Al-Ishlah: Jurnal Pendidikan
Vol.15, 4 (December, 2023), pp. 6446-6456
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i4.4591

The Impact of Cooperative Integrated Reading and Composition (CIRC) on Student Learning Results

Anwar Sewang[1], Muhammad Aswad[2]
[1] Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, Indonesia; anwarsewang@gmail.com
[2] Universitas Sulawesi Barat, Majene, Indonesia; muhammadaswad@unsulbar.ac.id

ARTICLE INFO

Keywords:

Cooperative Integrated Reading and Composition (CIRC);
Implementation;
Learning Model;
Learning Outcomes

Article history:

Received 2023-08-24
Revised 2023-10-09
Accepted 2023-12-31

ABSTRACT

The results of learning are a key component in education. This is because the learning outcomes serve as the foundation for teachers to assess students' abilities and provide the basis for teachers in designing the learning models needed by students. This study aims to determine the increase in learning results of Islamic Education in reading material using the Cooperative Integrated Reading and Composition (CIRC) learning model. This research is Classroom Action Research involves planning, implementing, observing, and reflecting. This Class Action Research procedure is planned for cycles I and II. Cycle I consists of four meetings, and cycle II consists of four sessions. Meetings 1 to 3 carried out the teaching and learning process and meeting four carried out learning outcomes tests through descriptive data analysis. This research is designed using the CIRC learning model. The results showed that the average value of students' learning outcomes of grade VII Bilingual 1 State Junior High School 6 Sengkang increased from cycle I to cycle II, i.e., from 78.30 to 83.96. In process one, the complete student is 73,91% or 17 students. While in cycle II, the percentage of student mastery increased to 95.65% or 22 students. Based on the result of the research, it can be concluded that using the CIRC learning model can improve the learning result of PAI of the law reading material. CICR models can help the learning process more optimally because it is able to increase the activeness of student learning outcomes as cognitive and affective terms. In the process of learning pleasant classroom conditions able to support students in receiving material lessons and models of CIRC with gift-giving can be used as one of the learning models in learning reading comprehension.

Corresponding Author:
Anwar Sewang
Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, Indonesia; anwarsewang@gmail.com

1. INTRODUCTION

The students' learning outcomes become the foundation for teachers to innovate in their teaching. The learning outcomes are all the behaviors possessed by learners as a result of the learning process they undergo(Ningrum et al., 2020). Good learning outcomes will ultimately have positive impacts on both students and teachers, who emerge as professionals in their field. The success or failure of an

educational process is greatly influenced by the learning that takes place. Learning is a complicated process because it does not just absorb information from the teacher but involves various activities and actions that must be done to get better learning outcomes. The learning process is composed of several components or elements that are interrelated and interact with each other.

The interaction between teachers and students during the teaching and learning process plays a vital role in achieving the desired goals. One of the causes of the teacher's failure to deliver lesson material in class is the teacher not giving students attention and activity following the lesson (Uno, 2012). It requires teachers to create a pleasant learning atmosphere by paying attention to teaching strategies and methods. The implementation of teaching methods should also adapt to the characteristics of the learners so that learning goals and processes can be achieved optimally (Karim & Fathoni, 2022).

Learning outcomes are patterns of behavior, values, understanding, attitudes, appreciation, abilities, and skills that emerge after receiving some form of treatment, namely learning (Suprijono, 2016). Learning outcomes are related not only to the written scores after an exam but also to the students' attitude when dealing with teachers, other students, and their environment, which also becomes a form of learning outcomes. This is in line with (Amirono & Daryanto, 2016), stating that attitudes and aspirations are also part of learning outcomes that complement knowledge and skills.

Understanding of students' learning outcomes must be present in the teacher, including various factors that influence them. (Marlina & Sholehun, 2021) explain that there are two factors that influence students' learning outcomes, namely internal and external factors. Internal factors are related to the interests, talents, motivation, and learning methods of the students. Meanwhile, external factors are related to the school and family environment. The school environment ensures the presence of teachers, whose main task is to teach students (Sanjani, 2020). Teaching requires professionalism, which is certainly related to the teacher's ability to create a learning climate that supports students in achieving good learning outcomes. The support provided by teachers in achieving good learning outcomes for their students is done by providing a learning model that suits the academic abilities of the students. One of them is by implementing learning using the CICR learning model.

