

ENHANCING LEARNING OUTCOMES IN VOCATIONAL ECONOMICS THROUGH COOPERATIVE SCRIPT: A CLASSROOM ACTION RESEARCH

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ABSTRACT

This study aims to examine the effectiveness of the Cooperative Script learning model in improving students' learning outcomes in Economics at SMK Raudlatul Ulum Ledokombo Jember. Although cooperative learning has been widely investigated, limited attention has been given to how Cooperative Script enhances learning outcomes through collaborative interaction within vocational Economics education, particularly in pesantren-based schools. This study contributes to the current literature by demonstrating that structured reciprocal learning can simultaneously strengthen conceptual understanding and collaborative learning behaviour. Empirical findings further revealed a progressive improvement in students' mean achievement scores from 66.20 before the intervention to 73.10 in Cycle I and 84.23 in Cycle II. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of two iterative cycles of planning, acting, observing, and reflecting. The research involved 32 eleventh-grade students enrolled in an Economics class at SMK Raudlatul Ulum Ledokombo Jember during the 2025/2026 academic year. Data were collected through classroom observations, semi-structured interviews, field notes, documentation, and achievement tests, and analysed using interactive qualitative analysis supported by descriptive quantitative analysis. The findings demonstrate that Cooperative Script substantially improved both students' academic achievement and classroom participation. Beyond the increase in learning outcomes, students became more actively engaged in collaborative discussions, demonstrated greater confidence in explaining economic concepts, and assumed stronger responsibility for shared learning. The findings suggest that Cooperative Script provides an effective pedagogical approach for creating student-centred Economics classrooms while simultaneously fostering conceptual understanding, communication skills, and collaborative competence in vocational education.

Keywords: Cooperative Script; Economics Learning; Learning Outcomes; Vocational Education

ABSTRAK

Penelitian ini bertujuan untuk meneliti efektivitas model pembelajaran Cooperative Script dalam meningkatkan hasil belajar siswa di bidang Ekonomi di SMK Raudlatul Ulum Ledokombo Jember. Meskipun pembelajaran kooperatif telah banyak diteliti, perhatian terbatas telah diberikan pada bagaimana Cooperative Script meningkatkan hasil belajar melalui interaksi kolaboratif dalam pendidikan Ekonomi vokasi, khususnya di sekolah berbasis pesantren. Studi ini berkontribusi pada literatur saat ini dengan menunjukkan bahwa pembelajaran timbal balik terstruktur

dapat secara bersamaan memperkuat pemahaman konseptual dan perilaku pembelajaran kolaboratif. Temuan empiris lebih lanjut mengungkapkan peningkatan progresif dalam skor pencapaian rata-rata siswa dari 66,20 sebelum intervensi menjadi 73,10 pada Siklus I dan 84,23 pada Siklus II. Studi ini menggunakan Penelitian Tindakan Kelas (PTK) berdasarkan model Kemmis dan McTaggart, yang terdiri dari dua siklus iteratif perencanaan, tindakan, pengamatan, dan refleksi. Penelitian ini melibatkan 32 siswa kelas sebelas yang terdaftar dalam kelas Ekonomi di SMK Raudlatul Ulum Ledokombo Jember selama tahun ajaran 2025/2026. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, catatan lapangan, dokumentasi, dan tes pencapaian, serta dianalisis menggunakan analisis kualitatif interaktif yang didukung oleh analisis kuantitatif deskriptif. Temuan menunjukkan bahwa Cooperative Script secara substansial meningkatkan baik pencapaian akademik siswa maupun partisipasi di kelas. Selain peningkatan hasil belajar, siswa menjadi lebih aktif terlibat dalam diskusi kolaboratif, menunjukkan kepercayaan diri yang lebih besar dalam menjelaskan konsep ekonomi, dan mengambil tanggung jawab yang lebih kuat untuk pembelajaran bersama. Temuan tersebut menunjukkan bahwa Cooperative Script menyediakan pendekatan pedagogis yang efektif untuk menciptakan kelas Ekonomi yang berpusat pada siswa sambil secara bersamaan mendorong pemahaman konseptual, keterampilan komunikasi, dan kompetensi kolaboratif dalam pendidikan vokasi.

