

APPLICATION OF INTEGRATED COOPERATIVE MODELS READING AND COMPOSITION (CIRC) ON STUDENT LEARNING OUTCOMES

Juli Maini Sitepu¹
Dian Septi Arum Sari²
Melyani Sari Sitepu³

¹Faculty Of Islamic Studies, University of Muhammadiyah Sumatera Utara, (E-mail: julimaini@umsu.ac.id)

²Faculty Of Science Education, University Of Darul Ulum Islamic Centre Sudirman Guppi

³Faculty Of Science Education, University Of Darul Ulum Islamic Centre Sudirman Guppi

Abstract : *This research is motivated by the application of a learning model that is less attractive to social studies subjects in class III SDN Kalongan 02, causing students to be bored with social studies so that learning outcomes are not optimal. The research method used is a quasi-experimental research. The study population was all third grade students at SDN Kalongan 02 East Ungaran Semarang Regency. The sample was selected by cluster sampling with a sample size of 62 students (31 students in the Experiment class and 31 students in the Control class). The results showed that there was a difference in learning outcomes in social studies between using the Cooperative Integrated Reading and Composition (CIRC) model in the Experiment class getting the highest score of 95, while the conventional learning model in the Control. Class getting the highest score of 57.5. Learning outcomes in a class using the Cooperative Integrated Reading and Composition (CIRC) model increased compared to the control class with a difference of 37.5.*

Keywords: *Integrated Reading Model, Composition Model (CIRS), Learning Outcomes*

Introduction

Education has an important role in human life. the impact of educational change in human self cent themselves, either a change of mindset and change perila me into a rah better. Formal education is obtained through educational institutions, namely schools. The success of students in the learning process at school can be seen from the learning outcomes of the students themselves. Student success in learning is influenced by two factors: factors internal includes the motivation and effort of the students Themselves and external factors include l roomates ingkungan such as the influence of l ingkungan family, peers, school, and community.

The school environment is the most dominant factor in determining student learning outcomes. Student motivation and effort can be increased if the school environment is supportive. One of the supports is the learning method used by the teacher in the teaching and learning process . Teacher innovation is very useful in the teaching and learning process so that the quality of learning in the classroom can be improved (Widya Masitah dan

HAsrian, 2017). In addition, teachers play a role in enriching students' learning experiences, experiences can be gained through a series of active learning. The teacher can also use a variety of learning models according to the characteristics of students and the selection of learning models must also be in accordance with the material to be delivered.

The reality in the field, teachers still use learning methods that do not foster student activeness and motivation, especially in class III social studies subjects. Based on interviews with teachers, the learning that is especially carried out in social studies subjects is still teacher centered learning which does not involve students' activeness in learning so that students are less active and sometimes even depend on the teacher. It was also found that students had difficulty making conclusions from a reading, students were also not used to group work so that it hindered the learning process. The methods used by the teacher are lectures, question and answer, discussion, and assignments. This causes motivation students in learning the first PS to be low to the one shown on student learning outcomes are still many under the KKM (Criteria Complete Minimal) with classical completeness 65%. Of the 35 students, 20 students or 57.1% achieved the minimum completeness criteria (KKM), while 15 students or 42.9% scored below the minimum completeness criteria (KKM).

To understand the Permas style han, the required learning model is right and engage students actively so as to affect student learning outcomes. One of the learning models that can be applied by teachers is the Cooperative Integrated Reading And Composition (CIRC) learning model by carrying out three basic elements, namely stage 1 concept planting, this phase the teacher introduces a concept that will be obtained during exploration, stage 2 exploration and application In this phase, students explore in groups by reading different texts, each member of the group, it is hoped that students can find more than one concept, for groups who can already understand the reading given by the teacher, students are allowed to look for other readings in the provided book library then make conclusions Meanwhile, regarding the facts from the concepts they get, stage 3 of this phase of publication students begin to convey the results of reading texts and observations of literature in groups. With the Cooperative Integrated Reading And Composition (CIRC) learning model, it makes students more active and enthusiastic in participating in learning, students can develop their ideas and can socialize with their themes.