The academic ability of the students SMP Negeri 6 Sengkang admitted is relatively standard, meaning that there are students with low, medium, and high skills who enter the school. In the learning process, it is still dominated by some students who actively ask questions and comment on the material they are studying; in doing assignments, only bright students are willing to do the task well, while students with low abilities are less enthusiastic about doing projects. If the educator does not do adequate guidance, the difficulty will give rise to a sense of laziness to learn. In addition to difficulties that are not immediately addressed, it also triggers a sense of boredom in students. This boredom has an impact on the emergence of feelings of lethargy, laziness, reluctance, and lack of enthusiasm in carrying out learning activities, which can affect the level of students' concentration in learning (Rahma et al., 2022). Therefore, it is the educator's job to make the learning process into something interesting, not only teaching, and transferring knowledge to his students, but also must be able to educate his students for the better. Both in seeking knowledge and achieving maximum results (Subini, 2012).

Teaching is not just a lecture and standing in front of the class, but how the teacher determines the learning method by the subject matter so that it is more efficient and effective in communicating the subject matter so that it can achieve the learning objectives that have been set before. This is in line with the duties undertaken by teachers, which involve administrative tasks and pedagogical duties, namely guiding and leading their students towards achieving transformation (Sanjani, 2020). The meaning of guiding here includes creating a pleasant learning environment and providing motivation to students.

Students who have high motivation will be diligent in facing the task by continuously working on it until it is completed, even though it is in solving, which takes quite a long time. The results of the research conducted by (Septiana & Sholeh, 2021) explain that the learning motivation of students has a positive impact on their independence in learning. One of the efforts of teachers to increase students' motivation is to use the correct method.

Djamarah and Zain, in (Suprapti, 2021), argue that methods play a significant role in the teaching and learning process. Methods also play a crucial role in a learning process. Learning is essential in living life to adapt well; therefore, students are required to be happy to accept and understand a material that is thirsty to master. Giving instructions, guiding someone in their study of something, providing knowledge, and causing someone to know or comprehend are all examples of teaching. From the aforementioned meanings, it can be inferred that teaching is the process of assisting students in learning through a teacher-guided activity (Brown, 2000).

One innovative learning model that facilitates students in constructing their knowledge through open interaction is the cooperative learning model. Collaborative learning models are developed into several types, one of which is Cooperative Integrated Reading and Composition (CIRC). Cooperative Integrated Reading and Composition (CIRC) is a cooperative learning model that integrates a reading as a whole which then composes into essential parts (Fogarty, 1991). The implementation of the CIRC model provides profound meaning in the learning process, fostering active and positive interactions among students and between students and teachers, as well as students with their environment (Kondoalumang et al., 2022). The strength of the CIRC-type suitable unified learning model is that it can support the emergence of active, creative, practical, and fun learning, can help students to solve problems that require reasoning, and can train students to work in groups, train harmony in living together based on mutual respect. This Cooperative Integrated Reading and Composition (CIRC) model can motivate students to read a discourse and understand its content so that their learning outcomes improve with this method (Aqib, 2003).

Some information was obtained based on the results of observations made at SMP Negeri 6 Sengkang. There are several symptoms that cause teaching and learning activities (KBM) to be less than optimal, such as teachers in the field of study not using varied learning models. The majority of students are lacking to seek information and references about reading learning. Students tend to be passive in participating in learning activities so that the interaction between teachers and students is not carried out properly. As well as low learning outcomes because there are still students who are not complete with the specified Completion Criteria (KKM), namely 73.

The high learning outcomes of students under KKM are the reason for researchers to conduct Class Action Research (PTK) in the class. Class Action Research is a scientific activity conducted by teachers in the classroom using actions to improve the quality of learning (Azizah, 2021). Class action research has at least three advantages compared to research using other methods, namely: a) researchers can conduct research without leaving the workplace, b) researchers can carry out treatment (treatment) given to respondents in the study, c) respondents can feel the results of the treatment given (Sukardi, 2014). The various advantages mentioned are certainly in line with the objectives of class action research, one of which is a method to improve services or outcomes in an educational institution (Rohita, 2021).