Kata Kunci: Cooperative Script; Pembelajaran Ekonomi; Hasil Pembelajaran; Pendidikan Kejuruan

A. Introduction

Economics education at the vocational secondary school level is fundamentally intended not only to equip students with cognitive mastery of economic concepts but also to foster rational thinking, data-driven decision-making, and the ability to solve economic problems encountered in everyday life (Ananda, 2019). This orientation positions learning as an intellectual space in which students construct knowledge through processes of interaction, meaning negotiation, and reflection on their learning experiences (Mahdalena & Sain, 2020). Therefore, the quality of

Economics education is determined not merely by the comprehensiveness of instructional materials but also by teachers' ability to design learning experiences that promote the intellectual engagement of every student (Murniawaty et al., 2025). This paradigm has become increasingly relevant as vocational secondary schools are expected to produce graduates who are adaptable to socio-economic changes, possess critical thinking skills, are able to collaborate effectively, and are accustomed to making decisions based on rational judgment (Nkwanyane & Monyuku, 2025).

This transformation in learning presents new challenges for Economics teachers in vocational secondary schools. The conceptual as well as contextual nature of Economics content requires instructional strategies that are capable of connecting theoretical knowledge with the realities of students' everyday lives (Novitasari, 2015). In practice, however, classroom instruction often remains teacher-centered, with learning activities dominated by the teacher rather than by active student participation (Nande et al., 2021). As a result, student-to-student interaction, the ability to communicate economic ideas, and the development of scientific argumentation have not yet been optimally fostered. Cooperative learning theory suggests that learning becomes more meaningful when students exchange ideas, explain concepts to their peers, and receive immediate feedback throughout the learning process (Sakinah et al., 2025). Accordingly, learning models that emphasize academic interaction are believed to strengthen conceptual understanding while promoting more sustainable improvements in students' learning outcomes (Putri et al., 2025).

This phenomenon is also reflected in Economics instruction at SMK Raudlatul Ulum Ledokombo Jember, the site of the present study. Based on preliminary observations, the learning process indicated that some students still experienced difficulties in understanding the relationships among economic concepts when instruction was delivered through conventional teaching methods. Classroom discussions had not yet developed optimally, while students' confidence in presenting arguments and explaining the material to their peers remained relatively low (Jailani & Qudsiyah, 2020). Consequently, the learning process tended to be teacher-centered, limiting students' opportunities to construct understanding through academic interaction. This situation has contributed to suboptimal learning outcomes, particularly in students' ability to analyze economic issues and relate the concepts they have learned to economic phenomena in their surrounding environment (Roza & Novitri, 2026).

The urgency of examining the effectiveness of cooperative learning models has become increasingly

evident in response to the growing demand for the development of twenty-first-century skills in vocational education (Adzhar & Nafi'a, 2025). Evidence from various international studies indicates that collaboration, communication, problem-solving, and critical thinking are among the key competencies that increasingly determine graduates' readiness to enter the workforce or pursue higher education (Kasmiati et al., 2023; Maisyaroh et al., 2025). In the context of Economics education, these competencies cannot be developed solely through lectures or individual assignments; rather, they require a learning environment that enables students to engage in dialogue, articulate their reasoning, construct economic arguments, and collaboratively evaluate alternative solutions to problems (Nalda et al., 2025). Therefore, the implementation of cooperative learning models represents a relevant approach to strengthening the quality of instruction while simultaneously improving students' academic achievement in vocational secondary schools (Ridwan & Hadi, 2022).

One approach that embodies these characteristics is the

Cooperative Script learning model (Supriyadi et al., 2025). This model organizes students into pairs or small groups in which they alternately assume the roles of speaker and listener to explain, evaluate, and refine their understanding of the learning material (Wahyudin et al., 2018). Such activities encourage students not merely to memorize concepts but also to reorganize information into a more systematic knowledge structure through the process of explaining it to others (Fiorella, 2023). In Economics education, this mechanism provides students with opportunities to engage in in-depth discussions of concepts such as demand, supply, markets, inflation, and consumer behavior, enabling the learning process to extend beyond merely mastering definitions toward developing the ability to explain cause-and-effect relationships in various economic phenomena (Telaumbanua, 2026).