Literature Review

Model Cooperative Integrated Reading And Composition (CIRC)

Cooperative learning refers to a set of instructional strategies in which students work together in small groups to help each other learn academic content (R. Slavin, 2010). The CIRC model is a learning technique that uses discourse or text in which students are divided into pairs to read and make a summary. One of the students acts as a speaker / presentation, while the partner listens to the summary results (Hasriyanti & Ramadhani, 2019).

The *Cooperative Integrated Reading and Composition (CIRC)* learning model is a comprehensive approach to instruction in *reading* and *writing* classes by dividing students into heterogeneous groups to carry out a series of joint activities (Slavin, 2015). According to model cooperative CIRC is a teaching of writing and reading level yang higher in primary schools. This model can make students more able to channel their learning activeness by

discussing in groups and also greatly supporting learning in determining main thoughts because the learning stages make it very easy for students to understand the material (Delviani, Djuanda, & Hanifah, 2016). Basically, CIRC has three basic elements, namely conceptualization, exploration and application, and publication (Mustafa & Samad, 2015).

The *Cooperative Integrated Reading And Composition (CIRC)* model has advantages and disadvantages, including:

a. The advantages of the CIRC model according to (Slavin, 1980) are:

- 1) Students' learning experiences and activities will always be relevant to the child's level of development .
- 2) The activities chosen are in accordance with and depart from the interests and needs of students.
- 3) All learning activities are more meaningful for students so that student learning outcomes will last longer.
- 4) Integrated learning can develop students' thinking skills .
- 5) Integrated learning presents activities that are pragmatic (useful) in accordance with the problems that are often encountered in the student environment .
- 6) Integrated learning can foster student learning motivation towards dynamic, optimal, and efficient learning .
- 7) Integrated learning can foster students' social interactions, such as cooperation, tolerance, communication, and respect for other people's ideas .
- 8) Generating motivation to learn and broaden the insights and aspirations of teachers in teaching. (Yenni Hasnah, 2017).

b. The drawbacks of the CIRC model are that at the time of presentation, only active students, who perform require a relatively long time, there are group activities that do not go as expected. However, the use of the Cooperative Integrated Reading and Composition (CIRC) model raises a problem, namely if the teacher is teaching a reading group, other students in the class must be given activities that they can complete with a little guidance from the teacher. This can be avoided if the teacher can manage time and class well (Halimah, 2014).

Characteristics of *Cooperative Integrated Reading And Composition (CIRC)* Model

As for the characteristics in the CIRC model, each student is responsible for group assignments. Each group gives each other ideas to understand a concept and complete a task, so that it forms a long understanding and learning experience. This learning model continues to experience development starting from the elementary school (SD) level to middle school. This learning process of educating students with lin berinteraksi gkunga n

The steps of the *Cooperative Integrated Reading And Composition (CIRC)* Model according to (Surdjio, 2008) are:

1. The teacher forms groups of 4 students
2. The teacher provides a discourse in accordance with the learning topic
3. Students work together to read to each other and find the main ideas contained

- in the discourse (Fitriani saragih, n.d.)
4. Students present reading the results of group discussions
 5. The teacher provides reinforcement
 6. Teachers and students together make conclusions (Slavin, 2015)

Elements in the Model *Cooperative Integrated Reading and Composition (CIRC)*

1) Stage 1: Introduction to the concept

At this stage, the teacher begins to introduce a new concept or term that refers to the findings during the exploration to be carried out. Introductions can be obtained from teacher information, textbooks, or other media .

2) Phase 2: Exploration and Application

At this stage, it provides opportunities for students to uncover initial knowledge, develop new knowledge, and explain the phenomenon they experience with teacher guidance. This causes cognitive conflict so that they will try to carry out testing and discussion to explain the results of their observations . Basically, the purpose of this phase is to arouse students 'interest and curiosity and to apply students' initial conceptions to learning activities by starting with concrete things. During this process, students learned through their own actions and reactions in new, related situations, and this has proven to be very effective in grading students designing experiments and demonstrations to test.