The main problem that arises in this study is how is the Cooperative Integrated Reading and Composition (CIRC) learning model on PAI learning in nun mati / tanwin reading law material in grade VII Bilingual 1 student of SMP Negeri 6 Sengkang, Wajo Regency. What are the results of learning PAI on the raw material of nun mati / tanwin reading in grade VII Bilingual 1 student SMP Negeri 6 Sengkang Wajo Regency? Can the Cooperative Integrated Reading and Composition (CIRC) learning model improve PAI learning outcomes in nun mati/tanwin reading law material in grade VII Bilingual 1 student of SMP Negeri 6 Sengkang Wajo Regency? So the purpose of this study is: To determine the improvement of PAI learning outcomes of nun mati / tanwin reading law material after using the Cooperative Integrated Reading and Composition (CIRC) learning model for grade VII Bilingual 1 student of SMP Negeri 6 Sengkang, Wajo Regency.

This research uses theoretical use to provide scientific characteristics and improve the quality of learning, especially in PAI subjects. Practical Uses: For Learners, This research can make an exciting impression and make students more active to improve learning outcomes. For Master, This research is expected to enhance the conventional teaching and learning process implemented and train teachers to

be more creative in enhancing the quality of learning. For Schools; As input for schools in improving the quality of learning through the Cooperative Integrated Reading and Composition (CIRC) learning model.

Research on learning outcomes continues to be conducted, indicating that learning outcomes are a phenomenon that continues to receive attention. Some previous studies include research conducted by (Kesumadewi et al., 2020), where the results showed a significant impact of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by illustrated story media on the Indonesian language learning outcomes of fifth-grade elementary school students. Another study was conducted by (Jayadi, 2021), and the findings indicated that the Cooperative Integrated Reading and Composition (CIRC) learning method successfully improved the learning outcomes of fourth-grade students in SDN 22 Mataram for the academic year 2020/2021, particularly in finding the main sentences. Another research, carried out by (Kondoalumang et al., 2022), concluded that the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model could enhance the learning outcomes of fifth-grade students at SDN Inpres Hiung in thematic learning with the ecosystem theme.

Through the findings of previous research, it is known that they generally implemented the CIRC model using pre-post tests and regression. However, in this study, the researcher used an action research model where the CIRC model was applied with an analysis of the shortcomings that needed improvement. The results obtained by the researcher not only relate to whether there is an improvement in student learning outcomes but also include an analysis of what needs to be improved in each cycle. This research is crucial as diverse learning models become a necessity for teachers in their teaching practices. By understanding what aspects need to be considered in implementing CIRC, teachers can better prepare their lessons. This study intends to determine the improvement in student learning outcomes at each stage using the CIRC learning model.

2. METHODS

The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques. Classroom Action Research involves planning, implementing, observing, and reflecting. (Purwanto, 2004). This Class Action Research procedure is planned for cycles I and II. Cycle I consists of four meetings, and cycle II consists of four sessions. Meetings 1 to 3 carried out the teaching and learning process, and meeting four carried out learning outcomes tests.

The participants of this research are seventh-grade students of Bilingual 1 class from Junior High School 6 Sengkang in the academic year 2022/2023, totaling 23 students in one of the elementary schools in Sukasari District, Bandung City. The instruments used to uncover the data are tests, observations and field notes. The data analysis techniques used are quantitative techniques and qualitative techniques. Quantitative techniques are used to analyze data on students' written test results in cycle I and cycle II. Meanwhile, qualitative techniques are used to analyze data from observations on the implementation of student learning activities and teacher performance in each cycle. The test result data and observation results are analyzed descriptively by comparing the test results and observation results of cycle I and cycle II.

The data analysis technique used is descriptive analysis. Descriptive statistical analysis is intended to describe the learning outcomes of grade VII Bilingual 1 students of SMP Negeri 6 Sengkang, which was given treatment in the form of CIRC learning The table of data on the completeness of student reading outcomes can be seen as follows:

Table 1. Learning Outcomes Completion Data

Score	Interpretation
≥ 65	Positive (Complete)
<65	Negative (Incomplete)

(Source: Guideliness Assessment of SMP Negeri 6 Sengkang)

Table 2. The Cualification of Learning Outcomes

Score	Qualification
80 – 100	Very High
66 – 79	High
56 – 65	Medium
40 – 55	Low
30 - 39	Very Low

(Source: Guideliness Assessment of SMP Negeri 6 Sengkang)

