
22	0,176	0,361	Not Valid
23	0,404	0,361	Valid
24	0,358	0,361	Not Valid
25	0,256	0,361	Not Valid
26	0,436	0,361	Valid
27	0,464	0,361	Valid
28	0,401	0,361	Valid
29	0,469	0,361	Valid
30	0,443	0,361	Valid

Based on the results of the instrument validity test using SPSS for a total of 30 questions, 20 questions were valid and 10 questions were invalid.

#### *Analysis of Problem Reliability Test Results*

The reliability test is used for valid questions, the questions that will be tested are 20 valid questions. Valid questions will be calculated with a reliability test using IBM SPSS version 25 for window. The following are the results of the reliability test:

Table 8 Reability Test

Case Processing Summary	
<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
0,748	30

From the reliability test results above, it can be concluded that all research variable measurement instruments show an average Cronbach's Alpha value of 0.748. This states that the overall research instrument is acceptable or reliable.

#### *Requirement Test Analysis* **normality test**

Normality test aims to determine whether the data is normally distributed. The calculation is done using the pre-test and post-test scores of the control class and the experimental class. The method used in this calculation uses the Shapiro Wilk method. The table below shows the results of the normality test calculation using IBM SPSS version 25 for window.

Table 9 Normality Test



Class	rcount	rtable	Description
Control Pretest	0,043	0.05	Terdistribusi Normal
Control Posttest	0,115		Terdistribusi Normal
Experiment Pretest	0,110	0,05	Terdistribusi Normal
Experiment Posttest	0,143		Terdistribusi Normal

From the table it can be concluded that the results of the normality test of the posttest and pretest of the experimental control class are normally distributed with a value greater than 0.05.

### homogeneity test

Homogeneity test is conducted to determine whether the data groups have the same variation. If the Fcount value is smaller than Ftable then the data group is considered homogeneous. In this study using IBM SPSS version 25 for window to calculate the homogeneity test using the One way Anova formula. And the significance level is 0.05. The uniformity test decision is based on: If the Fcount value is smaller than Ftable, then the null hypothesis (Ho) is accepted and the alternative hypothesis (H1) is rejected. If the Fcount value is greater than Ftable, then the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted.

The results of the Homogeneity Test of post-test data for experimental and control classes can be seen in the table below:

Table 10 Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Results of applying the cooperative script method	Based on Mean	6,318	1	48	0,015
	Based on Median	5,949	1	48	0,018
	Based on Median and with adjusted df	5,949	1	42,159	0,019
	Based on trimmed mean	6,503	1	48	0,014

From the table it can be seen that the value of the post test results above obtained a significant value (Sig). based on a mean of 0.015 greater than 0.05, it can be concluded that the post test results in the experimental class and control class are homogeneous.

### product moment test

The product moment test is used to determine whether there is a difference between the post test results of the control class and the experimental class. The results of the analysis are in the following table 11:

Table 11 Product Moment Test Results

Independent Samples Test	
Levene's Test	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	MD	SE	95% Confidence Interval of the Difference	
									Lower	Upper
Results of applying the cooperative script method	Equal variances assumed	6,318	0,015	-6,581	48	0,000	-16,80000	2,55278	-21,93270	-11,66730
	Equal variances not assumed			-6,581	40,081	0,000	-16,80000	2,55278	-21,95903	-11,64097

In the independent sample t test addalah Based on the results of the table above with a significance value of Sig. (2tailed) if  $0.000 < 0.05$  then the decision in the independent sample t test is  $H_0$  and  $H_a$  is accepted. It can be concluded that there is an average difference in student learning outcomes between the Cooperative Script learning method and the Lecture method.

Can be seen in the table below regarding the average value of the post test of the experimental class and control class:

Table 12 Independet t-test

Group Statistics					
Class		N	M	SD	SE Mean
Results of applying the cooperative script method	Class D	25	64,8000	10,84743	2,16949
	Class E	25	81,6000	6,72681	1,34536

From the table above, it can be concluded that the experimental class had 25 students and the control class had 25 students. The average student learning value in the experimental class is 81.60. While the control class average is 64.80, it can be concluded that the Cooperative script learning model is more effective than the lecture and question and answer method.