3) Phase 3: Publication

At this stage, students are able to communicate the findings and prove and demonstrate the material discussed. The discovery can be something new or simply prove the results of observations. Students can provide evidence of conjecture of new ideas to be known by classmates. In this case, students must be ready to give and receive criticism or suggestions to reinforce the argument. (Nurhilmayah, 2017)

Learning Outcomes

a. Understanding Learning Outcomes

(Kunandar, 2014) states that learning outcomes are certain competencies or abilities both cognitive, affective, and psychomotor that are achieved or mastered by students after participating in the teaching and learning process. Meanwhile, according to Ha explained that the learning outcomes are patterns of actions, values, understandings and attitudes and abilities of students.

(Sudjana, 1995) argues that learning outcomes are essentially changes in behavior covering the cognitive, affective, and psychomotor fields . Cognitive learning outcomes are changes in behavior changes that occur in the cognition area. Cognitive learning outcomes in this study were taken from the posttest results from the cognitive domain, namely knowledge, understanding and application.

Factors Affecting Learning Outcomes

1. Internal Factors

Internal factors include physical factors, psychological factors and fatigue factors. Physical factors, a person's learning process will be disturbed if a person's health is disturbed, besides that he is also tired quickly, lacks enthusiasm, is easily dizzy, sleepy if his body is weak. In order for a person to learn well one must keep his body secure by means of adequate rest, exercise, eating, etc. In addition, disabilities also affect learning. Students with learning disabilities are also disturbed. Psychological factors, the factors that influence learning are classified into seven, namely intelligence, attention, interests, talents, motives, maturity and readiness factors. There are two kinds of fatigue factors, namely physical exhaustion and spiritual fatigue .

2. External Factors

External factors that affect learning can be grouped into three factors, namely :

- Family factors include the way parents are educated, the relationship between family members, the household atmosphere and the family's economic situation.
- School factors that affect learning include teaching methods (Widya Masitah dan HASrian, 2017), curriculum, teacher-student relations, student-student relations (Hayati & Sitompul, 2017), school discipline, lessons and school time, lesson standards, building conditions , study methods and homework.
- Community factors, society is an external factor that also affects student learning outcomes. This influence occurs because of the existence of students in society. Student activities in the community, namely mass media, socializing and forms of community life .

Research Methods

This study used a *Quasi-experimental design in the form of Nonequivalen Group Design*. This design is almost the same as the *pretest- posttest control group design*, only the experimental group design and the control group were not selected randomly. The research is described as follows:

Research design

group	Pretest	Action	Posttest
(R) E	O1	X	O2
(R) K	O3	-	O4

Information:

E : Experiment Group

K : Control Group

O1 : Pretest of Experiment Group O2 : Posttest of Experiment Group

O3 : Pretest of Control Group

O4 : Control Group Posttest

X : Actions or treatments with the application of the CIRC model

After finishing studying the subject, both groups were given the same test. The test results are then processed so that it can be seen whether the use of the CIRC model has a positive effect on the social studies learning outcomes of the experimental group.

Population, Sample and Sampling Technique

The population in this study were all students of class III SD Negeri Kalongan 02 Ungaran Timur Semarang Regency, amounting to 62 students. The sample in this study was the entire population in two classes, the experimental class, namely class III B, totaling 31 students and the control class, namely class III A, totaling 31 students.

The data collection technique used in this study was a test instrument. The form of the test instrument in this study was multiple choice questions. The test instrument was carried out in class III SDN Mluweh, East Ungaran District, Semarang Regency, totaling 26 students. Implementation of tests before the Covid-19 pandemic

Data analysis technique

The technique used to test for normality is the *chi square* technique . Data were processed with *the help of the SPSS Version 22 program*

Result And Discussion

The results of the validity test are based on the Pearson Correlation value of each question item. The results of the data validity test show Pearson Correlation is greater than r table or 0.367, on the item / variable question item number 1, item 3, item 5, item 6, item 13, item 15, item 16, item 17, item 20, item 21, item 22, item 23, item 24, item 25, item 26, item 27, item 31, item 32, item 33, item 36, item 39, item 40 as many as 22 sample questions. This is valid and can be used for measurement. As for the others, a total of 18 sample questions were invalid and could not be used for measurement because the questions were too difficult

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Reliability Test

Results of the Reliability Statistics test

Cronbach's Alpha	N of Items
.876	40

Based on the results of the reliability test in table 4.3 above, it shows that all questions / variables have a *Cronbach's coefficient alpha value of 0.876* > 0.6 or have a reliability value above 0.6 sig with the number of items 40 so it can be said that all measuring concepts for each of the questions is reliable.