Many research have proven that the application of cooperative learning has a good effect on students' learning outcomes, motivation, communication skills, and critical thinking abilities at various educational levels (Riyanti, 2026; Taabudillah & Sulaeiman, 2025). However, most of the previous

research have focused on science, mathematics or social studies, whereas the adoption of gamification in Economics teaching at vocational secondary schools is still limited (Nande et al., 2021).

In addition, a lot of studies have been dedicated to assess learning outcomes improvements by quantitative methods, but they do not provide significant insights into the dynamics of learning interactions occurring during the instructional process. Thus, the Cooperative Script approach still has to be studied more deeply to improve student participation in the context of vocational Economics learning (Maisyaroh et al., 2025).

This research provides a more contextual view than prior studies by observing the application of the Cooperative Script model in Economics instruction at a vocational secondary school based on Islamic boarding school. The distinctiveness of this learning environment produces interactional dynamics that are not the same as general schools, because students have already known the culture of collectivism, discipline, and integrated learning activities that are carried out in the context of the school

and the Islamic boarding school environment (Jailani & Qudsiyah, 2020). This context is a chance to examine how cooperative learning adapts to a unique learning culture and produces stronger empirical evidence of the efficiency of the learning model in the context of Islamic-based vocational education.

This study was developed considering the features of the Educational field of Economics in vocational secondary schools that focus not only on mastery of economic ideas but also to use economic knowledge in decision making rationally (Stieger & Jekel, 2019). Vocational schools are more focused on the demands of the workplace; so teaching methodologies should blend conceptual comprehension with communication, cooperation and problem-solving abilities (Nkwanyane & Monyuku, 2025). So the Cooperative Script model is not only an alternative learning model but also a learning model that enables students to construct economic knowledge through social interactions that are structured, meaningful, and reflective (Supriyadi et al., 2025).

On the basis of the above, this study contends that the improvement

in Economics learning outcomes cannot be explained merely by the change in academic success, but should be viewed as a consequence of the enhancement of learning interactions in the classroom (Lubis et al., 2024; Siregar, 2025). The Cooperative Script model implementation is considered to be a crucial mechanism to improve students' conceptual comprehension through the process of expressing concepts to peers, giving feedback, and clarifying knowledge during instruction (Kasmiati et al., 2023). Therefore, this study aims to provide a more full explanation of the learning process itself, not only the improvements in learning outcomes as the end indicator.

On the basis of the discussion above, this study intends to examine the adoption of Cooperative Script learning approach to improve students' learning results in Economics at SMK Raudlatul Ulum Ledokombo Jember. The study is based on the argument that learning success depends not only on the quality of instructional materials and teachers' competencies but also on the learning interaction design that allows students to construct

understanding through active, collaborative and reflective academic communication (Mugabekazi et al., 2025). The results are expected to contribute to the development of instructional strategies for Vocational Secondary Schools' Economics education and to be an empirical reference for teachers to design more participatory, contextualized and quality-oriented learning in students' learning.

B. Methods

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart spiral model, consisting of iterative cycles of planning, acting, observing, and reflecting (Siregar, 2025). The model was selected because it enables teachers to systematically improve instructional practices while simultaneously evaluating their impact on students' learning outcomes through continuous classroom-based reflection (Al-Thani et al., 2025). The research was conducted during the first semester of the 2024/2025 academic year at SMK Raudlatul Ulum Ledokombo, Jember, involving 32 eleventh-grade students enrolled in the Economics class. The class was

purposively selected based on preliminary classroom observations indicating relatively low learning achievement, limited participation during classroom discussions, and a predominantly teacher-centred learning process. The research was implemented in two action cycles, each consisting of two classroom meetings. The second cycle was conducted after reflective evaluation of the first cycle indicated that several instructional aspects still required improvement to achieve the predetermined learning objectives.

