JOURNAL OF INNOVATION AND RESEARCH IN PRIMARY EDUCATION | ISSN 2829-775X
Vol. 5, No. 1, 2026, 432-443
https://doi.org/10.56916/jirpe.v5i1.2774

Cooperative Script Management in Improving Students' Intensive Reading Skills

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Keywords
cooperative learning
educational management
intensive reading
literacy instruction
peer learning

Article History
Received 2025-11-04
Accepted 2026-01-10

Abstract
Indonesian elementary students' reading literacy remains critically low, with 2018 PISA results ranking Indonesia 74th among 79 countries. This study examines Cooperative Script management in improving fourth-grade students' intensive reading skills, addressing the knowledge gap regarding how planning, organizing, implementing, and evaluating cooperative learning are managed across diverse resource contexts. A qualitative multiple case study was conducted at SDN Bungasari and SDN Wanasari, Cianjur Regency, over six months. Data were collected through semi-structured interviews with principals, teachers, and students; systematic classroom observations; and document analysis. Analysis employed Miles, Huberman, and Saldaña's interactive model using Terry's POAC framework. Findings reveal that systematic Cooperative Script management significantly improved students' intensive reading skills, including main idea identification, text summarization, and critical thinking, while enhancing confidence, motivation, and communication abilities. Both schools achieved substantial gains despite contrasting teacher resource availability through adaptive planning, strategic heterogeneous pairing, and context-appropriate implementation strategies. Time constraints and supervision challenges were successfully mitigated through structured scheduling, peer tutoring, and scaffolding worksheets. Results align with constructivist learning theories and demonstrate that management quality mediates instructional effectiveness. The study extends Cooperative Script literature by establishing educational management as a critical variable determining implementation success, offering evidence-based guidance for teachers, administrators, and policymakers in resource-constrained contexts.

INTRODUCTION

Reading literacy constitutes a foundational competency that underpins students' academic achievement and lifelong learning trajectories (Masrai, 2019; Tonks et al., 2022). As a critical dimension of literacy development, intensive reading emphasizes not merely decoding fluency but encompasses deeper cognitive processes including textual comprehension, main idea identification, critical evaluation of information, and meaning synthesis (Kaur & Kaur, 2025). Despite global recognition of its importance, reading literacy outcomes among Indonesian students remain significantly below international benchmarks. The 2018 Programme for International Student Assessment (PISA) ranked Indonesia 74th out of 79 participating countries in reading literacy, with approximately 70% of students unable to reach Level 2 proficiency—the baseline for understanding main ideas and drawing simple conclusions from texts (OECD, 2019). This persistent challenge signals a critical need for innovative pedagogical interventions and systematic learning management approaches in elementary education.

This literacy deficit manifests acutely in elementary schools across Indonesia, where students often demonstrate surface-level reading fluency without corresponding comprehension depth. Preliminary observations at SDN Bungasari and SDN Wanasari in Cianjur Regency revealed that

fourth-grade students could read texts fluently yet struggled substantially with content comprehension, main idea extraction, and critical textual analysis. The prevailing teacher-centered instructional paradigm limits students' active engagement in meaning construction (Brooks & Brooks, 1993; Hord, 2004), contradicting fundamental principles of constructivist pedagogy that emphasize learner agency, active knowledge construction, and social interaction (Applefield et al., 2000). This pedagogical misalignment further contradicts the Merdeka Curriculum's emphasis on active, collaborative, and competency-based learning, underscoring the urgent need for instructional strategies that foster student autonomy and peer-mediated learning.

