THE INFLUENCE OF THE COOPERATIVE SCRIPT LEARNING MODEL ON STUDENTS' LEARNING OUTCOMES IN CLASS V ELEMENTARY SCHOOL

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Abstract: *This study aims to determine the effect of using learning models Cooperative Script on student learning outcomes on the theme of our friendly environment in grade V SD Negeri 065013 Kec. Medan Selayang for the 2022/2023 learning year. In this study using a quantitative approach to the experimental method, the population of this study was the entire class V of SD Negeri 065013 Kec. Medan Selayang which amounted to 55 students. Sampling using samples purposive and the sample used was a VA class of 30 students. To find out the initial ability of students, this study conducted Pre Test with an average student score of 50.77 which falls into the less category. Then the result of Post Test has an increase from results Pre Test The previous one with an average score of Shiva reached 82.8 in the Very Good category. The success rate of student learning outcomes increased as evidenced by the results of the correlation test calculation obtained by 0.779 which means* r_{count} *(0.779)* r_{table} *(0.361). Next hypothesis testing (t-test) where* $t_{count} \geq t_{table}$ *i.e. 6.574 2.048 so it can be stated that* H_a *Accepted and rejected* H_o*. This shows that there is a significant positive influence from the use of learning models Cooperative Script on student learning outcomes on the theme of our friendly environment in grade V SD Negeri 065013 Kec. Medan Selayang for the 2022/2023 learning year.*

Keywords: *Cooperative Script, Student Learning Outcomes*

INTRODUCTION

Education at this time has become one of the most important things in terms of Indonesia's development to create human beings who are knowledgeable and have character to face challenges in such a great future. Therefore, educational activities cannot be ignored, especially in entering an era of increasingly fierce competition. Education is carried out in a planned and systematic manner so that educational goals can be achieved in accordance with expectations through effective and efficient learning activities. Based on the Law on the Education System of the Republic of Indonesia No. 20 of 2003 Chapter I Article I (paragraph 1) that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Education is expected to be a vehicle for fulfilling the developmental tasks of students. In addition, education is also stated as a tool to develop students' cognitive, affective and psychomotor. The results of these developments are expected to be seen during the teaching-learning process between teachers and students during ongoing learning. The educational process carried out by teachers in schools through a process of learning activities will form teachers and students having a relationship of mutual need, where the teacher is the provider of information and students are the recipients of information. The success of students in achieving their learning outcomes is inseparable from the way the teacher manages the classroom or masters learning strategies. One of them is by using a learning model that can develop students' thinking skills. In general, the function of the teacher, among others, is to set learning goals and organize various learning resources to realize learning goals.

Based on the results of observations that researchers did in class V SD Negeri 065013 Kec. Medan Selayang researchers found that the learning process tends to be one way. This means that the teacher plays a more active role in conveying the subject matter, the teacher tells stories and students listen to what the teacher conveys and students will sit quietly listening to the teacher's explanation. This problem causes students to be bored, lazy and less active in the teaching and learning process and tend not to understand what the teacher has explained in the teaching and learning process. To get rid of student boredom, these students will look for busyness by playing and doing other activities that are not related to the material presented by the teacher. The next problem, students have difficulty re-expressing the contents of the material they are learning. Many students have not been able to re-explain the subject matter in front of the class which has been explained by the teacher based on their understanding, thus triggering students not to understand the lesson taught by the teacher when the teacher conveys the learning and learning outcomes of some students do not meet the specified Minimum Completeness Criteria (KKM). .

One aspect that should be done so that the problems above are resolved is to use the right learning model. Researchers must be able to design meaningful learning models for students. For this reason, researchers must be more creative in designing learning models that allow students to participate actively and creatively in the material being taught. With the learning model the teacher can see how far students can master the material that has been taught by using an appropriate learning model so that the learning process is more interesting and students don't feel bored while participating in learning. Students are expected to be able to understand the material provided to achieve meaningful learning.

Thus, one solution that can be used is to apply the Cooperative Script learning model. This learning model emphasizes a group of students with the intention that students can master the subject matter optimally. This Cooperative Script learning model can be used in all subjects. This learning model also trains students to practice hearing, precision, and accuracy. In this case the Cooperative Script learning model is useful for causing student activity in learning and learning does not focus in one direction.

The Cooperative Script learning model is a learning model that emphasizes the process of a group of students with the intention that students can master the subject matter optimally. According to Huda (2017: 213) Cooperative Script is a learning strategy in which students work in pairs and take turns orally in summarizing the parts of the material being studied. The Cooperative Script learning model is a learning model that can make students active in the learning process.

