Social Studies Learning through Cooperative Script Aplication: Development Strategy of Coorperative and Opinion Appreciation Character for Elementary School Students

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Abstract

Many elementary school students today bring its own problems with the dissolution of cooperative and opinion appreciation character. Especially at this era of implementation character based 2013 curriculum. Therefore, it is necessary to find a solution to overcome it. After going through a series of studies, then selected solution in the form of development strategy of coorperative and opinion appreciation character for elementary school students. This research has done in the research development approach. So it will produce the product of learning video as reference material for teacher. In this research the researcher appoints students of elementary school program as model teacher. The results showed that the implementation of Social Studies learning application of coperative script strategy, all strategy steps have been done and have an impact on the development of the character of cooperation and opinion apprecdiation of the students especialy in social studies learning. Thus it can be concluded that the development of social studies through cooperative script strategy effective and efficient to reestablish the character of cooperation and opinion appreciation on self elementary students.

Key words: social studies; cooperative script, cooperation, opinion appreciation.

Introduction

Education should give the sustainability of the life of nation with all its life-aspirations to reflect the character of the nation today. Education functioned to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aimed at the development of the potential of learners to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Law No. 20 of 2003).

Therefore, the educational content being studied is not merely an issue but also an attitude. At this case, the main focus aspect of elementary school learning activities based on national education objectives is the formation of the character. In the learning activities, in addition to developing knowledge and skills, attitude becomes very important to be cultivated.

However, in implementation era, the formation of the character of nation today is still found a lot of students who behave individually, because it is in everyday students often

spend their time studying individually. The interaction with friends in expressing opinions and cooperation is a rare activity in the classroom.

There is a need to overcome the problem. Referring to the problem in which students familiarize themselves with individual learning, then the way that if effective to overcome the problem is to make a learning innovation. Innovation is done by changing the learning strategy that is usually done by the teacher with learning strategy of cooperation and opinion appreciation character.

It should also be chosen and planned effective learning strategies and subjects to test the innovation. This is important because not all the strategies can familiarize students to cooperate and appreciate the opinion. Then, Social Studies subject selected to implemented cooperative script learning strategy. One of appropriate and efficient subject to be developed the character of cooperation and opinion appreciation.

Social Studies is chosen because this subject enable to interaction between students with teachers, students with students, teachers with students, and students with their environment. By studying Social Studies can improve students' social sensitivity in adaptation in their social environment. This is in line with the explanation of National Education System law of verse 37 of at 2013 which states that "the material of Social Studies study such as earth sciences, history, economy, health and the like is intended to develop students' knowledge, understanding, and learner's ability to social condition" (in Sapriya, 2014: 45).

While the cooperative script is chosen because through this strategy, students can work in pairs and they will exchange opinions related to the given topic. It is in line with Lambiotte in Huda (2013: 213) Cooperative Script is one of the learning strategies which students work in pairs and alternately orally in summarizing the parts of the material being studied. So it is possible to habituate the character of cooperation and opinion appreciation.

The efforts of habituation are also supported by the cooperative script strategy steps, namely (1) The teacher divides the students into groups of pairs, (2) the teacher divides the dis-

course or the material to read and summarizes, (3) the teacher and the student determines who first serve as a speaker and who acts as a listener, (4) The speaker reads the summary as completely as possible by incorporating the main ideas into the summary. During the reading process the other students must listen or show the underlying ideas that are incomplete and help remember and memorize the main ideas by relating them to the previous material or with other materials, (5) Students exchanging roles, as listeners and speakers, (6) Teachers and students re-do activities as above with different submateri but still related, (7) Teachers and students together make conclusions of the subject matter, (8) Conclusion.

From these steps mentioned the role of students who alternate in expressing opinions. There is one student who expressing an opinion then one other students listen carefully. In hearing these opinions students are accustomed to appreciate the opinions of other students.

To prove the effectiveness of social learning application cooperative script strategy in developing the character of cooperation and opinion appreciation needed a further research. So from it designed a development research to measure and tests the effectiveness and validity of the strategy. This research is very important to do in addition to test the effectiveness and validity is also to regenerate the character that has begun to be abandoned, that is cooperation and opinions appreciation.

