



Integration of Cooperative Script in Christian Religious Education Learning at SDN No. 078475 Luahambaho

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ABSTRACT

This study aims to analyze the effectiveness of integrating the Cooperative Script learning model in improving the quality of Christian Religious Education (CRE) at SDN No. 078475 Luahambaho. The research method employed is classroom action research (CAR), conducted in two learning cycles involving 28 fifth-grade students. Data were collected through observation, learning outcome tests, interviews, and documentation. The findings indicate a significant improvement in student learning outcomes, with the percentage of mastery increasing from 57.14% in the pre-cycle to 75% in Cycle I and 89.29% in Cycle II. Moreover, the study observed enhancements in the quality of classroom interaction, students' ability to share knowledge, collaborate, and develop biblical understanding. The Cooperative Script model proved effective in facilitating more meaningful and interactive CRE learning, aligned with Christian values such as sharing, active listening, and mutual respect. This study offers practical contributions to the development of instructional strategies in CRE at the elementary level, particularly within public schools characterized by diverse student backgrounds.

Keywords: *Cooperative Script, Christian Religious Education, Elementary School, Collaborative Learning*

INTRODUCTION

Christian Religious Education (PAK) constitutes one of the fundamental components of the Indonesian education curriculum, particularly for Christian students in public schools. PAK is not merely intended to transfer theological knowledge; more importantly, it serves as a means of shaping students' character, ethics, and spirituality in accordance with Christian teachings. In this context, PAK functions as a platform for nurturing faith and morality that is relevant to daily life, enabling students not only to understand Christian doctrines theoretically but also to embody them in practice.

Nevertheless, the implementation of PAK in public elementary schools faces several challenges. One of the main issues is the limited instructional time allocated, which is often disproportionate to the broad educational objectives it aims to achieve. Moreover, the diversity of students' backgrounds and levels of understanding also affects the effectiveness of the learning process. The predominance of conventional, less interactive teaching methods further contributes to student passivity and low engagement.

Therefore, innovation in teaching methods and learning media is essential to deliver PAK in a more engaging, contextualized manner that meets students' spiritual needs and supports their holistic moral development.

SDN No. 078475 Luahambaho, located in Botombawo District, South Nias Regency, North Sumatra, has a significant population of Christian students. Based on preliminary observations conducted in January 2025, PAK instruction at this school remains dominated by lectures and individual assignments. Such approaches tend to result in passive learning and limited student involvement. The PAK learning outcomes of fifth-grade students reveal that out of 28 students, only 16 (57.14%) achieved the Minimum Mastery Criterion (KKM) of 70.

The Cooperative Script learning model is a type of cooperative learning that emphasizes collaboration between student pairs to summarize and comprehend learning materials (Slavin, 2015). In this model, students work in pairs, alternately taking the role of speaker and listener to convey the key ideas of the lesson. This approach can help students develop conceptual understanding, active listening skills, and the ability to communicate their thoughts effectively (Suprijono, 2013).

Previous studies have demonstrated the effectiveness of the Cooperative Script model in improving student learning outcomes across various subjects. For example, Susanto (2020) reported a 27% improvement in social studies achievement among elementary students after applying this model. In the context of religious education, Manalu (2022) found that the Cooperative Script approach enhanced students' understanding of religious concepts and increased their participation in learning activities. However, research focusing specifically on the application of this model in PAK within public elementary schools remains limited.

Based on the foregoing background, this study has three interrelated objectives. First, it seeks to analyze the process of integrating the Cooperative Script learning model into Christian Religious Education at SDN No. 078475 Luahambaho, including planning, implementation, and evaluation stages. Second, it aims to determine the extent to which student learning outcomes improve following the application of the Cooperative Script model. This evaluation will reflect the model's effectiveness in helping students gain a deeper and more applicable understanding of PAK content. Third, the study intends to assess students' responses to the use of the Cooperative Script method in terms of interest, active participation, and satisfaction with the learning process.

The significance of this research lies in its contribution to enriching PAK instructional strategies with more innovative and effective approaches, particularly in public elementary schools facing various constraints. Through a cooperative framework that fosters active student interaction, the Cooperative Script model is expected to create a more enjoyable learning atmosphere, maximize student engagement, and strengthen both the understanding and the embodiment of Christian values.

METHODS

This study employed a Classroom Action Research (CAR) method using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection (Kemmis & McTaggart, 2014). The research was conducted in two cycles, with each cycle comprising three meetings. The research subjects were 28 fifth-grade students (15 male and 13 female) of SDN No. 078475 Luahambaho, Botombawo District, South Nias

Regency, North Sumatra, in the 2024/2025 academic year. The selection of the fifth grade as the research subject was based on the students' sufficiently developed cognitive abilities to engage in learning activities using the Cooperative Script model.