The Cooperative Script learning model was developed to overcome problems in scenario-based learning, where students have to work together in groups to complete assignments and achieve learning goals. This learning model is based on cooperative learning theory, which states that students learn more effectively when working together in groups consisting of members with diverse abilities. By using the Cooperative Script learning model, students are expected to be able to learn actively and independently, as well as gain support from other group members in completing assignments and achieving learning goals.

Based on this background, the researcher is interested in conducting research entitled "The Effect of Using the Cooperative Script Learning Model on Student Learning Outcomes in the Environmental Theme of Our Friends Class V SD Negeri 065013 Kec. Medan Selayang Academic Year 2022/2023".

RESEARCH METHODS

Place and time of research

The research location is the location that will become the object of research to obtain the information needed as well as the place for collecting data related to the research being carried out. The research will be carried out precisely at SD Negeri 065013 Gg. Inpres, Tj. Sari, Medan Selayang District, Medan City, North Sumatra. Research time is the time used in conducting research. This research was conducted in May in the even semester of the 2022/2023 academic year.

Population and Sample

Before conducting research, researchers must determine the research subjects in the form of a population. The population is all individuals who are used as research subjects, as stated by Arikunto (2020: 173) that the population is the entire research subject. The population in this study were fifth grade students at SD Negeri 065013 Kec. Medan Selayang for the 2022/2023 Academic Year, with 2 classes in total.

The sample is an example of a set or part of a collection of a population that is considered to represent that population so that any information generated by the sample can be considered to represent the population. According to Sugiyono (2019: 146) "The research sample is part of the number and characteristics of the population". In this study, the sampling was carried out by means of a purposive sample. It is said that purposive sampling is a sampling technique with certain considerations. Based on the population of this study, namely class V SD Negeri 065013 Kec. Medan Selayang for the 2022/2023 academic year, there are two classes with a total of 55 students, so the sample in this study is the VA class with a total of 30 students.

Table 1. Distribution of the Number of Students

Num	Class	Amount
1	VA	30 Person
2	VB	25 Person
Total Students		**55** Person

Research methods

According to Sugiyono (2019: 2) "The educational research method is a scientific way to obtain valid data with the aim of finding, developing and proving a certain knowledge". The type of research approach to be used is associative quantitative. Sugiyono (2013: 57) states that, "Associative quantitative research is asking the relationship between two or more variables". The relationship used in this study is a causal relationship. A causal relationship is a causal relationship, which consists of independent variables (variables that influence) and dependent (variables that are influenced).

The design used by researchers in this study is experimental research, namely the One-Group Pretest-Posttest design. In this design the researcher gives a pretest before being given treatment so that the results of the treatment can be known more accurately because they can be compared with the conditions before and after being given treatment.

$$O_1 \; x \; O_2$$

Figure 1. One group pretest-posttest design

Information:

O_1 = Pretest Value

X = Treatment of the Cooperative Script learning model

O_2 = Posttest Value

Data collection technique

Test

Tests are used to measure the extent to which a student has mastered the lessons presented, especially in terms of knowledge and skills. According to Sanjaya (2014: 251) Tests are instruments or tools to collect data about the ability of research subjects by means of measurement, for example to measure the ability of research subjects to master certain subject matter, written tests are used about the subject matter, to measure the ability of research subjects to use certain tool. The instrument used in this research was a test which totaled 60 questions in the form of multiple choice with 4 answer choices (options).

Questionnaire

Questionnaire (Questionnaire) is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when the researcher knows exactly the variable to be measured and knows what can be expected from the respondent.

According to Sugiyono (2013: 142) "The questionnaire can be in the form of closed or open questions/statements, in this study the questionnaire that will be distributed to students will be 30 items later. In this study, researchers used a Likert scale in determining the value or attitude in each answer contained in the questionnaire that would be given.

Documentation

According to Sinurat, Silaban, and Sari (2022:22), documentation is a technique for obtaining data from several media sources, both from videos, cameras, documents, and others. In this study, researchers used documentation in the form of student learning outcomes that had passed, as well as photographs that would be taken in future research studies. The research uses a documentation study to prove that it is true that the researcher did the research at the school.