Material and Methods

This rearch is development research. This study developed a lesson through a strategy to cultivate a particular character. The results of these developments will bring up a product that can be used as reference learning. This research will be produced the product of social learning video application of cooperative script strategy based on the cooperation and appreciation opinion character. This goes along with Ibnu's (2013: 3) developmental study not to test the theory, but to develop and test the effectiveness of the model. As well as Akbar (2016: 2) which states research to validate and / or produce products / equipment / devices for education and teaching learning. Further research development produces the product as a creative function to improve the

quality of learning.

The location of this research is in Kardinas Massa Islamic elementary school with the subjects of the fourth grade students which amounted to 35 students and model teachers. Kardina Massa Islamic elementary school selected because in this elementary school has been applying habituation character every day. It is expected that the school can also provide evaluation and reflection to the model teacher and researcher. The teacher who became the model in this development is a Student Education of Malang State University which is currently taking in semester 7.

The data collected in this study from data implementation process of learning Social Studies application of cooperative script strategy and data validation of learning video, process and data result. Process data obtained through: (1) student readiness questionnaire, (2) interview to readiness of student, (3) Observation on implementation of Social Studies learning application of cooperative script strategy based on character of cooperation and opinion appreciation. The data has been obtained through the validation of the learning expert on the resulting of learning video.

The steps in this development research developed by the researcher themselves. Based on the experiment, the researcher conducts this development research with the following steps, (1) first step of information collection: literature review, student observation to find the problem, (2) Second step of planning: determining skills, objectives and small test validity, (3) The third step of initial product design: learning materials, media, evaluation tool. (4) The fourth step: The initial test of the product, done with the model teacher is a student of elementary school program and the student is from elementary school. (5) The fifth step: Product revisions based on input from preliminary product test results from learning experts, teachers and elementary students. (6) Improved product revision by implemented in elementary school, (7) dissemination and giving knowledge to schools and educational institutions in need.

Data analysis in this research using data analysis steps, (1) data reduction, (2) data presentation, and (3) conclusion. Data reduction is the process of selecting data that has been collected, focusing, and simplifying the data until data preparation. Data presentation is done to organize the reduction results by compiling all the information obtained from the reduction until it gives the possibility of drawing conclusions from the product. The conclusion is the retrieval of the essence of the research data that has been reduced and presented. This conclusion will show the success of this research.

Results and Discussion
Result

This development research begins with a review of the Social Studies material contained in the fourth grade of Elementary School or Islamic Elementary School. This is done to determine what material is suitable to be applied by using cooperative script strategy. Finally determined Social Studies materials used in this study is the type of work and economic activities related to the work of art (souvenir).

Furthermore, observations made to Kardina Massa Islamec Elementary School to see the situation and condition of the class that will be used as a place of research. In this opportunity, the researcher also doing interviews with classroom teachers and principals related to the habits of students and schools in daily life. Conduct a similar perception in order to understanding the implementation of research.

The results of research related to the process data through questionnaires and interviews show things as follows, (1) model teacher difficulty in preparing thelesso plan with cooperative script strategy. (3) model teacher develop lesson plan with the guidance of the researcher. (4) model teacher consult lesson plan designed to the researcher, (5) model teacher revise lesson plan in accordance with the suggestion from the researcher. (6) model teacher are ready to implement.

Then the implementation of Social Studies learning application cooperative script strategy based on the character of cooperation and opinion appreciation implemented. In this implementation teaching and learning activities recorded as a form of documentation and initial design of products to be tested for validity. In this implementation also observed the activities undertaken by

teachers and students during teaching and learning activities took place especially in the implementation of cooperative script strategy and character cooperation and opinion appreciation.

The results of observation shows that, (1) model teacher are still not flexible in implementing the set of strategy. (2) Cooperative script strategy steps have not been applied optimally. (3) From the eight steps cooperative script model, the third step up to the fourth has not appeared done by the model teacher. (5). time of teaching and learning activities exceeds the time specified. (6). Student's activity has not revealed cooperation and opinion appreciation.