Within the landscape of cooperative learning methodologies, the Cooperative Script model developed by Dansereau presents a theoretically grounded and practically viable solution. This model structures paired learning interactions wherein students alternately assume speaker and listener roles, thereby promoting active participation, reciprocal peer interaction, and critical information processing (Johnson & Johnson, 2009; Herrmann, 2013). Research demonstrates that cooperative learning significantly enhances student engagement, peer support, and academic achievement (Premo et al., 2018; Van Ryzin & Roseth, 2019). Previous studies have documented the efficacy of Cooperative Script in enhancing reading comprehension and academic outcomes (Rahmawati & Dwiningsih, 2020), with Juha & Milawasri (2021) demonstrating improvements in both cognitive performance and learning motivation. Maisyaroh, Prasetiyorini, and Gerhani (2025) confirmed effectiveness at intermediate comprehension levels, while Telaumbanua (2024) highlighted contributions to problem-solving skill development through narrative texts. However, a critical knowledge gap persists regarding how planning, organizing, implementing, and evaluating Cooperative Script are managed within schools operating under varying resource constraints—a dimension essential for translating pedagogical theory into sustainable classroom practice.

This knowledge gap is particularly significant given that educational management substantially influences instructional effectiveness, especially in resource-limited contexts common throughout Indonesian elementary schools. Existing literature has insufficiently addressed how contextual factors—particularly teacher availability and institutional capacity—mediate the implementation and outcomes of cooperative learning strategies. Fazarudin et al. (2024) and Wulandari et al. (2023) emphasized that adaptive learning management in disadvantaged areas can significantly impact instructional quality, yet comprehensive investigations into the management processes of specific cooperative learning models remain scarce. Understanding these management dynamics is essential for developing scalable and context-appropriate interventions that can be implemented across diverse educational settings.

The present study addresses this gap by examining Cooperative Script implementation through Terry's (2012) management framework, encompassing Planning, Organizing, Actuating, and Controlling (POAC) functions. This theoretical lens enables systematic analysis of how Cooperative Script is managed across two elementary schools with contrasting teacher resource availability, thereby illuminating how contextual differences influence management processes and instructional outcomes. By adopting a multiple case study design, this research provides comparative insights into effective management practices under varying institutional conditions, extending scholarly understanding beyond instructional outcomes to encompass the organizational and managerial dimensions of cooperative learning. This approach aligns with systems theory perspectives that view schools as interconnected systems requiring coordinated management for optimal educational outcomes (Von Bertalanffy, 1968).

The urgency of this research is underscored by Indonesia's persistently low literacy rankings and the critical role intensive reading skills play in developing higher-order cognitive competencies including critical thinking, effective communication, and autonomous learning. Theoretically, this study extends the application of Cooperative Script from purely instructional strategy to a comprehensively managed pedagogical approach, integrating perspectives from constructivist learning theory (Piaget, 1952; Vygotsky & Cole, 1978), meaningful learning (Ausubel et al., 1968), and educational

management theory (Terry, 2012). Practically, the findings offer evidence-based guidance for teachers, school administrators, and educational policymakers in implementing and managing cooperative learning to enhance literacy outcomes, particularly in resource-constrained environments where adaptive management strategies are most critical.

This study aims to describe and analyze the management of the Cooperative Script model in improving fourth-grade students' intensive reading skills at SDN Bungasari and SDN Wanasari. Specifically, it investigates how teachers plan, organize, implement, and evaluate Cooperative Script instruction, identifies implementation challenges, and examines context-appropriate solutions. The research aligns with national educational policy priorities including the School Literacy Movement (Ministry of Education and Culture, 2016), Character Building initiatives (Government of the Republic of Indonesia, 2015), and the Merdeka Curriculum framework (Government of the Republic of Indonesia, 2023), thereby contributing directly to national efforts aimed at improving elementary school reading literacy quality and advancing evidence-based educational management practices in Indonesian primary education.

METHODS

This study employed a qualitative research approach with a multiple case study design to generate in-depth understanding of Cooperative Script management in improving students' intensive reading skills across diverse educational contexts. The multiple case study methodology was selected for its capacity to facilitate comparative analysis across settings while preserving the contextual richness essential for examining management practices (Yin, 2018). This design enabled systematic investigation of how contextual variations—particularly in teacher resource availability—influence the planning, implementation, and outcomes of cooperative learning management.