Validity test

The instrument can be said to be good if it meets the requirements as a standard instrument. Standard instrument if the instrument is valid or appropriate. Sugiyono (2015: 348) states that, "A valid instrument means that the measuring instrument used to obtain (measure) data is valid. Valid means that the instrument can be used to measure what is to be measured. In determining the level of validity of the items used the Pearson Product Moment correlation by correlating between the scores obtained. The formula used is as follows:

Product moment formula

$$r_{xy}=\frac{N\sum XY-(\sum X)(\sum Y)}{(\sqrt{\{N\sum X^2-(\sum X)^2\}(N\sum Y^2-(\sum Y)^2\}}}$$

Information:

r_{xy} = Correlation coefficient between variable x and variable y

N = Number of samples

$\sum xy$ = The number of multiplication between the variables x and y

$\sum x^2$ = The sum of the squared values of x

$\sum y^2$ = The sum of the squared y values

$(\sum x)^2$ = The sum of the x values is then squared

$(\sum y)^2$ = The sum of the y values is then squared

From the test results using the formula above, an item will be declared valid if it has a high index of discrimination, namely r_count is greater than r_(table) or r_count ≥ r_(table.) And vice versa, if the r_count obtained is smaller than r_(table) then the item is declared invalid or r_count ≤ r _(table.).

Reliability Test

Reliability is an index that aims to show the extent to which the measuring instrument used can be trusted or relied on. Sugiyono (2015: 348) emphasized that, "A reliable instrument means an instrument which, when used several times to measure the same object, will produce the same

power." To find the reliability of the objective test instrument, the KR-20 formula can be used as follows:

$$r_{11}=\left[\frac{k}{k-1}\right]\left[1-\frac{\sum^2_{ab}}{\sigma t^2}\right]$$

Information :

r_{11} = Alpha Reliability Coefficient

k = Number of question items

$\sum \sigma b^2$ = The number of grain variants

σt^2 = Total variance

Data analysis technique

According to Sugiyono (2017: 308) data analysis techniques are the most important step in research because the main goal of research is to obtain data. Without knowing data analysis techniques, researchers will not get data that meets the established data standards. The data that has been collected will be analyzed to find evidence from the formulation of the questions.

Normality test

According to Sudjana (2016: 666-667), a normality test will be carried out to find out whether the population is normally distributed or not. The normality test was carried out using the Liliefors test (Sudjana, 2017: 666-667). The steps taken are as follows:

a. Observations X1, X2, X3.....Xn are used as standard numbers for Z1, Z2, Z3.....Zn by using the formula;

$$Z_1 = \frac{(x1-X)}{s}$$

Information :

X : Average learning outcomes

S : Standard deviation

a. Each standard number is calculated using the normal distribution list and then the probability is calculated using the formula F(Zi) = (Z > Zi)

b. Calculating the proportion of S(Zi) with the formula:

$$S(Z_1) = \frac{banyaknya\ Z_1, Z_2 \ldots\ldots Z_n}{n}$$

With the difference F (Z1) – (Z1), then determine the absolute price.

Taking the absolute value that is the largest of the difference is called Lcount, then at a significant rate α = 0.05 look for the price of Ltable on the list of critical values L for the Liliefors test.

The criterion for this test is if Lcount ≥ Ltable then the distribution is normal otherwise if Lcount < Ltable then the distribution is not normal.

Correlation Coefficient Test

To determine whether there is influence between the independent variable (X) and the dependent variable (Y), the product moment correlation formula is used. In line with that, Neliwati (2018: 197) suggests the formula used to calculate the simple correlation coefficient is as follows:

$$r_{xy} = \frac{n\sum X.Y - (\sum X)(\sum Y)}{\sqrt{\left\{n\sum x^2 - (\sum x)^2\right\}\left\{n\sum y^2 - (\sum y)^2\right\}}}$$

Information:

n = The number of X and Y data pairs

$\sum x$ = Total number of Variable X

$\sum y$ = The total number of Y variables

$\sum x^2$ = The square of the total number of variables X

$\sum y^2$ = The square of the total number of variables Y

$\sum xy$ = The multiplication result of the total number of variables X and variable Y

If r_count ≥ r_table then there is influence between the independent variable and the dependent variable. Conversely, if r_count < r_table, then there is no influence between the independent variable and the dependent variable.

Hypothesis testing

To find out whether X has a significant relationship to variable Y, it is done by testing the hypothesis using the t-test as follows:

$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$……(Sugiyono, 2021:248)

Information:

r = Correlation coefficient

n = Number of samples

The hypothesis is accepted, if t_count ≥ t_table and vice versa, if t_count < t_table then the hypothesis is rejected.

