

PENGARUH MODEL PEMBELAJARAN *COOPERATIVE READING AND COMPOSITION* PADA MATA PELAJARAN BAHASA INDONESIA TERHADAP KEMAMPUAN MENEMUKAN KALIMAT FAKTA DAN OPINI YANG TEPAT SISWA KELAS IV MIN 3 DEMAK

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Diajukan untuk Memenuhi Sebagian Syarat
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Pendidikan Guru Madrasah Ibtidaiyah



Oleh:

PUTRI WALIDATUS SANIA
NIM: 1903096039

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO
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PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini :

Nama : Putri Walidatus Sania

NIM : 1903096039

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Program Studi : S.1

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Putri Walidatus Sania
NIM. 1903096039

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

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Penulis: Putri Walidatus Sania

NIM : 1903096039

Jurusan: Pendidikan Guru Madrasah Ibtidaiyah

Telah diujikan dalam sidang munaqasyah oleh Dewan Penguji Fakultas Ilmu Tarbiyah dan
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sarjana dalam Ilmu Pendidikan Guru Madrasah Ibtidaiyah.

Semarang, 12 Desember 2023

DEWAN PENGUJI

Ketua Sidang/Penguji,

Sekretaris Sidang/Penguji,

Kristi Liani Purwanti, S. Si., M.Pd
NIP. 198107182009122002

Arsan Shanie, M.Pd
NIP. 199006262019031015

Penguji Utama I,

Penguji Utama 2,

Zuanita Adriyani, M. Pd
NIP. 198611222023212024



Nur Khikmah, M.Pd.I
NIP. 199203220203212042

Pembimbing,

Ratna Muthia, S.Pd., M.A
NIP. 19870416212035

NOTA DINAS

Semarang, 12 Desember 2023

Kepada
Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo
di Semarang

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Nama : Putri Walidatus Sania.

NIM : 1903096039.

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Pembimbing



Ratna Muthia, S.Pd.,M.A
NIP. 19870416212035

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Afiliation : ^{1,2} Madrasah Ibtidaiyah Teacher Education, UIN Walisongo Semarang, Indonesia

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The Influence of the Cooperative Integrated Reading and Composition Learning Model in Indonesian Language Subjects on the Ability to Find Correct Fact and Opinion Sentences

Putri Walidatus Sania, Ratna Muthia

UIN Walisongo Semarang

Indonesia

Email:

1 psania028@gmail.com

2 ratnamuthia@walisongo.ac.id

ABSTRACT

This research evaluates the impact of implementing the CIRC (Cooperative Integrated Reading and Composition) teaching model with the PL (Literacy Improvement) research method on students' understanding in Indonesian language subjects in grade 4 elementary school. Prior to the implementation of the CIRC model, students demonstrated a limited level of understanding of the concepts of fact and opinion, often experiencing confusion in distinguishing between the two. Student participation in the learning process is also relatively low. The results of this study reveal significant changes after implementing the CIRC teaching model. Students experienced a marked increase in understanding of fact and opinion material. They are better able to distinguish between fact and opinion, and have a better ability to identify examples of both. The CIRC model also increases the level of student participation in the learning process, which is reflected in active involvement in group discussions. The OT research method uses literacy metrics that reveal significant improvements in the skills of reading, comprehending, and analyzing texts based on facts and opinions. The conclusion of this research is that the application of the CIRC teaching model has a significant positive impact on students' understanding of Indonesian language subjects, especially in understanding the concepts of facts and opinions. The increase in literacy achieved by students after implementing this model provides strong evidence of its effectiveness. Apart from helping students understand concepts, the CIRC model is also successful in improving students' critical skills in reading and understanding texts. These results provide a strong foundation for continued development and

implementation of similar teaching models in other subjects, underscoring the importance of literacy-based approaches to improving student understanding.

Keywords: *CIRC teaching model, PL research method, Indonesian language subjects, fact and opinion concepts, literacy improvement, OT research method, reading skills, comprehension skills, teaching model effectiveness.*

INTRODUCTION

Schools are places where students learn, most of which present information material in the form of reading through textbooks, teacher notes or via internet materials. When students are unable to understand what is presented through reading, the student's learning process will be disrupted. This is one of the factors that makes reading comprehension necessary to be taught from an early age to elementary school students. Reading comprehension learning begins when children are in grade IV where the subject matter becomes more numerous and complex (Rahim, 2008). Learning to read in grade IV is not just a process of reading word for word (recording and decoding), but school demands are increasingly difficult where students have to look for the meaning of reading, with reading levels becoming increasingly difficult according to class level.