Each research cycle followed four interrelated stages. During the planning stage, the researcher collaboratively prepared lesson plans integrating the Cooperative Script model, developed students' worksheets, classroom observation sheets, interview protocols, field-note formats, learning achievement tests, and supporting instructional media. The acting stage involved implementing Economics instruction using Cooperative Script, in which students worked collaboratively in pairs or small groups by alternately assuming the roles of speaker and listener to explain, discuss, summarise, and evaluate Economics

concepts. Throughout the observing stage, data were collected concerning students' learning participation, collaborative interaction, classroom communication, teacher instructional performance, and students' academic achievement using classroom observation sheets, field notes, interviews, documentation, and achievement tests. Subsequently, the reflecting stage involved analysing the strengths and weaknesses identified during each cycle to determine whether instructional revisions were required before proceeding to the subsequent cycle (Kemmis et al., 2014).

The study employed both qualitative and quantitative data to obtain a comprehensive understanding of the instructional intervention. Qualitative data were collected through classroom observations, semi-structured interviews, field notes, and documentation, whereas quantitative data were obtained from students' learning achievement tests administered at the end of each action cycle. Qualitative data were analysed using an interactive approach involving data reduction, data display, and conclusion drawing, while

quantitative data were analysed descriptively by comparing students' mean achievement scores and the percentage of learning mastery across successive action cycles (Miles et al., 2014). The credibility of the findings was strengthened through methodological triangulation, combining evidence derived from observations, interviews, documentation, and achievement tests. The intervention was considered successful when students demonstrated active participation during collaborative learning activities, the classroom learning process became more student-centred, and at least 80% of students achieved the school's Minimum Mastery Criterion (MMC/KKM) of 75, indicating satisfactory classroom learning achievement.

Table 1. Summary of the Classroom Action Research Procedure

Component	Description
Research Design	Classroom Action Research using the Kemmis and McTaggart spiral model
Research Participants	32 Grade XI students of SMK Raudlatul Ulum Ledokombo Jember
Research Cycles	Two cycles, each consisting of Planning, Acting, Observing, and Reflecting
Data Collection	Observation, semi-structured interview,

	field notes, documentation, and achievement test
Data Analysis	Interactive qualitative analysis and descriptive quantitative analysis
Research Success Indicator	Minimum 80% of students achieved the KKM score of 75 and demonstrated active participation during learning

C. Result and Discussion

Result

The implementation of the Cooperative Script learning model in Economics instruction at SMK Raudlatul Ulum Ledokombo Jember was conducted through two action cycles following an initial classroom diagnosis. Preliminary observations revealed that the learning process remained predominantly teacher-centred, limiting students' opportunities to actively construct knowledge through discussion and collaborative interaction. Most students tended to rely on teacher explanations, showed limited confidence in expressing ideas, and participated minimally during classroom discussions. These classroom conditions were reflected in students' initial academic performance, with a mean pre-action

achievement score of 66.20, indicating that the expected level of conceptual mastery had not yet been achieved. These findings confirmed the need for an instructional approach capable of promoting greater student engagement and improving learning outcomes.

The first action cycle introduced the Cooperative Script model through structured collaborative learning activities in which students worked in pairs or small groups, alternately assuming the roles of speaker and listener while discussing Economics concepts. Students were required to summarize learning materials, explain concepts to peers, provide feedback, and present group discussions before the class. Classroom observations indicated an initial positive response toward the new instructional strategy. Students gradually became involved in collaborative discussions and classroom presentations, although active participation was still uneven. Several students remained hesitant to express opinions, some continued depending on more capable peers during group work, and classroom interaction had not yet developed optimally. Consequently, although the classroom atmosphere became more

interactive than during conventional instruction, the implementation still required pedagogical refinement. These classroom observations were accompanied by measurable academic improvement, with the mean achievement score increasing from 66.20 during the preliminary stage to 73.10 at the end of Cycle I.

Reflection on the first cycle identified several issues requiring improvement before proceeding to the next intervention. Students were still adapting to the Cooperative Script procedure, classroom management needed to be strengthened, and more explicit guidance was necessary to ensure balanced participation among group members. These findings became the basis for revising instructional procedures implemented during the second cycle. Greater emphasis was placed on clarifying students' collaborative responsibilities, improving teacher facilitation during discussions, and encouraging all students to participate actively throughout the learning process.