RESULTS AND DISCUSSION

Pre-test results

At the beginning of the study in class V, which consisted of 30 students, the researcher first distributed Pre-Test questions before starting the lesson. The aim was to find out students' abilities in the thematic subjects, the theme of Our Friend's Environment, Sub-theme 2 of Learning 3, before taking action. For more details regarding the results of the class V Pre Test values can be seen in the frequency table as follows:

Table 2. Frequency Distribution of Class V Pre Test Values

x	f	fx	$(x-\bar{x})$	$(x-\bar{x})^2$	$[(x-\bar{x})^2 . f]$
20	1	20	-30,8	948,64	948,64
27	1	27	-23,8	566,44	566,44
30	2	60	-20,8	432,64	865,28
33	1	33	-17,8	316,84	316,84
37	3	111	-13,8	190,44	571,32
40	3	120	-10,8	116,64	349,92
43	2	86	-7,8	60,84	121,68
47	1	47	-3,8	14,44	14,44
50	4	200	-0,8	0,64	2,56

52	1	52	1,2	1,44	1,44
56	1	56	5,2	27,04	27,04
63	2	126	12,2	148,84	297,68
65	1	65	14,2	201,64	201,64
67	1	67	16,2	262,44	262,44
71	1	71	20,2	408,04	408,04
72	1	72	21,2	449,44	449,44
75	1	75	24,2	585,64	585,64
76	1	76	25,2	635,04	635,04
79	1	79	28,2	795,24	795,24
80	1	80	29,2	852,64	852,64
1083	**N=30**	$\sum fx$ **=1523**		$\sum x^2$ **=7015**	$\sum fx^2$ **=8273,4**

In the above table it can be determined the average, standard deviation (determines how close the data or distribution of data is to the mean value) and standard error (accuracy) as follows:

1. Average (Mean)

$$M_x = \frac{\Sigma fx}{n}$$

$$= \frac{1523}{30}$$

$$= \mathbf{50,77}$$

2. Standard Deviation

$$SD = \sqrt{\frac{\Sigma fx^2}{n}}$$

$$= \sqrt{\frac{8273,4}{30}}$$

$$= \sqrt{275,78}$$

$$= \mathbf{16,61}$$

3. Standard Error

$$SE_m = \frac{SD}{\sqrt{n-1}}$$

$$= \frac{16,61}{\sqrt{30-1}}$$

$$= \frac{16,61}{\sqrt{29}}$$

$$= \frac{16,61}{5,385}$$

$$= \mathbf{3,084}$$

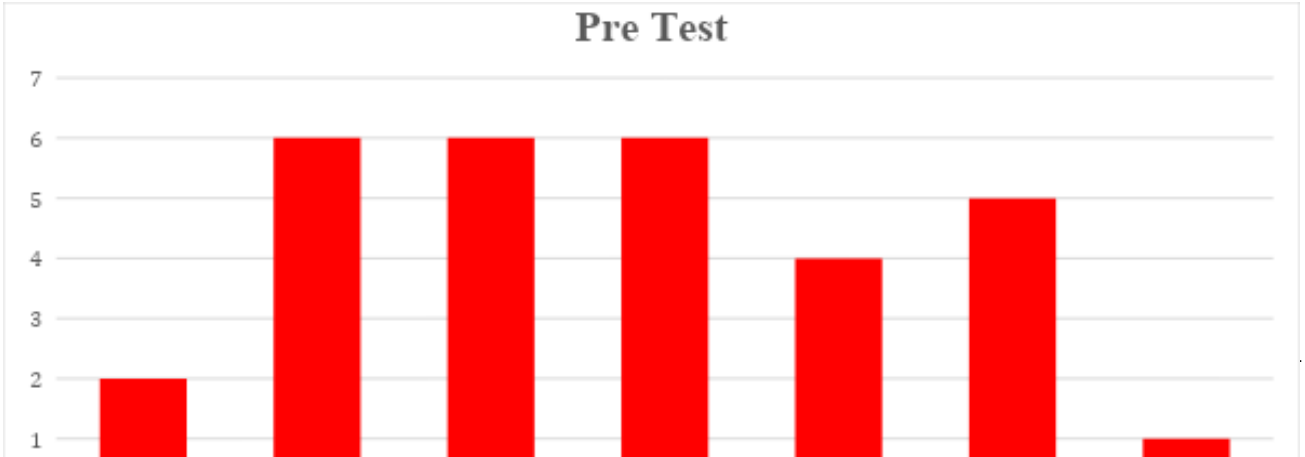
The calculation results obtained from the Pre Test data obtained the average result (mean) is 50.77 while the standard deviation is 16.61 and the standard error is 3.084.