In the learning process, students are required to be active, where students do a lot of activities, while the teacher does more to guide and direct. According to Yamin (2007: 80-81) explains that student activity can be implemented when: (1) the learning carried out is more student-centered, (2) the teacher acts as a guide so that learning experiences occur, (3) the goal of the learning activity is achieved with minimum ability students (basic competencies), (4) managing learning activities places more emphasis on student creativity, increasing their minimum abilities, and achieving students who are creative and able to master concepts, and (5) carrying out continuous measurements in various aspects of knowledge, attitudes and Skills.

Active students are students who are involved intellectually and emotionally in learning activities (Ahmadi & Supriyono, 2004: 207). Active students are students who are continuously involved physically, psychologically, intellectually and emotionally in the learning process (Yusmiati, 2010: 10). Student activity in the learning process is not only involvement in physical forms such as sitting in a circle, doing/doing something, but can also be in the form of processes of analysis, analogy, comparison, appreciation, all of which are students' involvement in psychological and emotional terms (Sugandi, 2007: 75). From these definitions it can be concluded that active students are students who are continuously involved physically, psychologically, intellectually and emotionally in the learning process.

One way that can be used to improve students' reading comprehension skills is to use the CIRC (*Cooperative Integrated Reading and Composition*) method. CIRC aims to improve students' ability to understand reading content while developing their ability to write reproductions of the reading material they read. In Abidin, Y (2016, p. 92). This learning method can help students in an integrative way, namely that students can understand reading and at the same time improve their writing skills in carrying out their learning.

The CIRC learning method is one part of cooperative learning. CIRC is an abbreviation for *Cooperative Integrated Reading and Composition*. Robert E. Slavin (2005, p. 16) explains that CIRC is a comprehensive program for teaching reading and writing to high school elementary school students.

CIRC (*Cooperative Integrated Reading and Composition*) in this research is an integrated learning method between reading and writing skills that involves students actively (physically and mentally) in the learning process to help students understand the content of reading carried

out individually or in groups. The CIRC learning method has advantages and disadvantages. Disadvantages of the CIRC learning method include better understanding of reading/discourse/clippings and not relying on certain texts, it can increase students' ability to provide solutions to problems given by the teacher, can be used for students who have a low level of ability, increases activity during learning, and increase students' self-confidence because they can discover for themselves the concepts and material studied and express opinions in class. Meanwhile, the weakness of the CIRC learning method according to Hannigan (Slavin, 2005) is that it requires a lot of time, it is difficult to arrange the class to be quiet so the class atmosphere tends to be busy, the teacher must be able and clever at managing the available time and mastering the class conditions so that the learning can take place well. .

The CIRC method basically aims to improve students' ability to understand reading content while developing their ability to write reproductions of the reading material they read. The CIRC method can help teachers combine reading and writing activities as an integrative activity in implementing reading learning. This is in line with Slavin (2005, p. 203) who explains that the main aim of CIRC is to use cooperative teams to help students learn reading comprehension skills that can be widely applied. CIRC has three important elements. This was conveyed by Slavin, 2005 (in Abidin, 2016, p. 98) who explained the three main elements in CIRC, namely reader groups, reading groups, and retelling activities.

Based on the learning carried out, researchers used the *Cooperative Integrated Reading and Composition* (CIRC) model because in this model each student in the group is expected to exchange ideas with each other to understand the concept and complete the task for it. understand. and learning experiences emerge. By implementing the CIRC model, students are given the opportunity to develop complete reading comprehension skills and discuss with other group members to solve learning problems and find facts and opinions in reading material. Seeing the conditions that occur, it is necessary to use an appropriate learning model, which encourages students to make utterances by reading and finding the main sentence. The CIRC (Cooperative Integrated Reading and Composition) type cooperative learning model is a composition learning model for integrated reading and writing in groups. The CIRC type cooperative learning model is an integrated composition of cooperative reading in groups (Huda, 2013).