3. FINDINGS

The frequency and percentage of PAI learning outcomes for grade VII Bilingual 1 students of SMP Negeri 6 Sengkang using the CIRC learning model can be seen in Table 8 below:

Table 3. Statistics on the Frequency and Percentage of Student Islamic Education Learning Outcomes for Cycle 1 and Cycle 2

Value Range	Qualification	Cycle 1		Cycle 2	
		Frequency	Percentage (%)	Frequency	Percentage (%)
80 – 100	Very High	12	52,17	17	73,91
66 – 79	High	11	47,83	6	26,09
56 – 65	Medium	0	0	0	0
40 – 55	Low	0	0	0	0
30 - 39	Very Low	0	0	0	0
Total		23	100	23	100

Table 4.2 shows that in cycle I, the frequency of students who achieved very high scores was 52.17% or 12 students out of 23 students. 47.83% or 11 students belong to the high category, and 0% are in the medium and low categories. As for Cycle II, the frequency of students who obtained scores in the very high sort was 73.91% or 17 students, 26.09% or six students were in the high category, and 0% were in the medium and low categories. Based on the results of quantitative analysis, there was an increase in pain learning outcomes for students of nun breadfruit/tanwin reading law material from Cycle I to Cycle II.

Data on the completeness of PAI learning can be seen based on student absorption. Suppose the absorption of students is grouped into complete and incomplete categories. In that case, the distribution, frequency, and percentage of completion of PAI learning in cycle I and cycle II can be seen in table 9 below:

Table 4. Distribution, Frequency, and Percentage of Completion Categories Learning Student PAI in Cycle I and Cycle II

Score	Category	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
0 – 75	Completed	6	26,09	1	4,35
76 – 100	Incomplete	17	73,91	22	95,65
Total		23	100	23	100

Table 4.3 shows the student's completion score based on the predetermined completion aspect of 76. The table shows that 73.91% of completed students, or 17 out of 23 students, can be seen in the first cycle. Meanwhile, in cycle II, the percentage of student completion increased to 95.65% or 22 people from 23 students. This means that students in the completed category have increased by 21.74%. This

increase is accompanied by a decrease in the number of students who are not completed in the first cycle of 6 people or 26.09% to 1 person or 4.35% in cycle II or a decrease of 21.74%.

3.1. Cycle I

3.1.1 Action Planning

Teachers develop a lesson implementation plan (RPP) that adjusts steps to CIRC-type cooperative learning. By the essential competencies (KD) of PAI learning, I held three meetings discussing "legal material for reading nun breadfruit/tanwin." The delivery of the material uses the application of CIRC cooperative learning, and at the end of the teaching, the third meeting is evaluated.

3.1.2 Implementation of Actions

In the implementation of actions, the teacher carries out learning steps, which include initial activities, core activities, and final activities, using the learning implementation plan that has been prepared. In the initial activity, the teacher conditions the class, and then Students are allowed to ask about material that is not yet understood. The teacher motivates the learners on how important and valuable this material is, providing an apperception.

In the core activities, by applying the steps of the CIRC learning model, teachers divide students into five groups of 4-5 students with heterogeneous academic abilities. The teacher divides the LKS into groups according to the learning topic and explains the learning materials related to the laws of reading nun mati / tanwin and mim mati. Furthermore, the teacher asks students to complete assignments in the form of questions on student worksheets (LKS) as answer sheets provided for each group.

Students work together to read aloud to each other, find critical ideas, and respond to material provided during group discussions. The teacher observes each group's work; then, the teacher asks the group leader to divide the assignments in the group who reads the studies (reading), identifies the ones asked, and records what is known in the works. All group members design the completion of the task (integration), then compose and discuss each group member's findings so that it completes the assigned task fully. The teacher observes group discussions and assists groups experiencing difficulties.

Furthermore, the teacher appoints a group representative to present the results of the discussion that has been carried out then the teacher asks the other group to respond and provide corrections from the answers of other groups. The teacher continued to confirm the group discussion results and praised the group with praise and applause. In the final activity, students and teachers jointly reflect and conclude learning results on the material that has been studied by asking questions and answers with students about the material that has been reviewed by randomly appointing students to express their opinions about the learning experience while completing assignments in groups. Then the teacher ends the lesson by praying and saying greetings.