Normality Test

Data Normality Test Results

Statistics Test	
	Unstandardized Residual
Chi-Square	12,323 ^a
df	16
Asymp. Sig.	.721
a. 17 cells (100.0%) have expected frequencies less than 5. The the minimum expected cell frequency is 1.8.	

Based on the results of the normality test in the table above was carried out by using the *Chi Square* test on the experimental class variable on the control class variable, the *Chi Square* value was 12.323 and *Asymp. Sig* of 0.721. The normality test value is a significant *Asymp. Sig* 0.721 > 0.05, the data is normally distributed .

Homogeneity Test

The homogeneity test is used to determine whether the two groups have the same level of variance or not. To test for the similarity of these variances. The data homogeneity test was carried out by using the F test. If Levene's statistical significance is at 0.05.

a. Testing the homogeneity of the experimental class against the control class (pretest) as follows :

Levene Test Results Of Homogeneity (Pretest)

Test of Homogeneity of Variances			
Levene Statistics	df1	df2	Sig.
12,654	8	20	.110

Based on the table above, the results of the *Levene statistical* test show that the significance value of the experimental class and control class is 0.110. This indicates that the two classes are homogeneous because the significant value is 0.110 < 0.05

Testing the homogeneity of the experimental class against the control class (posttest) is as follows:

Levene Test Of Homogeneity (Postest) Results

Test of Homogeneity of Variances

Levene Statistics	df1	df2	Sig.
1,782	8	20	.140

Based on the table above, the results of the *Levene test statistical* variables for the experimental class and control class have a significant value of 0.140. This shows that the experimental class and the control class have the same level of variance because the significant value is $0.140 > 0.05$.

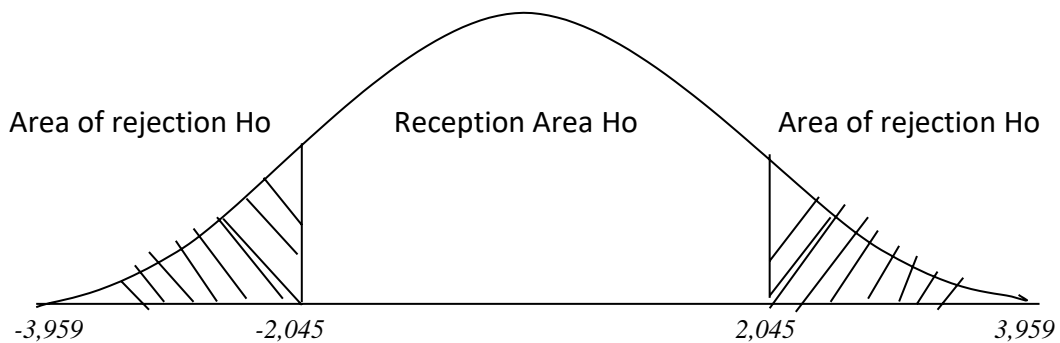
Hypothesis Test

This hypothesis test aims to determine whether the hypothesis proposed in this study is accepted or rejected. Hypothesis test

Statistical t-test results

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1,468	4,175		-352	.728
class xperiment and control class	1,088	.311	.544	3,494	.002



Statistical t-test curve image

Based on the above tables and figures, the statistical t-test produces a value of t_{count} equal to (3.959) t_{table} (2.045) with significance (0.002) $< (0.05)$. This states that H_a is accepted by the criteria that there is a positive influence on the *Cooperative Integrated Reading and Composition* model on social studies learning outcomes .