### Non-Test Data Analysis

The questionnaire used in this study is a data collection tool that is the subject's view of the application of the Cooperative Script learning method to the collaboration skills of Aqidah Akhlak students. The score categories for the application of the Cooperative Script learning method to student collaboration skills. instrument is in the table as follows:

Table 13 Student Response Score Category

Category	Score Interval	Score Presentation
Excellent	81-100	81% - 100%
Good	61-80	61% - 80%
Simply less	41-60	41% - 60%
	21-40	21% - 40%

very less

&lt;21

&lt;21%

This questionnaire test uses a linkert scale, an overview of the questionnaire results can be seen in the questionnaire results below:

Table 14 Cooperative Script Learning Questionnaire

No	Item Answer																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1			4	2		3			4	2	4			3	4	4				3	66
2			3	2		2			3	4	3			4	2	3				4	65
3			2	3		2			4	4	3			4	3	2				4	63
4			4	3		4			3	3	2			4	3	4				3	65
5			4	3		2			1	3	4			3	4	3				4	65
6			3	2		4			4	2	4			3	3	4				3	64
7			3	4		2			4	3	4			3	4	2				3	65
8			2	4		3			4	3	2			4	3	2				2	58
9			2	3		3			3	4	1			2	4	2				4	61
10			3	3		4			3	4	3			3	4	3				3	65
11			3	2		3			4	2	3			3	4	3				4	65
12			4	3		4			3	4	3			4	3	4				3	67
13			1	4		4			4	2	4			2	3	3				3	59
14			4	1		3			4	3	4			2	1	3				3	56
15			4	2		2			3	3	4			1	2	4				4	58
16			3	4		4			4	4	3			2	4	2				4	65
17			1	4		4			2	3	2			2	3	2				3	48
18			2	3		3			3	2	4			4	3	4				2	65
19			4	3		3			2	4	3			3	3	4				2	64
20			3	4		4			4	2	4			2	3	4				3	63
21			3	4		3			3	4	4			3	4	3				3	67
22			3	1		4			2	3	1			3	2	3				2	48
23			4	3		2			3	2	4			4	3	4				4	66
24			2	4		4			4	2	3			3	3	4				4	65
25			3	3		3			4	3	4			3	2	4				4	65

Table 15 Collaboration Ability Questionnaire

No	Item Answer																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1		4				4		2	3				3	4			3	2	4		66
2		4				3		4	4				4	3			4	3	2		65
3		3				3		4	3				3	2			4	3	3		63
4		3				2		3	4				4	3			3	4	2		65
5		2				4		3	4				3	4			3	4	3		65
6		4				4		1	3				2	4			4	3	4		64
7		4				3		3	3				3	2			4	3	4		65
8		4				3		2	2				4	1			3	4	3		58
9		4				2		3	4				3	3			4	4	3		61
10		2				4		2	4				4	2			3	4	3		65
11		4				4		4	3				2	4			3	4	3		65
12		3				3		2	4				4	2			3	3	4		67

13	4	3	2	3	3	3	2	4	2	59
14	2	2	4	2	2	4	2	3	4	56
15	3	3	3	4	3	4	2	1	2	58
16	4	3	2	3	3	3	4	3	3	65
17	2	1	3	3	1	4	2	2	1	48
18	3	4	3	4	3	3	4	3	4	65
19	4	3	2	4	2	4	4	4	3	64
20	2	3	3	2	4	3	3	2	4	63
21	4	3	4	2	2	4	4	3	4	67
22	2	1	2	3	2	2	2	2	4	48
23	4	3	4	4	2	3	4	4	2	66
24	3	2	4	2	4	4	2	4	3	65
25	4	4	3	2	2	2	3	4	4	65

From the results of the data collected, it can be explained that the students' response to the application of the Cooperative Script learning method for the material of despicable morals is in the good category, because the score interval forms 64 with a response of 64%. Students can understand the material taught through this learning method. It can be seen that students gave a very good response reaching 64% of 25 students. Those who gave a good response were 28% of 7 students, while those who gave a sufficient response were only 8% of 2 students. while less or very less is only 0%. Therefore, Cooperative Script learning can be used in daily learning because the Cooperative Script learning method gives a very good response to class students in XE at MAN 2 Bojonegoro.