Table 3. Percentage Distribution of Pre Test Results

Num.	class intervals	Frequency	Percentage
1.	20-29	2	6,67%
2.	30-39	6	20%
3.	40-49	6	20%
4.	50-59	6	20%
5.	60-69	4	13,33%
6.	70-79	5	16,67%
7.	80-89	1	3,33%
Total		**30**	**100%**

Based on the data above, it can be seen that the students' Pre Test scores were 2 respondents who scored 20-29 of 6.67%, 6 respondents who scored 30-39 of 20%, 6 respondents who scored 40-49 of 20%, and 6 respondents who obtained 50-59 of 20%, 4 respondents scored 60-69 of 13.33%, 5 respondents scored 70-79 of 16.67% and 1 respondent scored 80-89 of 3.33%.

Figure 1. Histogram of Pre-test Value Frequency Distribution



The results of giving the Pre Test at the beginning or before being given a treatment, students who have scores below the KKM are as many as 24 people with a percentage of 80% and students who get scores above the KKM are 6 people with a percentage of 20%. By looking at this condition, the researcher tried to follow up by giving a treatment by giving the Cooperative Script learning model in that class.

Posttest results

After giving treatment using the Cooperative Script learning model while teaching, the researcher then returned to test students' understanding by giving Post Test questions to students to measure the extent to which the positive influence of the Cooperative Script learning model had on student learning outcomes in class V. The results of the Post Test scores can be seen in the table below:

Table 4. Frequency Distribution of Class V Post Test Values

x	f	fx	$(x-\bar{x})$	$(x-\bar{x})^2$	$[(x-\bar{x})^2 . f]$
59	1	59	-23,8	566,44	566,44
65	1	65	-17,8	316,84	316,84
67	1	67	-15,8	249,64	249,64
70	4	280	-12,8	163,84	655,36
77	3	231	-5,8	33,64	100,92
80	3	240	-2,8	7,84	23,52
83	3	249	0,2	0,04	0,12
87	3	261	4,2	17,64	52,92
90	3	270	7,2	51,84	155,52
93	1	93	10,2	104,04	104,04
95	3	285	12,2	148,84	446,52
96	4	384	13,2	174,24	696,96
962	**N=30**	$\sum fx$ **=2484**		$\sum x^2$ **=1834,88**	$\sum fx^2$ **=3368,8**

In the above table it can be determined the average, standard deviation (determines how close the data or distribution of data is to the mean value) and standard error (accuracy) as follows:

1. Average (Mean)

$$M_x = \frac{\Sigma fx}{n}$$

$$= \frac{2484}{30}$$

$$= \mathbf{82,8}$$

2. Standard Deviation

$$SD = \sqrt{\frac{\Sigma fx^2}{n}}$$

$$= \sqrt{\frac{3368,8}{30}}$$

$$= \sqrt{112,29}$$

$$= \mathbf{10,60}$$

3. Standard Error

$$SE_m = \frac{10,60}{\sqrt{n-1}}$$

$$= \frac{10,60}{\sqrt{30-1}}$$

$$= \frac{10,60}{\sqrt{29}}$$

$$= \frac{10,60}{5,385}$$

$$= \mathbf{1,968}$$

The calculation results obtained from the Post Test data show that the average (mean) is 82.8 while the standard deviation is 10.60 and the standard error is 1.968.

Table 5. Percentage Distribution of Post Test Results

Num.	class intervals	Frequency	Percentage

1.	59-64	1	3,33%
2.	65-70	6	20%
3.	71-76	0	0%
4.	77-82	6	20%
5.	83-88	6	20%
6.	89-94	4	13,33%
7.	95-100	7	23,34%
Total		**30**	**100%**

Based on the data above, it can be seen that the students' Post Test scores were 1 respondent obtaining a score of 59-64 of 3.33%, 6 respondents obtaining a score of 65-70 of 20%, no respondent obtaining a score of 71-76 or 0%, as many as 6 respondents got 77-82 at 20%, 6 respondents got 83-88 at 20%, 4 respondents got 89-94 at 13.33% and 7 respondents got 95-100 at 23.34%.