3.1.3 Observation and Evaluation Stage

At the observation stage, the division of groups has not gone well; when group work begins, some students are still unable to participate in group activities. Students who have been formed in a team do not guarantee that they can make all members of the group active, but in fact, there are still students who ignore the material presented by the teacher. When completing the tasks assigned by the teacher, there are still many who many still rely on hailing the work of friends who are considered capable. They were reluctant to do the task because they did not understand the teaching material. However, it can be resolved once students start to get used to group activities. From meeting I to meeting III in cycle I, over time, students begin to be able to take an active role in learning. In the evaluation activities at the end of the meeting, researchers and teachers can discuss each other's shortcomings and what steps should be taken for the following material.

3.1.4 Reflection Stage

Based on reflection activities on observation results and learning outcomes based on the final test in cycle I, there are problems or obstacles during and after research, so in cycle II, it is essential to take action to improve them. In implementing the first cycle, several blocks were found in the performance

of PAI learning in the legal material of reading nun breadfruit/tanwin. With the challenges in the first cycle, teachers make improvement plans in cycle II so that the learning process with the CIRC learning model can run well. The deficiencies in cycle I will be corrected in cycle II. It is necessary to strive to resolve problems in the process.

3.2. Cycle II

3.2.1 Action Planning

In cycle II, before learning, it is necessary to prepare things that will be used in education. Like cycle I, cycle II is carried out through three meetings, each meeting of which is ready, namely reviewing the previously designed Learning Implementation Plan. The improvement planning that has been made is reviewed and checked so that the learning in cycle II includes activities to prepare rpp, observation sheets, and LKS, which are used to support learning.

3.2.2 Implementation of Actions

In the initial activity, the teacher conditions the class and then conveys what subject matter will be discussed and the learning objectives to be achieved. The CIRC (Cooperative Integrated Reading and Composition) learning model will be applied. Students are allowed to ask questions about material that is not yet understood, motivate learners on how important and valuable this material is, then provide an apperception.

In the core activities, the teacher applies the steps of the CIRC learning model in the same way as in cycle I; the difference in cycle II is the assignment of questions on student worksheets (LKS) that have been provided in groups. Students work together to read each other out, find critical ideas, and respond to the material provided. The teacher observes the work of each group. The teacher asks the group leader to divide the tasks, who reads the task (reading), identifies the question, and records what is known in the job. All group members design the completion of the study (integration), then compose and discuss each group member's findings so that it completes the assigned task fully. The teacher observes group discussions and assists groups experiencing difficulties.

Furthermore, the teacher appoints a group representative to present the results of the debate that has been carried out, and other groups respond and provide corrections from the answers of the group explained. The teacher confirmed the group discussion results and rewarded the group with praise and applause. Then the teacher divides the evaluation question sheet, and the students do the evaluation questions.

3.2.3 Observation and Evaluation Stage

The condition of the students in cycle II is much better, which means it has improved from the process I. With the teacher's guidance, students are more able to do their duties because the teacher constantly monitors their students' progress. In addition, rewards also foster an attitude of competing positively with others to get tips in the form of stars, praise, and applause; this can make students interested in learning.

4 Reflection Stage

1. Students who are enthusiastic about working together to read to each other, find the main idea, and then respond to the shared discourse. Besides, no more students carry out activities outside the learning context.
2. The teaching teacher can manage the time effectively so that all groups can appear in front of the class, presenting the assigned assignments. Students find it easier to remember and absorb the subject matter and work together to complete the tasks given by the teacher.
3. In addition, students are becoming more and more active and more courageous in asking questions and expressing opinions in class. Students feel happy with group study because by group study they can exchange views with their friends.
4. Students who were initially passive in the classroom become enthusiastic in the learning process using the CIRC learning model.

5. Student learning outcomes based on final test scores showed a pretty good improvement from previous tests. In the first cycle, namely, 17 students who were completed and six students who did not complete learning outcomes; this increased in process II to 22 students who were total and one who did not meet their learning outcomes. Therefore, there is no need for cycle repetition to improve student learning outcomes.

Discussion

Based on the results of the reflection, it can be concluded that after the implementation of the actions in cycle II, there is no need to repeat the cycle because the learning activities have generally proceeded as planned. Students can understand the material readings independently through the discussions they learn. And 95.65% of students were declared complete, with an average final test score of 83.96.