The research was conducted at two public elementary schools in Agrabinta District, Cianjur Regency, West Java, Indonesia: SDN Bungasari and SDN Wanasari. These sites were purposefully selected based on their contrasting institutional characteristics, specifically differing teacher-student ratios and resource availability, which provided optimal conditions for comparative analysis of management adaptations. The study spanned six months from April to September 2025, encompassing preliminary observation, intensive data collection, iterative analysis, and member checking validation. Research participants comprised school principals, fourth-grade classroom teachers responsible for Indonesian language instruction, and fourth-grade students directly engaged in Cooperative Script learning activities. Purposive sampling was employed to select information-rich cases—specifically, teachers actively implementing intensive reading instruction and students demonstrating varied reading proficiency levels—ensuring comprehensive representation of the phenomenon under investigation.

Data collection utilized multiple instruments to ensure methodological triangulation and enhance credibility. Semi-structured interview protocols were developed to elicit detailed information from principals regarding institutional support and policy alignment, from teachers concerning planning processes, implementation strategies, evaluation methods, and challenge mitigation, and from students about their learning experiences and comprehension development. Observation protocols systematically documented classroom dynamics, teacher-student interactions, student engagement patterns, and the operationalization of Cooperative Script stages during instruction. Document analysis examined lesson plans, assessment instruments, student work samples, and school literacy program documentation to corroborate interview and observational data. All instruments were validated through expert review by two educational management specialists and two literacy education experts, with refinements made based on their feedback to ensure content validity and alignment with research objectives.

Data collection proceeded through four interconnected phases. Initial reconnaissance involved preliminary observations and informal conversations to establish rapport and understand existing instructional practices. Intensive data gathering encompassed systematic classroom observations of

Cooperative Script implementation, in-depth interviews with all participant categories, and comprehensive document collection. Concurrent with data collection, preliminary analysis guided subsequent data gathering through iterative refinement of interview questions and observational foci. Final validation employed member checking, wherein participants reviewed transcripts and preliminary interpretations to verify accuracy and enhance trustworthiness.

Data analysis followed Miles, Huberman, and Saldaña's (2014) interactive model, involving three concurrent activities: data condensation, data display, and conclusion drawing/verification. Transcribed interviews, observation fieldnotes, and documents were systematically coded using both deductive codes derived from Terry's (2012) POAC framework and inductive codes emerging from the data. Coded segments were organized into thematic matrices aligned with planning, organizing, actuating, controlling, challenges, and solutions. Cross-case analysis identified patterns, variations, and contextual influences across the two school sites. Trustworthiness was established through triangulation of data sources, methods, and investigators; prolonged engagement at research sites; thick description; and peer debriefing with research team members. This rigorous analytical process ensured that findings were grounded in empirical evidence while maintaining sensitivity to contextual nuances essential for understanding management practices in diverse educational settings.

RESULTS AND DISCUSSION

Results

The findings presented in this section emerge from comprehensive data analysis encompassing classroom observations, in-depth interviews with school principals, teachers, and students, alongside systematic document examination of lesson plans, assessment instruments, and student work samples at SDN Bungasari and SDN Wanasari. Data were analyzed thematically following Terry's (2012) POAC framework—Planning, Organizing, Actuating, and Controlling—to provide structured insights into Cooperative Script management for improving fourth-grade students' intensive reading skills.

Planning: Strategic Preparation for Cooperative Script Implementation

Analysis of lesson plans and planning documents revealed that teachers at both schools systematically developed instructional designs incorporating Cooperative Script stages, though with contextual variations reflecting institutional resource differences. At SDN Bungasari, where teacher availability was adequate, planning demonstrated greater comprehensiveness. Teachers developed detailed lesson plans specifying reading text selection criteria (folktales, informational texts matched to student proficiency levels), precise time allocations for each Cooperative Script phase, heterogeneous pair formation strategies, and multidimensional success indicators encompassing cognitive, social, and affective learning outcomes. One teacher explained: *"We prepare reading materials that are appropriate for the children's abilities, then pair them up so that they complement each other. That way, the smart ones can help their friends who are still struggling"* (Interview, Grade IV Teacher, SDN Bungasari, September 2, 2025).