Research Results

Learning outcomes are changes in behavior obtained by students after experiencing learning activities. Acquisition of these aspects of behavior change depends on what is learned by students. The learning outcomes of the experimental class and control class can be seen in the table below:

Student Learning Outcomes

Class	Experiment		Control	
	Before (Pretest)	After (Posttest)	Before (Pretest)	After (Posttest)
The highest score	75	95	80	90
Lowest Value	50	50	25	25
Average	62.5	72.5	52.5	57.5
Difference in Average	10		5	

Based on the table above, the results of the study state that from student learning outcomes the highest pretest score in the experimental class got 75 and the lowest score was 50 with an average of 62.5. The pretest was carried out before the treatment. After treatment using the *Cooperative Integrated Reading and Composition CIRC* model, student learning outcomes increased. This can be seen from the student's posttest score of the highest score of 95 and the lowest of 50 with an average of 72.5. The difference between the mean pretest and posttest in the experimental class is 10. The highest pretest result in the control class is 80 and the lowest score is 25 with an average value of 52.5. The highest posttest score was 90 and the lowest was 25 with an average of 57.5. Difference in student scores at the pretest and posttest 5.

Student learning outcomes when viewed from the highest posttest score of the experimental class and control class, namely 95 for the experimental class and 90 for the control class. This suggests that the *Cooperative Integrated Reading and Composition CIRC* model has a positive effect on social studies learning outcomes for grade III students.

Discussion

The results of the data analysis of the initial conditions stated that the pretest values were normally distributed by the *chi-square* method on the experimental class variables against the control class variables. This can be seen based on table 4.5 shows that the *Chi Square* value is 12.323 and *Asymp. Sig* of 0.721. Then the data is said to be normally distributed because the significant value of the sample is greater than 0.05. In addition, the two classes also have the same level of homogeneity. This can be seen in table 4.6. The results of the Levene Statistic test that have been conducted show that both the experimental class and the control class samples have a Levene statistic value of 12.654 and a significant 0.110 < 0.05, so it can be concluded that the class is homogeneous. While in table 4.7. The results of the Levene Statistic test that have been carried out show that the posttest of the two samples of the experimental class and control class has a Levene statistic value of 1.782 so it can be concluded that the two data variants are homogeneous because the significance value is 0.140 > 0.05.

Hypothesis testing can be seen from the results of the statistical t test on the SPSS 22.0 program. from this test obtained t-statistic, Sig. (2 tailed) obtained t-statistic value or t count of 3.959 t table (2.045) and has a significance of 0.002 <0.05. This means that there is an effect of the *Cooperative Integrated Reading and Composition* (CIRC) model on social studies learning outcomes in the experimental class. The results of this study are in accordance with those conveyed by (Huda, 2015). The *Cooperative Integrated Reading and Composition* (CIRC) Model trains students to be more active in thinking, trains students to work together in doing group assignments and trains students' confidence to present the results of group work in front. class, students are also given the opportunity to express their opinions by responding to groups that come to the front of the class.

The results of this study are almost the same as the research that has been conducted by (Irawadi, Martha, & Wendra, 2015), where the results of their research show that applying the *Cooperative Integrated Reading and Composition* (CIRC) model increases student activity so that through the CIRC model they can write scientific papers well.

Conclusion

The learning outcomes using the *Cooperative Integrated Raeding and Composition* (CIRC) learning model were higher with the average posttest score of students after learning using the *Cooperative Integrated Raeding and Composition* (CIRC) learning model was 72.5 greater than the average pretest value of 62.5 while the average posttest score of 57.5 is greater than the pretest average value of 52.5. This is because learning by using the *Cooperative Integrated Raeding and Composition* (CIRC) learning model, students are more active in thinking, encouraged to train the ability to work together in group work and train students' confidence to present group work in front of the class , students get direct experience during the learning process. When viewed from the T test, both experimental and control variables produce a value of 3.959 2.045 and significant 0.002 <0.05 so that there is a positive effect of the *Cooperative Integrated Reading and Composition* model on social studies learning outcomes of class III students with a percentage of completeness of the experimental class learning outcomes of 77.4% greater than the learning outcomes of the control class of 48.39 %.

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