The learning process can be said to be optimal if there is an activeness of students and educators in the learning process which will have an impact on improving student learning outcomes so that the learning process can be of high quality, both in terms of cognitive and affective. The achievement of a learning goal can be said that educators have been successful in teaching. The success of teaching and learning activities is known after a test with a set of questions. In the following, the author will discuss student learning outcomes and data analysis of educator and student activities on the use of the CIRC model in PAI learning.

The results of the study showed the application of the CIRC model in improving the ability to read comprehension of grade VII Bilingual 1 students of SMP Negeri 6 Sengkang. This is proven by the increase in student learning outcomes in cycle I which increases in cycle II. In the first cycle, the average produced was 73.91, with a breakdown of 17 students or 47.83% of students achieving learning completion, but there were 6 students 26.09% of students who had not experienced an increase in learning. In cycle II, the average produced is 96.65 students achieving learning completion, but there is 1 student 4.35% of students, who has not experienced an increase in learning.

The results of the conducted research indicate an improvement in students' learning outcomes after using the CIRC model, in line with studies conducted by (Rif'atunnabilah, 2022) (Taufik, 2023) dan (Marini, 2023) In these studies, it was observed that students experienced an enhancement in learning outcomes after implementing the CIRC learning model.

There are many obstacles and weaknesses that researchers experience in the research process in the first cycle such as the application of the CIRC model which was originally not optimal, students have not been conducive and organized. However, in cycle II it has changed little by little, namely students who have begun to be active and conducive, respond well to researchers and are very enthusiastic in participating in learning. By using the CIRC learning model which was originally still irregular, in cycle II it experienced a good change so that an increase in reading comprehension skills was achieved.

To obtain the data in this study, the authors not only worked alone but also had observer educators to observe the activities of educators and students during the teaching and learning process. From the results of the analysis of educator activities for three cycles in the first cycle, not all aspects show a good category of these aspects, namely the use of language that educators reconcile, which is difficult for students to understand. This may be the cause. Then in the use of media is considered less creative because it only uses reading texts and does not use other visual media. In general, the use of visual media will greatly help the attractiveness of learning materials to be noticed by students. In the second cycle the educator improves the explanatory aspects of the material. Educators use simpler language to be understood by students and can accept the delivery of material provided by educators. In addition, the classroom conditions that have begun to change are starting to be conducive to students being better prepared to participate in learning. This is evident when educators test student appreciation and learner participation begins to increase.

The result of the analysis of student activity data during the application of the CIRC model for 2 cycles is that cycle I students do not understand the learning steps using the CIRC model because students have never been or are unfamiliar with the model. Students also do not pay attention to educators when teaching this is because students are not ready and focused on receiving learning. In cycle II, students begin to understand learning with the CIRC model, but there are still students who do not answer the educator's questions (appreciation) but begin to pay attention to the educator during the learning. This result indicates that the Classroom Action Research model was conducted according to the prescribed steps, where each cycle consistently underwent improvements to achieve the expected enhancement (Arikunto et al., 2015).

The CIRC Learning Model is a cooperative learning model that integrates various skills, including reading and writing (Sartika et al., 2022). According to (Soimin, 2014), CIRC is considered a highly suitable learning model for improving students' problem-solving skills. Additionally, through the CIRC learning model, the dominance of teachers in the learning process is reduced, necessitating active student participation. Active student participation ultimately requires them to hone various skills, both in reading and writing. Collaboration among students can certainly be used as a knowledge distribution strategy, considering the heterogeneity of understanding abilities among students at SMP Negeri 6 Kabupaten Wajo Sengkang. However, teachers should not be complacent, as indicated by Martini's research results, where only the proficient students are actively responsive to what the teacher or other groups convey (Martini, 2023).

Implementing the CIRC learning model is not as easy as turning one's hand. This is evident from the numerous obstacles faced by teachers during the first cycle. Despite the teacher's in-depth explanation of the CIRC learning steps, students' dominance does not comprehend the explained steps. Additionally, the outcomes of CIRC learning are aimed at integrating writing and reading in group activities (Slavin, 2016). This requires teachers to be as creative as possible in tailoring the content taught by providing literacy for reading and writing, even within the scope of Islamic Religious Education (PAI) material.