Conversely, at SDN Wanasari, where teacher resources were more limited, planning remained focused yet simplified. Teachers prioritized core intensive reading objectives—identifying main ideas, summarizing texts, and developing critical responses—while adapting planning complexity to available human resources. Despite these differences, both schools demonstrated alignment with systematic instructional design principles, ensuring that planning accommodated diverse student reading abilities through differentiated text selection and strategic pair formation. This adaptive planning approach reflects what educational management literature describes as context-responsive planning that maintains pedagogical rigor while acknowledging resource constraints (Narindro et al., 2020).

Organizing: Structuring Learning Environments for Peer Interaction

The organizing phase encompassed student role assignment, time scheduling, and physical classroom arrangement to facilitate paired learning interactions. Teachers at both schools implemented heterogeneous pairing strategies, deliberately matching students with high, medium,

and low reading proficiency to promote peer scaffolding. This heterogeneous grouping approach aligns with research demonstrating that mixed-ability pairs facilitate knowledge construction and reciprocal learning, particularly when higher-achieving students provide cognitive modeling for struggling readers (Murphy et al., 2017). Students were systematically assigned alternating roles as speakers (explaining reading content) and listeners (providing feedback), ensuring balanced participation and mutual accountability.

At SDN Bungasari, organizational processes operated more fluidly due to sufficient teacher supervision capacity, enabling consistent monitoring of all student pairs throughout discussion activities. Teachers circulated among groups, providing immediate guidance and maintaining engagement focus. In contrast, at SDN Wanasari, limited teacher numbers resulted in less uniform supervision coverage. Nevertheless, teachers compensated through strategic positioning, prioritizing support for pairs demonstrating greatest need while leveraging peer leadership within more capable dyads. One student articulated the organizational impact: *"When learning in pairs, I am more confident in reading. My friend listens, and then it's my turn to listen"* (Interview, Fourth Grade Student, SDN Wanasari, September 3, 2025). This student testimony illustrates how structured role organization fostered safe learning environments conducive to active participation.

Actuating: Implementation Dynamics and Student Engagement

Implementation observations revealed that Cooperative Script significantly enhanced student engagement, confidence, and comprehension articulation. During typical sessions, students read assigned texts individually, identified and recorded main ideas, then engaged in paired discussions where speaker roles rotated systematically. Teachers functioned as facilitators, motivators, and formative assessors, intervening strategically to maintain focus, clarify misunderstandings, and encourage critical thinking. Observational data documented heightened student enthusiasm, with previously reticent students demonstrating increased willingness to verbalize comprehension. One teacher noted: *"Students who are usually quiet become more courageous to speak when given the role of speaker. They can convey the content of the reading even with simple sentences"* (Interview, Fourth Grade Teacher, SDN Bungasari, September 2, 2025).

Students' ability to explain reading content in their own words—a key indicator of deep comprehension rather than surface-level recall—improved markedly. This finding corroborates research showing that cooperative learning structures requiring verbalization and peer explanation enhance comprehension through active cognitive processing (Stevens et al., 1991; Tang et al., 2021). Additionally, students developed metacognitive awareness by receiving immediate peer feedback, enabling real-time comprehension monitoring and strategy adjustment. However, implementation challenges emerged, including temporal constraints as enthusiastic discussions frequently exceeded allocated timeframes, occasional off-task behavior requiring redirection, and varying participation levels among students with differing confidence and ability.

Controlling: Comprehensive Assessment and Adaptive Feedback

Evaluation encompassed multiple assessment dimensions aligned with intensive reading skill development objectives. Cognitive assessment employed written comprehension tests measuring students' capacity to identify main ideas, generate accurate summaries, answer inferential questions, and formulate critical textual responses. Results demonstrated significant improvement across these dimensions, with students showing particular gains in main idea identification and summarization accuracy. One student reflected: *"Now I better understand what I read. When my friend explains it, I can see if I understood it correctly or if I missed something important"* (Interview, Fourth Grade Student, SDN Wanasari, September 3, 2025).