The instructional refinements introduced in Cycle II resulted in substantial improvements in both classroom interaction and academic

performance. Students demonstrated greater confidence in explaining Economics concepts, actively exchanged ideas during collaborative discussions, and participated more consistently in classroom presentations. Observation records showed that classroom interaction became increasingly dynamic, with students displaying stronger enthusiasm, improved communication, and more effective collaboration than in the previous cycle. Compared with Cycle I, fewer students depended on their peers during discussions, while questioning and responding activities became more evenly distributed across groups. These behavioural changes were accompanied by a considerable increase in learning achievement, with the average test score reaching 84.23, indicating continuous improvement across successive action cycles. Furthermore, field observations documented that students became more motivated to participate in learning activities, communicated ideas more confidently, and demonstrated greater responsibility in completing collaborative learning tasks.

Overall, the evidence obtained from classroom observations, achievement tests, reflective evaluations, and supporting documentation demonstrated a consistent pattern of improvement throughout the implementation process. The progressive increase in students' achievement scores—from 66.20 before the intervention, to 73.10 after Cycle I, and 84.23 after Cycle II—was accompanied by qualitative changes in students' learning behaviour, including greater participation in collaborative discussions, increased confidence in presenting ideas, stronger peer interaction, and higher learning motivation. Since both the quantitative indicators and qualitative observations demonstrated that the predetermined learning objectives had been achieved, no additional action cycle was considered necessary. The implementation of the Cooperative Script model therefore produced measurable improvements not only in students' academic achievement but also in the quality of collaborative learning during Economics instruction.

Table 2. Improvement of Students' Learning Outcomes Across the Action Cycles

Learning Stage	Mean Score	Improvement
Pre-action	66.20	–
Cycle I	73.10	+6.90
Cycle II	84.23	+11.13

Discussion

1. Cooperative Script Improved Students' Learning Outcomes in Economics

The findings indicate that the implementation of the Cooperative Script model consistently improved students' learning outcomes in Economics, as reflected in the increase in the mean achievement score from 66.20 before the intervention to 73.10 in Cycle I and 84.23 in Cycle II. This improvement suggests that students developed stronger conceptual understanding as they became increasingly engaged in collaborative learning activities (Gillies, 2019). Rather than merely resulting from repeated classroom practice, the improvement reflects students' active involvement in constructing knowledge through discussion, reciprocal explanation, and continuous reflection (Kasmiati et al., 2023). These findings indicate that

meaningful learning is more likely to occur when students actively participate in the learning process instead of relying solely on teacher explanations (Andrews et al., 2023).

This finding supports the principles of social constructivism, which emphasise that knowledge is developed through interaction and collaborative meaning-making (Saleem et al., 2021). and strengthened conceptual understanding beyond simple memorisation. During the implementation of Cooperative Script, students alternated roles as speakers and listeners, requiring them to explain concepts, respond to questions, evaluate peers' ideas, and clarify misconceptions. Such activities encouraged deeper cognitive processing (Fadhilah & Arita, 2026). Similar findings have been reported by Gillies (2023, as cited in Oanh, 2025), who argues that cooperative learning promotes higher-order thinking through structured peer interaction (Ngoc Tuong Nguyen & Thi Kim Oanh, 2025). Likewise, Maisyaroh et al. (2025) found that collaborative discussion enables students to refine conceptual understanding by exchanging ideas and negotiating

meaning collectively (Maisyaroh et al., 2025).

The present findings are also consistent with previous empirical studies demonstrating that cooperative learning improves both academic achievement and learning engagement. Research conducted in vocational education reported that structured cooperative learning enhances communication skills, collaborative responsibility, and students' academic performance by encouraging active participation throughout the learning process (Nkwanyane & Monyuku, 2025). However, this study provides additional evidence within the context of Economics education in Indonesian vocational schools, where students are expected not only to understand theoretical concepts but also to analyse economic problems and justify decisions through logical reasoning. The findings therefore suggest that Cooperative Script effectively integrates conceptual understanding with collaborative learning processes, making it particularly suitable for Economics instruction (Jailani & Qudsiyah, 2020).