So, based on this explanation, the application of the CIRC model has been said to be successful, because overall the number of students has been able to solve problems, achieve indicators and learning objectives. Although the authors have said that the application of the CIRC model can improve student learning outcomes, this model also has shortcomings such as taking a long time, there is a class atmosphere that is not safe when they find and find information with fellow friends. That is in line with the research findings of (Susilawati et al., 2023), who explained the shortcomings of CIRC, namely requiring a considerable amount of time and difficulty in managing the class to be quiet, resulting in a tendency for a lively classroom atmosphere. While the advantage is that learning is more meaningful, students are required to be able to capture the relationship between the learning experience at school and real life. Learners are led to discover their own knowledge. Train students to receive explanations from friends, respect each other and work together to complete the material learned.

In addition, for the success of research with the application of the CIRC model, it is inseparable from the activities of each cycle. In conducting research, researchers feel the need to make improvements in the first cycle or repeat activities in the second cycle, where there are still some shortcomings, both from the ability of students to master the subject matter or the way educators manage learning.

4. CONCLUSION

The results of the research indicate an improvement in the learning outcomes of students at SMP Negeri 6 Kabupaten Wajo Sengkang after receiving instruction using the CIRC model in cycles I and II. These findings suggest that the CIRC model is not only applicable to language-based subjects but can also be implemented effectively in Islamic Education (PAI) with optimal results. The obtained results require creative innovation from teachers in designing and organizing classes, guiding students, and constructing materials suitable for CIRC-based learning.

The research also provides several recommendations: 1) Schools are encouraged to motivate teachers to choose and implement practical and efficient teaching models to enhance student learning outcomes; 2) Teachers are urged to use the CIRC teaching model to improve learning outcomes; 3) Students are expected to actively engage in enjoyable learning and the learning process to develop understanding and acquire new knowledge through self-discovery experiences. 4) This research only assesses cognitive aspects of student learning outcomes; other researchers can compare the affective, cognitive, and psychomotor aspects to determine which dominates in improving learning outcomes using the CIRC model.

REFERENCES

Amirono, & Daryanto. (2016). *Evaluasi dan Penilaian Pembelajaran Kurikulum 2013*. Gava Media.

Aqib, Z. (2003). *Guru dan Profesionalisme*. Pustaka Pelajar.

Arikunto, S., Supardi, & Suhardjono. (2015). *Penelitian Tindakan Kelas*. Bumi Aksara.

Azizah, A. (2021). Pentingnya penelitian tindakan kelas bagi guru dalam pembelajaran. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1), 15–22.

Brown, H.-D. (2000). *Principles of Language Learning and Teaching*. Longman.

Fogarty, R. (1991). *Problem Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom.* Sky Light.

Jayadi, U. (2021). Penerapan metode pembelajaran cooperative integrated reading and composition (CIRC) untuk meningkatkan hasil belajar dalam menemukan kalimat utama pada siswa kelas IV SDN 22 Mataram tahun pelajaran 2020/2021. *Berajah Journal*, *1*(1), 21–42.

Karim, M. F., & Fathoni, A. (2022). Pembelajaran CIRC dalam Menumbuhkan Keterampilan Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 5910–5917.

Kesumadewi, D. A., Agung, A. A. G., & Rati, N. W. (2020). Model Pembelajaran CIRC Berbantuan Media Cerita Bergambar Meningkatkan Hasil Belajar Bahasa Indonesia Siswa SD. *Mimbar PGSD Undiksha*, *8*(2), 303–314.

Kondoalumang, S. O., Rindengan, M. E., & Sumilat, J. M. (2022). Penerapan Model Pembelajaran Cooperative Integrated Reading and Composition (CIRC) untuk Meningkatkan Hasil Belajar Tema Ekosistem Siswa Sekolah Dasar Susye Olga Kondoalumang1, Mersty Elisabeth Rindengan2, Juliana Margareta Sumilat3✉. *Jurnal Basicedu Vol*, *6*(2).

Marini, M. (2023). Pengaruh Penggunaan Strategi Cooperative Integrated Reading and Composition (CIRC) Terhadap Hasil Belajar PAI Siswa. *Pedagogik: Jurnal Pendidikan Dan Riset*, *1*(2), 262–267.