Beyond cognitive measures, teachers systematically observed social and affective dimensions, assessing students' engagement as speakers and listeners, clarity in conveying reading content, cooperative attitudes during pair work, and willingness to provide constructive peer feedback. Student reflection sessions enabled metacognitive awareness development, wherein students articulated

learning experiences, identified comprehension difficulties, and shared effective strategies. This multidimensional evaluation approach reflects contemporary assessment philosophy emphasizing holistic student development encompassing cognitive, social, and affective domains (Slavin et al., 1991). Teachers utilized evaluation data formatively, adjusting subsequent instruction based on identified student needs and observed comprehension patterns.

Implementation Challenges and Adaptive Solutions

Despite overall effectiveness, Cooperative Script implementation encountered several predictable challenges requiring adaptive problem-solving. Time constraints emerged as the primary obstacle, as paired reading, discussion, explanation, and synthesis activities demanded more time than initially allocated. Teachers reported: *"There is not enough time, especially when the students are engrossed in discussion. Sometimes we have to cut it short so that all stages can be completed"* (Interview, Grade IV Teacher, SDN Bungasari, September 2, 2025). This temporal pressure reflects the inherent tension between comprehensive cooperative learning processes and rigid scheduling structures common in elementary education (Greenwood et al., 1989).

Ability heterogeneity within pairs occasionally hindered smooth interaction, as lower-ability students struggled to articulate comprehension, leading to passive participation and diminished confidence. One student admitted: *"I often feel embarrassed when I have to explain something, afraid of making a mistake. So I just listen more often"* (Interview, Fourth Grade Student, SDN Wanasari, September 3, 2025). At SDN Wanasari, limited teacher availability exacerbated supervision challenges, creating uneven support distribution across student pairs. These obstacles parallel challenges documented in peer tutoring literature, where skill disparities and motivational differences can impede collaborative effectiveness without appropriate scaffolding (Fuchs et al., 2000; Delquadri et al., 1986).

Teachers implemented several evidence-informed solutions to mitigate these challenges. To address time constraints, they employed timers and stricter activity sequencing, creating predictable routines that students internalized over repeated sessions. For confidence development among struggling students, teachers provided explicit encouragement and modeling, normalizing imperfect explanations as legitimate learning opportunities. Peer tutoring strategies leveraged high-ability students as informal mentors: *"I deliberately pair smarter children with weaker ones so that they can complement each other"* (Interview, Fourth Grade Teacher, SDN Wanasari, September 3, 2025). Additionally, teachers created structured worksheets prompting students to organize key ideas, thereby scaffolding the explanation process for less confident speakers. These adaptive strategies demonstrate pedagogical responsiveness essential for sustaining cooperative learning in diverse classroom contexts (Alexander, 2024).

Unexpected Findings: Affective and Social Development Gains

While the study primarily targeted intensive reading skill improvement, unanticipated yet significant findings emerged regarding students' affective and social development. Students demonstrated markedly increased self-confidence, not merely in reading but across classroom participation generally. Previously withdrawn students began volunteering responses during whole-class discussions, suggesting that successful peer interaction experiences transferred to broader academic self-efficacy. Furthermore, students developed enhanced empathy and perspective-taking abilities through regular peer feedback exchanges, learning to appreciate diverse comprehension approaches and communication styles.

Teachers observed improved classroom climate, characterized by greater peer support and reduced competitive comparison among students. The reciprocal nature of Cooperative Script—where all students alternately assumed expert (speaker) and learner (listener) roles—appeared to disrupt traditional academic hierarchies, fostering more inclusive learning communities. These unexpected social-emotional outcomes align with cooperative learning research demonstrating that structured peer interaction promotes not only academic achievement but also prosocial behavior, intergroup relations, and self-esteem (Johnson & Johnson, 2009). These findings suggest that Cooperative

Script's benefits extend beyond immediate literacy gains to encompass broader developmental competencies essential for lifelong learning.

Discussion

The findings of this study demonstrate that Cooperative Script management, when systematically implemented through Terry's (2012) POAC framework, effectively improves fourth-grade students' intensive reading skills across diverse resource contexts. Results confirm that comprehensive planning, strategic organization, engaged implementation, and multidimensional evaluation collectively contribute to enhanced reading comprehension, critical thinking, and metacognitive awareness among elementary students. These outcomes validate the central premise that instructional effectiveness depends not solely on pedagogical strategy selection but critically on the quality of learning management processes governing implementation (Narindro et al., 2020).