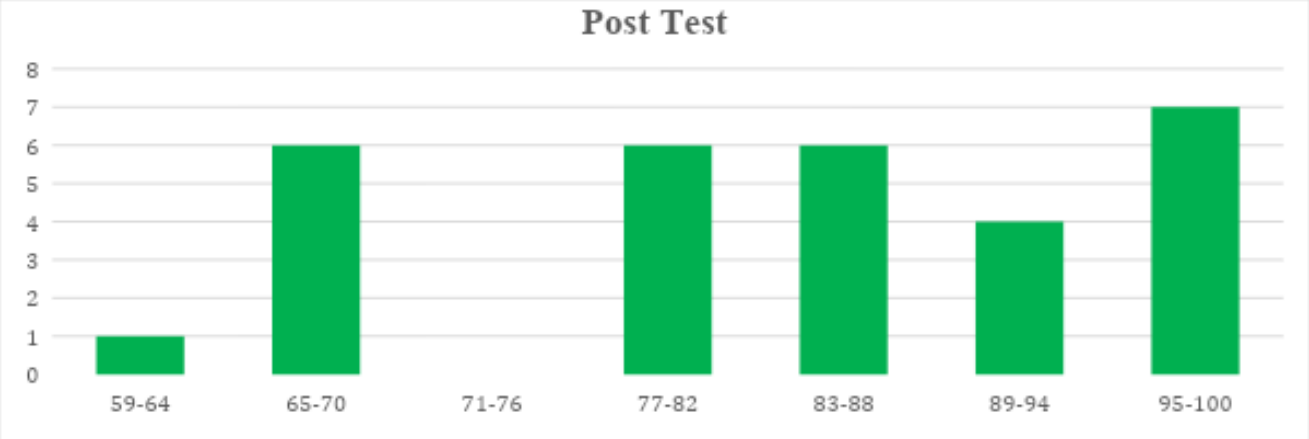


Figure 2. Histogram of Post Test Value Frequency Distribution

After being given treatment to students in class V SD Negeri 065013 according to the material provided, it can be seen the results of the treatment of the Cooperative Script learning model from the data above. Based on these data it is known that there was an

increase in student scores after being given treatment from before giving treatment. The increase can be seen in the diagram below:

Figure 3. Pre-test and post-test average scores diagram

From Figure 3 above, it can be seen that the learning outcomes of class IV students before being given treatment using the Cooperative Script model, the average value is 50.77 while after being given learning treatment using the Cooperative Script model students get an average value of 82.8 . Then there is an increase in the average value after being given treatment to students. The assessment criteria for the average Pre Test and Post Test can be seen in the table below:

Table 6. Assessment Criteria

Assessment criteria	Information
80-100	**Very well**

70-79	Good
60-69	Enough
50-59	Not enough
0-59	Fail

Based on table 6. it can be concluded that the average value obtained during the Pre Test was 50.77 in the less category. While the average value of the posttest after the treatment, a value of 82.8 was obtained in the very good category.

Questionnaire Results

At the end of the study the researcher gave a questionnaire to students, this aims to find out how the students are after being given treatment using the Cooperative Script learning model that has been used during the learning process.

Table 7. Distribution of the Frequency of Obtaining Questionnaires

x	f	fx	$(x\text{-}\bar{x})$	$(x-\bar{x})^2$	$[(x-\bar{x})^2 . f]$
60	2	120	-19,97	398,8009	797,6018
65	1	65	-14,97	224,1009	224,1009
66	1	66	-13,97	195,1609	195,1609
70	2	140	-9,97	99,4009	198,8018
75	3	225	-4,97	24,7009	74,1027
77	1	77	-2,97	8,8209	8,8209
79	1	79	-0,97	0,9409	0,9409

80	4	320	0,03	0,0009	0,0036
81	1	81	1,03	1,0609	1,0609
83	1	83	3,03	9,1809	9,1809
85	5	425	5,03	25,3009	126,5045
87	1	87	7,03	49,4209	49,4209
88	1	88	8,03	64,4809	64,4809
89	2	178	9,03	81,5409	163,0818
90	3	270	10,03	100,6009	301,8027
95	1	95	15,03	225,9009	225,9009
127 0	**N= 30**	$\sum fx =$ **2399**		$\sum x^2 =$ **1509,4144**	$\sum fx^2 =$ **2440,967**

In the above table it can be determined the average, standard deviation (determines how close the data or distribution of data is to the mean value) and standard error (accuracy) as follows:

1. Average (Mean)

$$M_x = \frac{\sum fx}{n}$$

$$= \frac{2399}{30}$$

$$= \mathbf{79,97}$$

2. Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{n}}$$

$$= \sqrt{\frac{2440,967}{30}}$$

$$= \sqrt{81,365}$$

$= \mathbf{9,02}$

3. Standard Error

$SE_m = \frac{9,02}{\sqrt{n-1}}$

$= \frac{9,02}{\sqrt{30-1}}$

$= \frac{9,02}{\sqrt{29}}$

$= \frac{9,02}{5,385}$

$= \mathbf{1,675}$

The calculation results obtained from the questionnaire data obtained the average result (mean) is 79.97 while the standard deviation is 9.02 and the standard error is 1.675.