Based on the data, the researchers and model teacher do the reflection and evaluation to improve the existing process. So the re-planning of the strategy is done. Model teacher learn the characteristics and implementation cooperative script strategy, learn the characteristics of elementary school, understanding the character of elementary students, and redesign the lesson plan based on the evaluation results and reflection with researchers.

Then re-implemented done to achieve the optimal results. Implementation is done on the same class, material and strategy. The implementation is done reconstruction of teaching and learning activities in full. The researcher doing observation to the activity of teacher model and students during the learning activities take place.

The results of this second implementation show some striking improvements. In this implementation, students have won the confidence and able to implement cooperative script strategy well. (2) Eight steps of cooperative script strategy have been implemented as a whole by the model teacher. (3) Five steps of cooperative script strategy have been implemented in teaching and learning activities (4). The time provided can be used effectively so as not to overwrite the specified time. (5). Cooperation and opinion appreciation character has been done by students during teaching and learning activities. (6) Class is conducive and fun. (7) Character of direct cooperation applied when going home from school where students work together in cleaning the class.

The validation of the instructional expert also shows the feasibility of the instructional videos produced. Proven with validity test results, the validator provides the following recommendations, (1) the instructional video has demonstrated the cooperative strategy implementation based on the character of cooperation and appreciation of opinion. (2) Model teacher has implemented the Social Studies learning application of cooperative script strategy well in accordance with the existing syntax. (3) Students show the cooperation and opinion appreciation well. In conclusion, the learning video is worthy of being a learning resource in developing Social Studies learning application through cooperative script to reestablish the cooperation and opinion appreciation.

Discussion

Based on the results of this research, students at the beginning of the research process found difficulties in preparing the Social Studies lesson plan cooperative script strategy based on the character of cooperation and opinion appreciation. It shows that students have not mastered completely what is meant by cooperative script strategy. Students become awkward and lack confidence in implementing the strategy.

So in the first implementation generated learning that is not in accordance with the plan prepared. Cooperative script strategy steps do not appear as a whole. Only five steps applied by the students' activities in the classroom do not reveal the character of cooperation and opinions appreciation. Finally, learning objectives are not well achieved.

The second implementation of the preparation and planning are better than before. So it can produce teaching and learning activities in accordance with the planning. The improvement of this strategy implemented all the steps of cooperative script strategy. These steps include (1) Teachers divide students into groups in pairs, 2) teacher divides the discourse or the material to read and summarizes, (3)teacher and the student determine who first plays as the speaker and who acts as the listener; (4) speaker reads the summary as completely as possible by incorporating the main ideas into the summary . During the reading process the other students must listen or show the underlying ideas that are incomplete and help remember and memorize the main ideas

by relating them to the previous material or with other materials, (5) Students exchanging roles, as listeners and speakers, (6) Teachers and students re-do activities as above with different submaterial but still related, (7) Teachers and students together make conclusions of the subject matter, (8) Conclusion.

The impact of this step-by-step implementation is to familiarize students in working together and appreciate the opinions of other students in problem solving in Social Studies materials. Even the characters are also done by students when the end of teaching and learning activities by working together in cleaning the classroom. From these impacts can be seen how the cooperative script can have a positive impact on the character, social attitude and student personality.

This is in accordance with Lambiotte's statement in Huda (2013: 213) which states Cooperative Script is one of the learning strategies in which students work in pairs and alternately orally in summarizing the parts of the material being studied. This strategy is aimed at helping students to think systematically and to concentrate on the subject matter. Students are also trained to work with each other in a fun atmosphere. Cooperative Script also allows students to find key ideas from great ideas conveyed by teachers.

This is supported by research by Boleng (2014: 81) which shows that cooperative script learning model influences student's social attitude. The syntax of each learning model, in its implementation, gives unique and specific experience for the students. It is also supported by research result Suryani (2013) which shows that there is a significant difference between the cooperative script learning model and the conventional learning model of the students' learning outcomes that include the social attitude of the students. Students who learn to use cooperative script have higher social attitudes than students who learn to use conventional teaching.