The study's findings align closely with constructivist learning theories emphasizing active knowledge construction through social interaction. Vygotsky and Cole's (1978) concept of the Zone of Proximal Development (ZPD) provides theoretical grounding for Cooperative Script's effectiveness, as heterogeneous pairing enables more capable peers to scaffold struggling readers' comprehension through verbal explanation and immediate feedback. Students operating within their ZPD—where independent performance remains challenging but collaborative performance succeeds—experience optimal cognitive growth (Piaget, 1952). The study's observation that students improved comprehension articulation through peer teaching corroborates Ausubel et al.'s (1968) meaningful learning theory, which posits that verbalizing understanding strengthens conceptual integration with existing knowledge structures.

From an educational management perspective, findings support systems theory's conceptualization of schools as interconnected organizational components requiring coordinated management for optimal functioning (Von Bertalanffy, 1968). The contrasting resource contexts at SDN Bungasari and SDN Wanasari illuminate how institutional capacity shapes implementation quality, yet adaptive management can mitigate resource limitations. This aligns with contemporary educational leadership research emphasizing context-responsive management that maintains instructional integrity while acknowledging practical constraints (Narindro et al., 2020). The study extends Cooperative Script literature by demonstrating that management quality—planning thoroughness, organizational clarity, implementation monitoring, and evaluation comprehensiveness—mediates the model's instructional impact.

The present findings converge with prior research documenting Cooperative Script's efficacy for reading comprehension improvement. Rahmawati and Dwiningsih (2020) similarly reported enhanced comprehension outcomes, while Juha & Milawasri (2021) demonstrated concurrent improvements in learning motivation—a pattern replicated in this study through observed increases in student engagement and confidence. Maisyaroh et al. (2025) confirmed effectiveness at intermediate comprehension levels, complementing this study's focus on main idea identification and summarization. Telaumbanua (2024) highlighted problem-solving skill development through narrative texts, paralleling this study's emphasis on critical thinking enhancement.

However, this research advances beyond prior studies by explicitly examining management dimensions rather than solely instructional outcomes. Whereas previous research documented that Cooperative Script improves reading skills, this study illuminates how systematic planning, organization, implementation, and evaluation processes enable such improvements across varying institutional contexts. This management focus addresses the knowledge gap identified by Fazarudin et al. (2024) and Wulandari et al. (2023), who emphasized that adaptive learning management significantly impacts instructional quality in resource-limited settings yet remains underexamined in cooperative learning research. The comparative case study design revealed that effective management can partially compensate for resource disparities, with SDN Wanasari achieving

substantial reading gains despite teacher limitations through strategic planning simplification and targeted implementation adaptations.

The study's heterogeneous pairing strategy aligns with extensive peer tutoring research demonstrating that mixed-ability grouping promotes learning for both higher and lower-achieving students (Murphy et al., 2017). Stevens et al. (1991) found that cooperative learning combined with explicit comprehension strategy instruction significantly improved main idea identification—precisely the outcome observed in this study. Tang et al.'s (2021) meta-analysis showed that cooperative, collaborative, and peer-tutoring strategies boost elementary students' reading comprehension, reading fluency, and phonemic awareness, with quality implementation emerging as critical for effectiveness—a finding this study corroborates through its emphasis on comprehensive management processes.

Notably, the unexpected affective and social development gains observed in this study parallel Johnson and Johnson's (2009) extensive cooperative learning research, which consistently documents improvements in self-esteem, peer relations, and prosocial behavior alongside academic achievement. The finding that Cooperative Script fostered more inclusive classroom climates supports Slavin's (1991) theoretical proposition that cooperative reward structures reduce competitive comparison and promote collective goal orientation. These convergent findings across diverse methodological approaches strengthen confidence in Cooperative Script's multidimensional benefits for elementary literacy instruction.