## Discussion

This study aims to show the success of the application of the Cooperative Script learning method in improving students' collaboration skills in the Aqidah akhlak class X subject at MAN 2 Bojonegoro. The Cooperative Script method is a learning method carried out by students in groups or pairs, where each learning group is directed by the teacher to summarise and develop the material provided.

Furthermore, the use of this learning method based on the results of the study, this is done by evaluating students' collaboration skills using multiple choice tests consisting of pretests and posttests. The problem in this study is the use of learning methods that are arguably monotonous, namely the teacher is still the Centre of learning for students and is still classified as conventional such as lectures, questions and answers and notes. So that learning is less interesting and boring because there are no new innovations during the learning process.

Therefore, researchers used the concept of Cooperative Script learning in class X at MAN 2 Bojonegoro by involving two classes where class XD became the control class and class XE as the experimental class. Before conducting trials in both groups they were tested using a pre-test consisting of 20 multiple choice questions, the point is to find out their initial understanding of the Aqidah akhlak material taught by the teacher. The pre-test results showed an average score of 30 for the control class while for the experimental class 30.2.

After knowing the average value of the two classes then they were given different approaches. Before being given different treatments, class XE as an experimental class by grouping students flexibly. While the XD control class was treated with traditional methods such as lectures. After all the material was presented and given different treatments, then at the end of the learning both classes were given post test questions. The goal is to evaluate learning outcomes after applying different learning methods.

Based on the results of the hypothesis test analysis using the independent sample t-test test in this study, it was found that there were differences in student learning outcomes in the experimental and control classes. The experimental class had 25 students while the control class had 25 students. The average student learning score on the post test in the experimental class was 81.6 while in the control class it was 64.8. This comparison shows that the experimental group's post test score is much higher than the control group, namely  $81.6 > 64.8$ . Furthermore, the difference in the average score of 16.8 shows the average difference in learning outcomes between the experimental group and the control group, namely  $(81.6 - 64.8 = 16.8)$ . From these results it can be concluded that there is a significant difference in the average Aqidah akhlak learning seen in the post test scores of different experimental and control classes.

Analysis based on the independent sample t-test shows that the significance value (two-tailed) is between the specified significance level (0.05) to 0.000. Based on the interpretation of the sample t-test test decision, it shows that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be concluded that there is a significant difference in the average value of Aqidah akhlak learning outcomes between the experimental group and the control group.

Thus learning through the Cooperative Script learning method is effective on student learning outcomes in class X Aqidah akhlak subjects at MAN 2 Bojonegoro in the "2023/2024" school year. In this study also used non-test analysis in the form of a questionnaire consisting of 20 statements. The purpose is to find out student responses related to understanding the Cooperative Script learning method after participating in the learning. After going through the analysis stage, it was seen that the number of students who gave a very good response reached 64%, so this study concluded that the Cooperative Script method was effective in improving students' collaboration skills in the Aqidah Akhlak class X subject at MAN 2 Bojonegoro.

## CONCLUSIONS

The Cooperative Script learning method was carried out in several steps. First, the planning stage involved preparing teaching materials and pretest questions for the experimental class. Then, students were divided into two groups: one as the control class and the other as the experimental class. The Cooperative Script method was used to teach the experimental class a lesson about bad behavior. After the lesson, both classes were evaluated to see the impact. The results showed that this method helped improve students'

collaboration skills. Based on the study conducted in Aqidah Akhlak class X at MAN 2 Bojonegoro, the method can be a useful tool for teachers to strengthen teamwork in the classroom. For students, it encourages working together, sharing ideas, and building cooperation. Future research is recommended to explore how this method can also increase student interest in learning.

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