Despite these positive outcomes, several challenges

emerged during the initial implementation. Some students were unfamiliar with collaborative learning procedures, participation was not equally distributed, and several learners relied on more capable peers during group discussions (Reyes et al., 2025). These findings are comparable with previous studies reporting that cooperative learning often requires an adaptation period before students become fully engaged in collaborative activities (Kyndt et al., 2013). Nevertheless, these constraints gradually diminished after instructional improvements were introduced through reflective evaluation. Clearer guidance, continuous teacher facilitation, and systematic monitoring of group interaction enabled students to participate more confidently and actively during the second cycle, highlighting the importance of iterative reflection in Classroom Action Research (Siregar, 2025).

The findings have important implications for Economics instruction in vocational education. (The consistent improvement in both students' academic achievement and classroom participation indicates that Cooperative Script represents a practical pedagogical approach for

creating more active and student-centred learning environments (Sharma et al., 2024). Beyond improving examination scores, the model encourages students to develop communication skills, collaborative responsibility, analytical reasoning, and confidence in expressing economic ideas (Fitrianto & Hidayat, 2024). These competencies are essential for vocational education, where students are expected to integrate disciplinary knowledge with teamwork and problem-solving skills (Nkwanyane & Monyuku, 2025). Therefore, Cooperative Script may be recommended as an effective instructional strategy for Economics teachers seeking to strengthen both conceptual understanding and collaborative learning in the classroom.

2. Cooperative Script Fostered Students' Collaborative Learning Behaviour

Beyond improving academic achievement, the implementation of Cooperative Script substantially transformed students' collaborative learning behaviour. Classroom observations demonstrated that students became progressively more

willing to participate in discussions, explain economic concepts, respond to peers' questions, and exchange ideas throughout the learning process. Compared with the preliminary stage, students displayed greater confidence, stronger learning motivation, and more balanced participation during the second action cycle (Kasmiati et al., 2023), indicating that collaborative learning had gradually become an integral part of classroom interaction.

These behavioural improvements can be interpreted through Social Interdependence Theory, which proposes that positive interdependence encourages learners to support one another in achieving shared learning goals while simultaneously maintaining individual accountability (W. Johnson & T. Johnson, 2019). The reciprocal roles of speaker and listener within Cooperative Script created opportunities for students to depend on one another when constructing conceptual understanding, thereby encouraging mutual responsibility, constructive feedback, and collaborative problem-solving (Wahyudin et al., 2018). Rather than competing individually, students

developed learning relationships characterised by cooperation and shared academic responsibility(Kyndt et al., 2013).

The findings also correspond with the core principles of Cooperative Learning Theory, which emphasise positive interdependence, promotive interaction, individual accountability, interpersonal skills, and group processing as essential components of effective collaborative learning(W. Johnson & T. Johnson, 2019). Throughout the implementation, students demonstrated increasing responsibility for explaining concepts, assisting classmates, and evaluating group discussions. These collaborative processes not only strengthened classroom participation but also promoted communication skills and confidence, both of which are fundamental competencies in vocational education(Ruijuan et al., 2023). Consistent with previous studies, the present findings indicate that cooperative learning contributes not only to cognitive achievement but also to students' social and interpersonal development (Kyndt et al., 2013). Nevertheless, this study offers additional evidence by illustrating that improvements in

collaborative behaviour preceded improvements in learning outcomes. In other words, increased classroom participation, reciprocal explanation, and shared responsibility functioned as important mechanisms through which students gradually strengthened their understanding of Economics concepts(Maisyaroh et al., 2025; Saleem et al., 2021).

Several implementation challenges were nevertheless identified. During the first cycle, differences in students' confidence and academic ability influenced the quality of classroom discussions, while collaborative learning required more instructional time than conventional teaching . However, these obstacles were progressively addressed through reflective revisions, including improved classroom management, clearer collaborative procedures, and more balanced teacher facilitation. These findings indicate that successful implementation of Cooperative Script requires continuous instructional adjustment to ensure equitable participation and effective collaborative interaction(Siregar, 2025).