While results overwhelmingly support Cooperative Script's effectiveness, critical reflection reveals nuanced considerations. The temporal demands of comprehensive paired discussion challenge rigid elementary school schedules, potentially creating implementation sustainability concerns in highly constrained educational systems. The study documented teachers frequently truncating discussions to maintain schedule adherence, raising questions about whether abbreviated implementation fully realizes Cooperative Script's pedagogical potential. Future research should examine whether extended or flexible scheduling enhances outcomes beyond those achieved under time-pressured conditions.

Additionally, the study identified participation disparities stemming from confidence differences and ability gaps, despite heterogeneous pairing's theoretical advantages. Some lower-ability students remained passive despite peer scaffolding, suggesting that pairing structure alone may insufficiently address deeply ingrained academic self-doubt or learned helplessness. This finding partly contradicts assumptions that heterogeneous grouping universally benefits struggling learners, aligning instead with Murphy et al.'s (2017) observation that low-ability students sometimes struggle more in certain group configurations. This complexity suggests that optimal grouping strategies may vary based on individual student characteristics, task demands, and prior collaborative experience—a nuance requiring further investigation.

The study's reliance on teacher and student self-reports alongside researcher observations, while methodologically appropriate for qualitative case study design, introduces potential social desirability bias wherein participants may overstate positive outcomes or underreport challenges. Although triangulation across data sources and member checking enhanced credibility, future research employing standardized literacy assessments administered by independent evaluators would strengthen causal claims regarding Cooperative Script's effectiveness relative to traditional instruction.

Theoretically, this study contributes to educational management scholarship by demonstrating that Terry's (2012) POAC framework—traditionally applied to organizational administration—provides valuable analytical leverage for examining instructional practice management. The research illustrates that cooperative learning effectiveness depends on systematic management across planning, organizing, implementing, and evaluating dimensions, not merely on adopting the pedagogical model. This finding challenges simplistic assumptions that instructional strategies transfer seamlessly across contexts, instead highlighting management quality as a critical mediating variable determining implementation success. Future research should examine whether POAC-guided management similarly enhances other cooperative learning models or instructional innovations, potentially establishing management frameworks as essential educational leadership tools.

Practically, findings offer actionable guidance for multiple educational stakeholders. Teachers can leverage the study's documented planning strategies—heterogeneous pairing based on reading proficiency, differentiated text selection, structured role rotation, and multidimensional assessment—to implement Cooperative Script effectively in their own classrooms. The adaptive solutions teachers developed for addressing time constraints, confidence barriers, and supervision limitations provide tested strategies transferable to similar resource-constrained contexts. School administrators can utilize findings to strengthen instructional supervision systems, ensuring that cooperative learning implementation receives adequate planning support, ongoing monitoring, and formative feedback essential for sustained effectiveness. Policymakers can recognize Cooperative Script as an evidence-based literacy strategy warranting integration into national literacy initiatives such as the School Literacy Movement (Ministry of Education and Culture, 2016) and the Merdeka Curriculum implementation framework (Government of the Republic of Indonesia, 2023), potentially allocating resources for teacher professional development focused on cooperative learning management.

Several limitations constrain generalizability and warrant cautious interpretation. First, the study's geographic scope encompassed only two elementary schools in Cianjur Regency, potentially limiting findings' transferability to other Indonesian regions with different cultural, linguistic, or resource contexts. Urban-rural differences, socioeconomic variations, and regional educational policies may moderate Cooperative Script's effectiveness in ways this study could not detect. Second, the six-month implementation period, while sufficient for initial effectiveness assessment, remains inadequate for evaluating long-term retention, transfer to other content areas, or sustained motivation effects. Research examining whether intensive reading improvements persist beyond immediate intervention and whether skills generalize to independent reading contexts would strengthen evidence for Cooperative Script's enduring impact.

Third, the study lacked a comparison group receiving traditional instruction, precluding definitive causal attribution of observed improvements solely to Cooperative Script versus general developmental maturation, repeated testing effects, or Hawthorne phenomena wherein novelty alone enhances performance. While pre-post assessment comparisons suggested meaningful gains, experimental designs with random assignment to Cooperative Script versus control conditions would provide more rigorous causal evidence. Fourth, resource differences between SDN Bungasari and SDN Wanasari, while enabling comparative analysis, remained confounded with other unmeasured institutional characteristics—school leadership quality, community support, infrastructure adequacy—that may have independently influenced outcomes. Future research employing larger samples with statistical controls for confounding variables would disentangle resource effects more precisely.