Table 8. Percentage Distribution of Questionnaire Values

Num.	class intervals	Frequency	Percentage
1.	60-65	3	10%
2.	66-71	3	10%
3.	72-77	4	13,33%
4.	78-83	7	23,34%
5.	84-89	9	30%
6.	90-95	4	13,33%
Total		**30**	**100%**

Based on the data above, it is known that the value of the questionnaire is that 3 respondents obtained a score of 60-65 at 10%, 3 respondents obtained 66-71 at 10%, 4 respondents obtained 72-77 at 13.33%, 7 respondents obtained 78-83 by 23.34%, 9 respondents got 84-89 by 30%, 4 respondents got 90-95 by 13.33%.

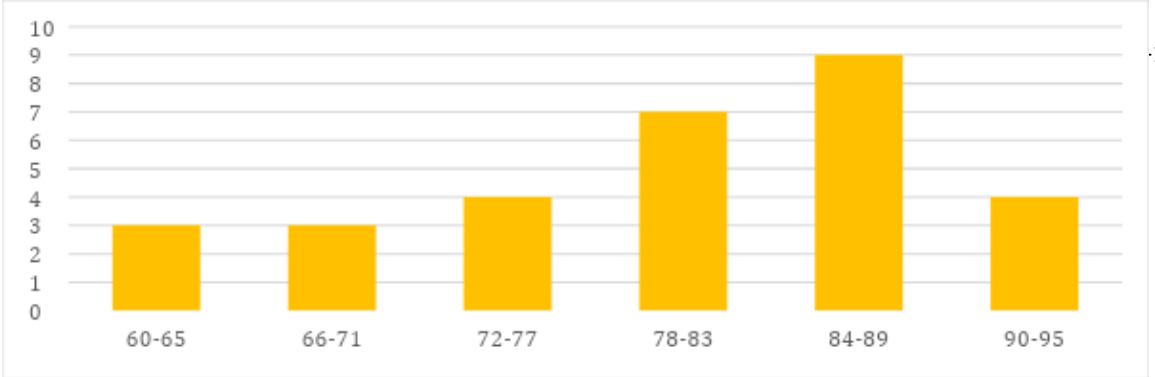


Figure 4. Histogram of the Frequency Distribution of Questionnaire Results

Based on the data above, it can be seen that the frequency of the questionnaire obtained the highest value of 95 and the lowest value of 60, obtained an average (mean) of 79.97 and a standard deviation of 9.02.

Results of Data Analysis

Normality test

The normality test is used to determine whether the data from the study are normally distributed or not. And to find out whether the data from class V students at SD Negeri 065013 are normally distributed or not, calculations are carried out using SPSS assistance. The significance level (sig) of 5% is as follows:

Significance value (sig) ≥ 0.161 normal distribution

Significance value (sig) < 0.161 distribution is not normal

By testing normality using the Test Of Normality test. The following can be seen below the results of the calculation of the Lilliefors Test using SPSS Version 25.

Table 9. Normality Test of Learning Outcomes

Kelas		**Kolmogorov-Smirnov[a]**			**Shapiro-Wilk**		
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Learning outcomes	*Pre Test*	0,111	30	.200*	0,924	30	0,034

	Post Test	0,118	30	.200*	0,928	30	0,044

The significance level value used by the researcher is a significance level of 5% or 0.161. Based on the results of the study above, it was obtained that the significance value of class V was L_count≥L_table or 0.200 > 0.161, so according to decision making in the Lilliefors normality test it can be concluded that class V pre-test and post-test data are normally distributed.

Correlation Coefficient Test

The correlation coefficient test is used to determine whether there is influence between the independent variable (X) on the dependent variable (Y), and the requirements for the correlation coefficient test are by looking at r_count ≥ r_table with the product moment correlation formula. The following is the calculation of the correlation coefficient test using SPSS Version 25 which can be seen in table 10 as follows:

Table 10. Correlation Coefficient Test

Correlations			
		Cooperative Script Learning Model	Learning outcomes
Cooperative Script Learning Model	Pearson Correlation	1	.779**
	Sig. (2-tailed)		0,000
	N	30	30
Learning outcomes	Pearson Correlation	.779**	1

	Sig. (2-tailed)	0,000	
	N	30	30

From the correlation coefficient test table above, it shows that the results of the correlation coefficient are r_count = 0.779 with a significant level of 5% with the number of respondents (n) = 30 students so that r_table = 0.361. From the results of these calculations it shows that r_(count >) r_table is 0.779 > 0.361, so there is an influence between the Cooperative Script learning model on student learning outcomes in class V SD Negeri 065013 Kec.Medan Selayang.