The research procedure included the following steps: (1) conducting preliminary observations to identify learning problems; (2) developing lesson plans (RPP) incorporating the Cooperative Script model; (3) preparing learning materials and supporting media; and (4) developing research instruments in the form of observation sheets, learning achievement tests, and interview guidelines.

Cycle I

- Planning: Preparing the lesson plan, learning materials on *"The Story of Creation and Human Responsibility as God's Creation"*, student worksheets, and assessment instruments.
- Action: Implementing the Cooperative Script model over three meetings.
- Observation: Monitoring student and teacher activities during the learning process.
- Reflection: Analyzing observation and test results to make improvements for the next cycle.

Cycle II

- Planning: Revising the lesson plan based on the reflection results from Cycle I, preparing learning materials on *"The Example of Jesus in Daily Life"*, student worksheets, and assessment instruments.
- Action: Implementing the improved Cooperative Script model.
- Observation: Monitoring student and teacher activities during the learning process.
- Reflection: Analyzing observation and test results to evaluate the overall research process.

Data collection involved the use of observation sheets to record teacher and student activities during lessons, administering pre-tests before the intervention and post-tests after each cycle to measure improvements in student learning outcomes, conducting semi-structured interviews with selected students to gather feedback on the implemented learning model, and collecting documents such as students' work, photographs of learning activities, and field notes.

Data analysis was carried out using qualitative and quantitative descriptive techniques. Qualitative data from observations and interviews were analyzed through data reduction, data presentation, and conclusion drawing. Quantitative data from the tests were analyzed using descriptive statistics to calculate the mean, mastery percentage, and learning improvement.

The success criteria for the action were determined as follows:

1. Implementation of the Cooperative Script learning model achieved at least 80% of the planned activities.
2. At least 80% of students achieved the Minimum Mastery Criterion (KKM) of 70.
3. An increase in student learning activity with a minimum score of 75% on the observation sheet.

RESULT AND DISCUSSION

Student Learning Outcomes

The findings of this study indicate an improvement in students' learning outcomes following the implementation of the Cooperative Script learning model. Table 1 presents a comparison of student achievement in the pre-cycle, Cycle I, and Cycle II stages.

Table 1. Comparison of Student Learning Outcomes

Aspect	Pre-Cycle	Cycle I	Cycle II
Average Score	65.32	73.21	82.86
Highest Score	85	90	95
Lowest Score	45	50	60
Number of Students Meeting Mastery Criteria	16	21	25
Mastery Percentage	57.14%	75%	89.29%

Based on Table 1, the average score increased from 65.32 in the pre-cycle to 73.21 in Cycle I and 82.86 in Cycle II. The mastery percentage also improved from 57.14% in the pre-cycle to 75% in Cycle I and 89.29% in Cycle II.

Student Learning Activities

Students' learning activities during the Cooperative Script lessons also showed improvement, as presented in Table 2.

Table 2. Comparison of Student Learning Activities

Observation Aspect	Cycle I	Cycle II
Pair Collaboration	72.32%	89.29%
Ability to Summarize Material	67.86%	82.14%
Ability to Present Summaries	64.29%	80.36%
Active Listening Skills	69.64%	85.71%
Ability to Provide Corrections	60.71%	78.57%
Participation in Class Discussions	71.43%	87.50%
Average	67.71%	83.93%

The table shows that the average student activity score increased from 67.71% in Cycle I to 83.93% in Cycle II. The most significant improvements occurred in pair collaboration and active listening skills.

Implementation of the Cooperative Script Model

The implementation of the Cooperative Script model in Christian Religious Education (PAK) followed these stages: Cycle I. *Meeting 1*: The teacher introduced the Cooperative Script model and assigned students into pairs. The topic discussed was "The Story of Creation in Genesis 1–2." Students were still hesitant in performing the roles of speaker and listener. *Meeting 2*: The lesson continued with "Humans as Special Creations." Some pairs began adapting to the model, although some still had difficulty summarizing the material. *Meeting 3*: The topic discussed was "Human Responsibility toward God's Creation." Students improved in fulfilling their roles, but class discussions were still dominated by a few active participants.

Cycle II. *Meeting 1*: Based on the Cycle I reflection, the teacher provided clearer guidelines and examples for summarizing material. The topic discussed was *“Jesus as a Model of Service.”* *Meeting 2*: The topic discussed was *“Jesus as a Model of Love.”* Students demonstrated better summarizing and presentation skills. *Meeting 3*: The topic discussed was *“Applying the Example of Jesus in Daily Life.”* Students were able to carry out the Cooperative Script model effectively, and class discussions became livelier with more evenly distributed participation.