3. Pedagogical Implications for Economics Learning in Vocational Education

The findings of this study have important implications for the development of Economics instruction in vocational secondary schools. Rather than functioning solely as an instructional technique, Cooperative Script created a learning environment in which students actively constructed conceptual understanding through communication, discussion, and collaborative reflection (Darojat et al., 2018; Kasmiati et al., 2023). This indicates that improving learning outcomes depends not only on instructional content but also on learning experiences that encourage students to participate actively in knowledge construction (Saleem et al., 2021).

From the perspective of Student-Centred Learning, the findings demonstrate that students achieved better learning outcomes when they assumed greater responsibility for their own learning through collaborative activities instead of depending primarily on teacher explanations (Nande et al., 2021). Cooperative Script shifted the teacher's role from knowledge

transmitter to learning facilitator, enabling students to become more autonomous, reflective, and engaged throughout the instructional process (Kot & Teixeira e Silva, 2026). This finding supports the growing emphasis on learner-centred pedagogies that encourage active participation and independent thinking within classroom learning (Johnson & Johnson, 2009).

Furthermore, the competencies developed through Cooperative Script closely correspond with the 21st-Century Skills Framework, particularly communication, collaboration, critical thinking, and problem-solving (Kasmiati et al., 2023; Nkwanyane & Monyuku, 2025). These competencies are increasingly recognised as essential outcomes of vocational education because graduates are expected not only to master disciplinary knowledge but also to collaborate effectively and make informed decisions in professional settings (Vitello et al., 2021). Consequently, Cooperative Script provides a practical instructional approach capable of integrating conceptual understanding with the interpersonal competencies required in contemporary workplaces (Kyndt et al., 2013).

Despite these positive outcomes, several limitations should be acknowledged. The study involved only one class within a single vocational school and focused on one Economics topic over a relatively short intervention period. Therefore, the findings should be interpreted within their specific educational context and should not be generalised without careful consideration of contextual difference. Future studies are encouraged to investigate the implementation of Cooperative Script across different Economics topics, grade levels, vocational programmes, and broader educational settings while examining its long-term effects on critical thinking, economic reasoning, collaborative competence, and self-regulated learning.

D. Conclusion

The findings of this classroom action research demonstrate that the implementation of the Cooperative Script learning model effectively improved students' learning outcomes in Economics at SMK Raudlatul Ulum Ledokombo Jember. The improvement was evidenced not only by the consistent increase in students' mean achievement scores across the

two action cycles but also by qualitative changes in classroom learning behaviours. Throughout the implementation process, students became progressively more engaged in collaborative discussions, demonstrated greater confidence in communicating economic concepts, and assumed more active responsibility for constructing knowledge through reciprocal interaction. These findings indicate that Cooperative Script successfully transformed the learning process from a predominantly teacher-centred approach into a more interactive and student-centred learning environment.

Beyond improving academic achievement, this study highlights that the effectiveness of Cooperative Script lies in its capacity to facilitate meaningful learning through structured peer interaction. The model encouraged students to explain concepts, exchange ideas, provide feedback, and negotiate understanding collaboratively, thereby strengthening both conceptual mastery and communication skills. Within the context of vocational Economics education, these findings suggest that collaborative learning should not be viewed merely as an

alternative instructional strategy but as a pedagogical approach capable of simultaneously developing cognitive competence, collaborative responsibility, and active classroom participation. Consequently, this study enriches the current understanding of cooperative learning by demonstrating how Cooperative Script can be effectively implemented to support meaningful learning in vocational secondary education.

Future research is therefore encouraged to investigate the implementation of Cooperative Script across different Economics topics, grade levels, vocational programmes, and educational contexts involving larger and more diverse student populations. Further studies may also employ mixed-methods or quasi-experimental designs to examine the long-term effects of Cooperative Script on higher-order learning outcomes, including economic reasoning, critical thinking, problem-solving ability, self-regulated learning, and collaborative competence. Such investigations would provide broader empirical evidence regarding the sustainability and transferability of Cooperative Script while contributing to the continued development of student-

centred pedagogical practices in Economics education.

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