The existence of cooperation and appreciation opinion character can not be separated from the advantages of cooperative script strategy as part of cooperative learning which enables interaction in one group consisting of two or more students. The advantages are explained by

Huda (2013: 214) namely, (1) Can cultivate new ideas or ideas, critical learning power, and develop the spirit of courage in conveying new things that are believed to be true, (2) Teaching students to believe in Teachers and more trust in their own ability to think, seek information from other sources, and learn from other students, (3) Encourage students to help solve problems by expressing ideas verbally and comparing student ideas with other student ideas, (4) Helping Students learn to respect smart students and students who are less intelligent and accept the differences, (5) motivate students who are less clever to be able to express their thoughts, (5) facilitate students to discuss and social interaction (6) Improve the ability of creative thinking.

In addition, the emergence of the character of cooperation and appreciate the opinion is caused cooperative script is a learning model that develops cooperation efforts in achieving common goals. In cooperative script learning model the learners will be paired with their friends and will act as speakers and listeners. Cooperative script learning model is effective for learners to achieve academic and social results including improving achievement, confidence, and positive interpersonal relationships between one learner and another learner. This learning model enables learners to engage in social interaction, thereby developing discussion skills, and learners can be more respectful of others (Sufazen, 2014: 59).

Appear of these characters into one of the expected learning results in the curriculum 2013 implementation. This is because in the Curriculum 2013 character education is the main concern. Character education is an attempt to shape the attitude and student's mental character. Character education is the process of providing guidance participants / students In order to become a fully human character in the dimensions of heart, mind, body, and taste and feel (Revelation, 2011: 142). Character education is an effort to cultivate the values of character to the school community which includes the components of knowledge, awareness, or willingness, and actions to carry out those values, both to God Almighty, self, fellow, environment and nationality so that human beings Kamil (Samani, 2013: 46).

Bier and Berkowitz (in Supraptiningrum, 2015: 221) argue that character education is the creation of a school environment that assists stu-

dents in ethical development, responsibility through modeling and teaching of good character through universal values. Further, Zainuddin (2012: 23) defines Character education as a genuine effort to understand, shape, foster ethical values, both for oneself and for all citizens or citizens as a whole. Therefore in every teaching and learning activity, teacher must implement the value of nation's cultural character.

In the development of character education there are 18 characters that must be implemented in teaching and learning activities. As for the characters are (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) (11) Love the Fatherland, (12) Appreciate Achievement, (13) Friendly or Communicative, (14) Love, (8) Democratic, peaceful, (15) Love Reading, (16) Caring for the Environment, (17) Social Care, (18) Responsibility (in Princess, 2011: 9). In the 18 characters the character of cooperation and opinion ppreciation is illustrated by character and democratic social care.

In terms of learning objectives, this study shows that the learning objectives of Social Studies have designed by the model teacher has been achieved. From the aspect of subject objectives has been achieved is shown by the emergence of social attitudes of students in the form of character of cooperation and opinion appreciation. From the designed objectives just not measuring knowledge but also attitudes in particular familiarize students to cooperate and appreciate opinions. It shows that the goals in this study have been referring to the function and purpose of national education.

The national education functioned to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aimed at the development of the potential of learners to become human beings who believe and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Law No. 20 of 2003). The above is in accordance with the mandate of the Basic Law of 1945 Paragraph 31 verse 3 that the Government strives and organizes a system of national education, which enhances the faith and the morals and morality in the framework of educating the life of the nation, which is governed by law.

Thus, it is obtained that the learning of Social Studies cooperative application based on the cooperation and opinion appreciation character effectively and efficiently in developing the character of the students. Particularly the cooperation and opinion appreciation character implicitly included in the character of democratic and social care.This shows that the development of learning by using cooperative script strategy can foster the cooperation and opinion appreciation character of the students.

Conclusion

The model teachers have applied the Social Studies learning application of cooperative script strategy based on cooperation and appreciate the opinion well. In this research the teacher and the student have conducted the teaching learning activity based on character education well. So, the development of Social Studies learning through the application of cooperative script strategy effectively and efficiently to return the cooperation and opinion appreciation character on the students of elementary students.

Suggestion

In developing of Social Studies learning application through cooperative script strategy the teachers should understanding about the strategy before doing the implementation. In addition, the character of students often makes a noise, it make the teacher must give more attention because this strategy need the teacher guidance to implementation step by step.

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