



The use of cooperative script method based on local culture in the thematic lesson

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Abstract: Cooperative Script is a learning method which students work in pairs and review the material in detail. Cooperative Script Method can make students think systematically and focus on the material. This study is aimed to identify the use of Cooperative Script methods based on local culture in thematic lessons in class IV SDN Brumbun, Wungu District, Madiun Regency 2018/2019 Academic Year. The method used in this research is qualitative research. There were several data collection techniques used, namely observation, interviews with informants, and documentation. The data described in qualitative. The research was conducted at SDN Brumbun, Wungu Subdistrict, Madiun Regency, with the research subjects being all Grade IV students with 27 students. This study used three data analyzes namely data reduction, data presentation and conclusion drawing. Based on the results of data collection and data presentation a conclusion can be obtained.

Keywords: cooperative script, local culture, thematic

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INTRODUCTION

In this research, the researcher applied the Cooperative Script method based on local culture at the thematic lesson in grade 4 of SDN Brumbun 2018/2019 school year. Students got many problems in learning thematic lesson because the thematic uses themes to link some subjects in one theme and adjust it related to the environment. Furthermore, learning local culture has rarely been studied in learning activities. Students as the main subject in learning activities and learning activities are required to always actively work on and process the learning agreement. Teachers need to apply appropriate learning models, so students are truly active in ongoing learning activities; one alternative is to use the Cooperative Script method. According to Slavin (in Maksum and Sedyawati, 2013) states that Cooperative Scripts are learning methods used by students in pairs and summarizing the published material parts that can be used to improve student memory. The teacher's role as a facilitator leads students to achieve learning goals. In addition, the teacher controls students during the learning process and the teacher gives direction if students succeed in learning difficulties. Based on the notions discussed above, one has the same intention as what happens between students and teachers and students who collaborate to solve problems in learning in collaborative ways such as finding solutions to problems in social life student. The Cooperative Script is the same way of working in making handwritten manuscripts in pairs and verbally changing in abstracting the material that Danserau has learned (in Meilani, 2016: 189). The Cooperative Learning Model Script is adapted to the ability of students in the learning process and builds the ability of students to read and compile a summary of the subject matter they are reading.

Furthermore, the material and media that can be used in teaching thematic is using Local culture text. Local culture is very important to be applied in learning to make students aware with their own culture because it is now rarely mentioned in learning. The culture of a society consists of what must be known or believed to be able to function in such a way that it is deemed appropriate by its members, culture is not a material phenomenon, it does not consist of objects, behaviors and emotions that are in people's minds are forms of objects and matters, models for perceiving linking, and the rest interpreting Oetomo (in Muqoyyidin, 2013: 5). According to Suparlan (in Muqoyyidin, 2013: 5) culture is the overall knowledge possessed by human as social creatures, whose contents are devices, models of knowledge that can selectively be used to understand and interpret the environment. The understanding of culture above differs from the notion of culture in an evolutionary perspective, which is, culture is the creation, taste and intention of human, or it can also be called behavior and the results of behavior that make a characteristic or habit in certain members or groups of society. Culture contains three main things, namely as a cultural system that contains ideas, conceptual thoughts, values, norms of views and others. Thus, it can be concluded that the local culture is a habit or behavior that has artistic value from the results of the behavior or habits of the community.

Thematic learning basically departs from a particular philosophical thought, such as the philosophy of pragmatism which derived to philosophy of educational progressivism and contractivism. Based on the deep thinking about education, it accommodates various theories about education, and its role in the form of educational technology. This educational technology is implemented in various educational institutions, especially in schools. Thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process, so students can gain direct and real experience to be able to discover for themselves the various knowledge they have learned. Through direct experience students will understand the concepts they have learned and relate them to other concepts they understand. Kadir et al (2014: 7) mention that thematic learning is a learning program that departs from a particular theme or topic and then it is elaborated from various aspects or viewed from various perspectives on subjects that can be taught in schools. Meanwhile, according to Majid (2014: 80) thematic learning is one of the integrated learning models (integrated instruction) which is one of the learning systems that allows

students both individually and in groups to actively explore and discover concepts and knowledge holistically and meaningfully. Based on the description in above, the researchers conducted research regarding the thematic curriculum in elementary school using the Cooperative script model. Cooperative script model is expected that students can be motivated to understand the material being learned and fun while learning, students get the same opportunity as active in learning so that it affects the learning outcomes of students better.

METHODS

This study uses descriptive qualitative research with a phenomenological approach because this research leads to a detailed and in-depth description of the condition portrait of what actually happens based on facts in the field as a form of direct observation. Denzin and Lincoln (2009: 1) state that qualitative research is an independent field of inquiry that uses a scientific background with the intention of interpreting phenomena that occur and is carried out by involving existing methods such as interviews, observations and use of documents.

The main instrument in qualitative research is the researcher. This qualitative research is expected to be able to complete and compare data through in-depth observation and interviews. Therefore, in completing the process of implementing this research instrument, the researcher prepares a list of interviews that will be submitted to the competent informants in SDN Brumbun environment in Wungu District, Madiun Regency, while at the research instrument stage in the form of an observation sheet the researcher will prepare a special note to write the events - events that occurred during the research process.

RESULT AND DISCUSSION

The purpose of this research is to identify and know about the use of cooperative scripts used local culture that made students more active, skilled and independent as well as increasing knowledge about the importance of maintaining and preserving the existing local culture as the identity of a nation. To achieve this goal the researchers conducted research using a qualitative suppressor, the first is identifying existing problems, the second is determining the subject of research by taking the subject of grade IV students because in that class there are still many students who do not know about the culture around their area, then do classroom observations which involves all learning activities and conduct in-depth interviews with teachers and students and conduct documentation to strengthen research evidence.