Table 11. Correlation Coefficient Interval

Coefficient Intervals	Relationship Level
0.00-0.199	Very low / No relationship
0.20-0.399	Low
0.40-0.599	Enough
0.60-0.799	Strong
0.80-1.00	Very strong

Source: Sugiyono (Kasmadi dan Sunariah, 2020:132)

Based on the value interval table 'r' correlation (r_xy) 0.779 lies in the value range 0.60-0.799, it can be concluded that there is an influence between the Cooperative Script learning model and student learning outcomes which have a strong relationship. The influence of the Cooperative Script (X) learning model variable on student learning outcomes (Y) is 77.9% obtained from r x 100 (0.779 x 100), while 22.1% is influenced by other factors.

Hypothesis test

After the data is declared to be normally distributed and the samples come from the same or homogeneous population, then hypothesis testing can be carried out using the "t-test". The statistic used to test the research hypothesis is the t-test, the hypothesis used is:

Ho: There is no effect of the Cooperative Script learning model on the learning outcomes of fifth grade students in theme 8 sub-theme 2 learning 3 at SDN 065013 Kec. Medan Selayang 2022/2023 Academic Year.

Ha: There is an influence of the Cooperative Script learning model on the learning outcomes of fifth grade students on theme 8, sub-theme 2, learning 3 at SDN 065013 Kec. Medan Selayang 2022/2023 Academic Year.

Table 12. Hypothesis Test (t-test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,620	11,203		0,859	0,398
	Cooperative Script Learning Model	0,915	0,139	0,779	6,574	0,000

The t-test criteria can be made significant if obtained to determine whether there is an influence on learning outcomes. hypothesis testing using the t-test is done by comparing t_count ≥ t_table the hypothesis is accepted, and if t_count < t_table then the hypothesis is rejected. The calculation of the t-test is carried out using the manual formula and using the help of SPSS Version 25. The following is the calculation of the t-test using the product moment formula, as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.779\sqrt{30-2}}{\sqrt{1-0{,}779^2}}$$

$$= \frac{0.779\sqrt{28}}{\sqrt{1-0{,}606841}}$$

$= \frac{0.779.\ 5{,}29}{\sqrt{0{,}393159}}$

$= \frac{4{,}12091}{0{,}627}$

= **6,574**

Based on the calculation of the hypothesis test (t-test) with SPSS Version 25, it can be seen that the value of t_count > t_table is 6.574 > 2.048.

Discussion of Findings

This research was conducted at SD Negeri 065013 Kec. Medan Selayang. The study used test questions and questionnaires or questionnaires as data collection tools with a total sample of 30 students. The purpose of conducting this research was to find out how much influence the Cooperative Script learning model had on student learning outcomes in the thematic subjects of Our Friend's Environment in class V SD Negeri 065013 Kec. Medan Selayang.

Based on the calculation of the hypothesis test (t-test) with SPSS Version 25 it can be seen that the standard error is 0.139, the beta is 0.779, the t-test result is 6.574 and the significance is 0.000. From the research results of hypothesis testing (t-test) significant results obtained 0.000 <0.05. The results of the t-test calculation of 6,574 can be seen from the value of t_count ≥ t_table, namely 6,574 > 2.048, which means that there is an influence of the Cooperative Script learning model on student learning outcomes. This shows that the Cooperative Script learning model has a significant positive effect, so Ha is thus accepted, that is, there is an influence between the Cooperative Script learning model (X) and student learning outcomes (Y).

Student learning outcomes are the success achieved and the abilities possessed by students after learning, both affective, cognitive and psychomotor which are manifested in the form of numbers obtained through tests given to students after going through the learning process. There was an increase in student learning outcomes after being given treatment, namely the average pre-test score was 50.77 and the post-test increased by 82.8.

CONCLUSION

Based on the results of the discussion of research on the effect of the Cooperative Script learning model on student learning outcomes in the thematic subjects of our friend's environment, sub-theme 2 of learning 3 in Class V SD Negeri 065013 Kec. Medan Selayang for the 2022/2023 Academic Year, the following conclusions can be drawn:

1. Based on the results of the hypothesis test (t-test) with the value of t_count ≥ t_table, namely 6.574 > 2.048 at a significant level of 0.000 <0.05. These data can show that Ha is accepted, that is, there is an influence of the Cooperative Script learning model on the learning outcomes of class V students on theme 8, sub-theme 2, learning 3 at SDN 065013 Kec. Medan Selayang 2022/2023 Academic Year.
2. There is an influence of the Cooperative Script learning model on student learning outcomes in thematic subjects, the theme of our friend's environment, sub-theme 2 of learning 3 class V SD Negeri 065013 Kec. Medan Selayang. It can be seen from the average score of the students' Pre Test of 50.77 and the average value of the students' Post Test of 82.8.

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