Students’ Responses to the Cooperative Script Model

Interviews with students revealed positive responses to the use of the Cooperative Script model in PAK lessons. Selected comments included:

- *“I enjoy learning with this model because I can share understanding with my partner and help each other.”* (Student 1)
- *“At first, summarizing Bible stories was difficult, but it became easier over time, and I understood them better.”* (Student 2)
- *“I became more confident speaking in front of the class because I practiced first with my partner.”* (Student 3)
- *“PAK lessons became more enjoyable because we didn’t just listen to the teacher but were also actively involved.”* (Student 4)

Of the 15 students interviewed, 13 (86.67%) expressed a preference for learning PAK using the Cooperative Script model compared to previous methods.

The findings indicate that integrating the Cooperative Script learning model into PAK lessons at SDN No. 078475 Luahambaho successfully enhanced both learning outcomes and student engagement. This improvement is consistent with Hutasoit (2021), who found that cooperative learning models increased elementary students’ PAK achievement by 22.5%. It also supports Sinaga’s (2019) findings on the effectiveness of collaborative learning in improving students’ understanding of religious content.

Several factors contributed to the success of the Cooperative Script model in PAK. First, it provided students with opportunities for active involvement through summarizing, presenting, listening, and correcting, all of which promote deeper information processing and stronger understanding of PAK material (Johnson & Johnson, 2013). Second, pair collaboration facilitated learning within the zone of proximal development (ZPD) as proposed by Vygotsky, enabling students to learn with the assistance of more capable peers (Schunk, 2012).

Another important factor is the alignment of the Cooperative Script model with Christian values taught in PAK. The principles of cooperation, attentive listening, and mutual respect inherent in this model reflect biblical teachings on fellowship and love for others. As Groome (2011) notes, effective PAK should not only impart knowledge but also facilitate the lived experience of Christian values during the learning process.

The improvement in students’ ability to summarize and comprehend biblical narratives is also a significant finding. Through summarization, students learn to identify key ideas in Bible stories and draw theological meanings relevant to their lives. This approach aligns with the hermeneutical method in PAK, which emphasizes bridging the biblical text with students’ life contexts (Parrett & Kang, 2009).

The main challenge in applying the Cooperative Script model to PAK is the need for sufficient instructional time to implement all stages effectively. The limited time allocated

to PAK in public schools requires teachers to manage time efficiently and potentially integrate this model with other methods. Moreover, varying student abilities in understanding and summarizing PAK material should be addressed, for example, by providing more structured summarization guidelines or forming strategically balanced pairs.

Another notable finding is the increase in students' confidence in communicating their understanding of PAK material. As indicated in interviews, several students felt more comfortable speaking before the class after practicing with their partners. This suggests that the Cooperative Script model contributes not only to cognitive understanding but also to the development of essential communication skills in religious education (Seymour, 2014).

The practical implication of this study is the need to integrate cooperative learning models, such as Cooperative Script, into PAK instruction in elementary schools. PAK teachers should be encouraged to adapt and diversify the application of this model according to the nature of the material and students' needs. For instance, for narrative materials such as Bible stories, the model can emphasize retelling skills, while for more conceptual topics like Christian values, it can focus on explaining and applying concepts. The limitation of this study lies in its focus on a single class in one school, which calls for caution in generalizing the findings. Furthermore, it did not explore in depth the affective dimension and changes in students' attitudes resulting from PAK lessons using the Cooperative Script model. Future research with a broader scope and an emphasis on the affective dimension of PAK would provide a more comprehensive understanding of the model's effectiveness.

CONCLUSION

Based on the findings and discussion, it can be concluded that the integration of the Cooperative Script learning model into Christian Religious Education (PAK) at SDN No. 078475 Luahambaho is effective in improving both student learning outcomes and learning activities. Improvement in learning outcomes was demonstrated by an increase in mastery percentage from 57.14% in the pre-cycle to 89.29% in Cycle II, while student learning activity rose from 67.71% in Cycle I to 83.93% in Cycle II.

The Cooperative Script model provides students with opportunities to actively engage in the PAK learning process through activities such as summarizing, presenting, listening, and giving feedback. This process not only facilitates deeper conceptual understanding but also fosters communication and collaboration skills aligned with the Christian values taught in PAK. The students' positive responses to the implementation of this model indicate that PAK can become more engaging and meaningful when students are actively involved in the learning process. This is particularly important in the context of public elementary schools, where PAK must compete with other subjects for students' attention and interest.

Based on this research, the following recommendations are proposed: 1) Integration of Cooperative Learning Models: PAK teachers in elementary schools should incorporate cooperative learning models, such as the Cooperative Script, to enhance student engagement and improve learning outcomes. 2) Development of Practical Implementation Guidelines: Practical guidelines for applying the Cooperative Script

model, adapted to the specific characteristics of PAK materials, should be developed to support teachers in its effective implementation. 3) Further Research: Future studies with a broader scope and a focus on the affective dimensions of PAK learning using the Cooperative Script model are needed to gain a more comprehensive understanding of its effectiveness.

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