In the 2013 curriculum learning process, teachers need to use effective learning methods in learning activities that can achieve learning objectives. By applying Cooperative Script, the learning activities are not monotonous and students can be active. In addition, learning media is also used in teaching to support the understanding of material. According to Suharto (2015: 64) learning media is used as an intermediary in the learning process. In this study the teacher uses learning media previously prepared by researchers, namely the Pop-Up Nusantara learning media which has been designed according to the Learning Implementation Plan (RPP) and adds local culture that is around the area of residence, including art and culture Reyog Ponorogo and Dongkrek from Mejayan Madiun Regency.

The use of the Cooperative Script method is implemented in order to achieve learning objectives. This is in accordance with the opinion of Widyarto (2017: 3) that the Cooperative Script method is a learning method in which students work in pairs pairing out parts of the material being studied. The use of the Cooperative Script method is expected to create conditions that allow students to receive knowledge, skills and attitudes in a thematic learning. This method is used to practice the independence of students in reading content, so students will be more active and confident in expressing their opinions in front of their

friends and teachers. The use of the Cooperative Script method can help teachers in implementing learning that is not fixed in lectures, but requires students to be more active, creative, confident and independent in learning activities. According to Hasnibeti (2017: 431) Cooperative Script is a learning method in which students work in pairs and alternately verbally take a look at the parts of the material being studied. Cooperative Script Method can make students think systematically and can focus on the material being studied. In the interview process, the teacher said that the use of Cooperative Script learning methods was very helpful in the learning process. Students are very enthusiastic and understand the material that has been taught so that learning objectives are achieved. The process of using the Cooperative Script method based on local culture itself has been running in accordance with the design and reference of the lesson plan, both the pre-activities, main activities, and post-activities. The teacher conveys learning effectively and efficiently in accordance with the flow and learning objectives in the lesson plan. The learning activities carried out run smoothly, the teacher checks the readiness of students in using the Cooperative Script method. The teacher engages students in the delivery of teaching material and learning media. It can foster understanding, cheerfulness, enthusiasm, and student participation. The purpose of using the Cooperative Script method has been achieved and also in accordance with the material in Theme 7, the beauty of diversity in my country. In the main activities the teacher gives the opportunity for all students to excite from the readings that have been read and in the final activity the teacher gives questions to students about the material that is not yet understood and provides test questions contained in the lesson plan to find out how far the understanding that has been obtained by students .

There are strengths and weaknesses of using Cooperative Script methods based on local culture in thematic lessons. The factors that support the successful use of this method are the enthusiasm of students in the learning process in accordance with the learning objectives. Also, by using this method, students can foster ideas or new ideas of critical thinking and develop a spirit in accomplishing the task. While the obstacle to using the Cooperative Script method itself is the lack of teacher adjustments using of the method and also the difficulty of forming solid groups and working well together, so the teacher must know the abilities of the students and the teacher must continue to monitor learning activities. While the material must adapt the local culture. From some of the problems that exist in the use of Cooperative Script methods based on local culture still have to make adjustments and improvements, so that the learning process becomes better.

The main goal in the learning process is the achievement of cognitive, affective and psychomotor aspects. The use of the Cooperative Script method emphasizes more on the independence of students to be able to foster new ideas or ideas, the power of critical thinking and develop their courage to convey new things that are believed to be true. The use of this method encourages student activity so that learning outcomes are enjoyable for students. The Cooperative Script method based on local culture is very well applied to students, especially for fourth grade students of SDN Brumbun, Wungu Subdistrict, Madiun Regency. It can be proven by the problem of students' lack of understanding of the subject matter delivered by their teacher with the use of this method, which is expected to be a consideration for using methods that make students happy with the learning material in order to achieve cognitive learning goals, affective and psychomotor better so that the results achieved by students are very satisfying.

The results of using the Cooperative Script method based on local culture in this thematic pursuit are in accordance with the expected results. Students are very enthusiastic and active in learning activities. In addition, the teacher also gave positive comments during the interview. Thus, it can be concluded as evidence that the implementation of research on the use of Cooperative Script methods based on local culture in the thematic lessons in class IV SDN Brumbun, Wungu District, Madiun District, the academic year 2018/2019 was successfully applied to students in grade IV SDN Brumbun, Wungu District, Madiun, with satisfactory results for application that method.

CONCLUSION

Based on the results of a discussion of the use of local culture-based Cooperative Script methods on thematic lessons in class IV SDN Brumbun that have been carried out, it can be concluded as follows: The use of Cooperative Script methods based on local culture in thematic learning is very well applied to elementary school students especially grade IV. It is proven by the implementation of the use of the Cooperative Script method students became more independent and active during the learning process and also the students' problems could be resolved properly, especially the problem of daring to pour out new ideas in their thinking. Students become active, independent, confident and think critically according to the learning objectives. The results of observations and interviews get positive comments from both the teacher and students with proven enthusiasm active students and understand the lessons explained by the teacher and the results of interviews with class teachers who get good responses. For observation results show that during the learning process runs smoothly in accordance with learning objectives.

The suggestions of using Cooperative Script methods based on local culture only needs adjustment from the teacher to better prepare good learning material. While the supporting factors are the achievement of learning in accordance with the learning objectives, students are more active, confident, independent and think critically in learning activities. As well as increasing student knowledge of the existing local culture as a form of maintaining and preserving the identity of a nation

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