Marlina, L., & Sholehun, S. (2021). Analisis faktor-faktor yang mempengaruhi hasil belajar bahasa indonesia pada siswa kelas iv sd muhammadiyah majaran kabupaten sorong. *FRASA: Jurnal Keilmuan, Bahasa, Sastra, Dan Pengajarannya*, *2*(1), 66–74.

Martini, M. (2023). UPAYA MENINGKATKAN PEMAHAMAN SISWA DALAM PELAJARAN AKIDAH AKHLAK MELALUI PENERAPAN STRATEGI PEMBELAJARAN AKTIF CIRC. *Imamah: Jurnal Manajemen Pendidikan Islam*, *1*(2).

Ningrum, A. S., Salminawati, S., & Rambe, R. N. (2020). Pengaruh Model Pembelajaran Circ (Cooperative Integrated Reading And Compotision) Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Di Kelas Iv Min 4 Medan. *NIZHAMIYAH*, *10*(1).

Purwanto, N. (2004). *Administrasi dan Supervisi Pendidikan.* Remaja Rosdakarya.

Rahma, R. O., Rahmawati, V., & Setyawan, A. (2022). Pengaruh kejenuhan terhadap konsentrasi belajar dan cara mengatasinya pada peserta didik di sdn 1 pandan. *Jurnal Pancar (Pendidik Anak Cerdas Dan Pintar)*, *6*(2), 242–250.

Rif'atunnabilah, K. (2022). *Penggunaan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) dalam peningkatan hasil belajar siswa mata pelajaran PAI materi Fiqh pokok bahasan Mawaris: Penelitian quasi eskperimen terhadap siswa kelas XII SMK Negeri 6 Bandung*. UIN Sunan Gunung Djati.

Rohita. (2021). *Metode Penelitian Tindakan Kelas Panduan Praktis Untuk Mahasiswa Dan Guru*. Deepublish.

Sanjani, M. A. (2020). Tugas dan peranan guru dalam proses peningkatan belajar mengajar. *Serunai:*

Jurnal Ilmiah Ilmu Pendidikan, *6*(1), 35–42.

Sartika, D., Musyifah, S., & Syarifuddin, S. (2022). Pengaruh Model Pembelajaran Cooperatif Integrated Reading and Composition (CIRC) terhadap Hasil Belajar Siswa di Kelas VIII MTsN 4 Bima. *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, *3*(1), 38–50. https://doi.org/10.53299/diksi.v3i1.139

Septiana, W. O. A., & Sholeh, M. M. A. (2021). Pengaruh Motivasi Belajar terhadap Kemandirian Belajar Siswa Kelas Xi SMA Islam Sultan Agung 1 Semarang pada Mata Pelajaran Fiqih selama Masa Pandemi Covid-19. *Sultan Agung Fundamental Research Journal*, *2*(1), 33–40.

Slavin, R. E. (2016). *Cooperative Learning Teori, Riset dan Praktik*. Nusa Media.

Soimin, A. (2014). *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Ar Ruzza Media.

Subini, N. (2012). *Psikologi Pembelajaran.* Mentari Pustaka.

Sukardi. (2014). *Metode Penelitian Tindakan*. Bumi Aksara.

Suprapti, S. (2021). Meningkatan Hasil Belajar IPA Materi Energi dan Perubahannya Melalui Metode Proyek. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, *1*(2), 265–274.

Suprijono, A. (2016). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Pustaka Pelajar.

Susilawati, R. Y., Hayu, W. R. R., & Kurniasari, D. (2023). Pola Keterampilan Komunikasi Berbasis Model Pembelajaran Cooperative Integrated Reading Composition (CIRC) Siswa Kelas III SDIT Green Bhakti Insani. *Jurnal Pengajaran Sekolah Dasar*, *2*(2), 191–200.

Taufik, A. (2023). PENGGUNAAN MULTIMEDIA INTERAKTIF DENGAN METODE CIRC TEKNIK "BATU ARTIS" UNTUK MENINGKATKAN HASIL BELAJAR PESERTA DIDIK KELAS XI. IPA. 1 SMAN 2 SEMARANG SEMESTER 2 TAHUN PELAJARAN 2023/2024. *DHABIT: Jurnal Pendidikan Islam*, *3*(1), 34–41.

Uno. (2012). *Model Pembelajaran Menciptakan Proses Belajar Mengajar Yang Kreatif dan Efektif*. Bumi Aksara.