This research affirms Cooperative Script management as a theoretically grounded, empirically validated instructional approach for enhancing elementary students' intensive reading skills. The model's structured peer interaction design operationalizes constructivist learning principles, systematically creating opportunities for cognitive scaffolding, verbalized comprehension, and metacognitive reflection—processes central to reading proficiency development (Duke & Pearson, 2009). By demonstrating effectiveness across contrasting resource contexts through adaptive management, the study validates Cooperative Script as scalable beyond well-resourced settings, addressing equity concerns pervasive in educational innovation literature where promising practices often prove implementation-dependent on privileged institutional conditions.

The documented affective and social development gains—enhanced confidence, improved peer relations, inclusive classroom climates—position Cooperative Script as aligned with contemporary educational goals transcending narrow academic metrics. Indonesian educational policy increasingly emphasizes character development, collaborative competencies, and socioemotional learning alongside literacy and numeracy achievement (Government of the Republic of Indonesia, 2015). Cooperative Script's capacity to simultaneously promote reading comprehension and prosocial development renders it particularly compatible with these holistic educational aims, potentially serving as an integrative instructional model addressing multiple curricular priorities efficiently.

Looking forward, this research establishes foundational evidence supporting Cooperative Script's integration into Indonesian elementary literacy instruction while identifying productive directions for continued investigation. Scaling implementation beyond two schools to district or provincial levels with accompanying professional development infrastructure would test whether documented effectiveness replicates at scale. Examining Cooperative Script's compatibility with diverse literary genres—informational texts, poetry, digital media—would clarify appropriate contexts for deployment. Investigating whether management principles identified in this study transfer to other cooperative learning models or subject areas would establish broader applicability. Ultimately, this research contributes to accumulating evidence that thoughtfully managed cooperative learning offers powerful leverage for improving educational quality, equity, and student development in resource-constrained contexts characterizing much of the developing world, including Indonesia.

CONCLUSION

This study demonstrates that systematic management of Cooperative Script, guided by Terry's (2012) POAC framework, effectively enhances fourth-grade students' intensive reading skills across diverse resource contexts. Findings reveal that comprehensive planning, strategic heterogeneous pairing, engaged implementation, and multidimensional evaluation collectively improve main idea identification, text summarization, critical thinking, and metacognitive awareness while simultaneously fostering affective development including self-confidence, motivation, and prosocial behavior. Significantly, effective management can partially compensate for resource disparities, with both well-resourced and constrained schools achieving substantial literacy gains through context-appropriate adaptations.

The research contributes theoretically by extending Cooperative Script literature beyond instructional outcomes to encompass management processes as critical mediating variables, demonstrating that pedagogical effectiveness depends fundamentally on implementation quality rather than strategy adoption alone. This finding establishes educational management frameworks as essential analytical tools for examining instructional practice. Practically, the study provides evidence-based guidance for teachers implementing cooperative learning, administrators strengthening instructional supervision, and policymakers integrating Cooperative Script into national literacy initiatives aligned with the School Literacy Movement and Merdeka Curriculum.

However, limitations warrant acknowledgment. The study's scope encompassed only two schools in Cianjur Regency over six months, potentially constraining generalizability and long-term impact assessment. The absence of comparison groups receiving traditional instruction limits causal attribution, while reliance on qualitative data introduces potential social desirability bias. Future research should employ larger samples with experimental designs, standardized literacy assessments, and extended timeframes to evaluate sustainability. Additionally, investigating Cooperative Script's effectiveness across diverse literary genres, subject areas, and cultural contexts would clarify optimal implementation boundaries. Mixed-methods approaches integrating quantitative outcome measures with qualitative process analysis would provide more comprehensive understanding of management-effectiveness relationships, ultimately advancing evidence-based literacy instruction in resource-constrained educational contexts.

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