Facts and opinions are two important aspects in learning Indonesian. Facts refer to information that can be objectively proven and has a verifiable basis. Meanwhile, opinion is a subjective view or opinion based on personal beliefs. Understanding the difference between fact and opinion is a key skill in effective communication and critical thinking. In Indonesian language subjects, students are taught to identify and analyze texts or statements they encounter, in order to determine whether the information conveyed is fact or opinion. By developing these skills, students become more skilled at critically evaluating information and forming their own opinions based on reliable evidence and logical thinking.

This understanding is critical to achieving academic success, as well as to engaging in constructive discussion and debate. In learning Indonesian, facts and opinions are the main focus in order to train students to become intelligent and critical readers and writers, and able to understand and convey information appropriately according to the existing context. Facts refer to objective truths that can be verified, while opinions relate to subjective views based on personal beliefs. Indonesian writer and language expert, Professor Sutan Takdir Alisjahbana, expressed the importance of understanding the difference between facts and opinions by saying, "In language, we must clearly distinguish between facts and opinions. Facts must be expressed as clearly as possible, while opinions must be respected as the right of every individual. " In Indonesian language subjects, students are taught to analyze texts and discourse in order to identify and differentiate between facts and opinions. This aims to enable students to develop critical thinking skills, evaluate information objectively, and form opinions based on strong evidence. With a good

understanding of facts and opinions, students can become intelligent readers and writers, able to convey information appropriately, and engage in constructive dialogue.

The CIRC research method is the right choice for finding facts and opinions in the MI class 4 Indonesian language subject for various reasons. First, the CIRC (Cooperative Integrated Reading and Composition) method combines reading and writing in an integrated manner, thereby helping students understand texts and convey ideas better. Thus, students can identify factual information and understand the difference between facts and opinions.

Second, at the age of grade 4 MI, students are experiencing the development of their reading and writing abilities. The CIRC method can facilitate more interactive and collaborative learning, thereby increasing students' active participation in understanding texts and expressing their opinions. It can also help in developing critical thinking skills, which are essential in distinguishing between facts and opinions.

Furthermore, previous research using article sources will provide a broad knowledge base for students. With access to a variety of articles on Indonesian topics, students can see different perspectives and gain deeper insight into facts and opinions. Previous research can also provide reliable references in evaluating the truth of facts and understanding the basis of an opinion.

Overall, choosing the CIRC research method to find facts and opinions in the MI class 4 Indonesian language subject will provide benefits in developing reading, writing and critical thinking skills. Meanwhile, using article sources from previous research will provide a basis for updating this research. The combination of the two can improve students' understanding of facts and opinions, and enrich their learning process.

Based on the background above, the researcher chose the CIRC type cooperative learning model which will have an influence on students' cognitive learning outcomes. The learning model used must be able to increase students' learning activities and achievements, especially for Indonesian language material in looking for facts and opinions in the reading material provided by the researcher. in Class 4 MIN 3 Demak, so that students can become more active. Previous research was conducted by Syamzah Ayuningrum, through his thesis entitled *Application of the Cooperative Integrated Reading and Composition (CIRC) Learning Model in Improving Indonesian Language Learning Outcomes Material Main Ideas Paragraphs at Islamic Elementary School PB Soedirman Jakarta*, which aims to find out how the use of the CIRC learning model is affected, The main focus of *Cooperative Integrated Reading and Composition (CIRC)* activities is to make more effective use of time. Students are conditioned in cooperative teams which are then coordinated with reading group teaching, in order to meet goals such as reading comprehension in determine the main idea of the paragraph. In this way, students are motivated to work together in a team. Based on the problems above, the researcher applied the CIRC learning model to improve learning outcomes in the main idea paragraph material at PB Soedirman Islamic Elementary School.

An update to this previous research is the use of an PL (Literacy Improvement) research design using the CIRC learning method to improve students' reading skills in finding facts and opinions contained in the text of the questions given.

METHOD

The research method used in this research is Quantitative based on SPSS and Literacy Improvement (PL) research type. The type of research carried out in this research uses the PL model. This research method involves various approaches, techniques, and strategies designed to improve reading, writing, understanding, and communication skills (Graham & Harris, 1997).

The learning used is *Text -Based Learning* : This method focuses on learning from actual texts or texts that are relevant to students' lives. Students learn literacy skills from reading, analyzing, and responding to the texts they encounter every day.

The participants in this research were class IV students in the second semester of the 2022/2023 academic year at MIN 3 Demak, Guntur District, Demak Regency. The instruments used to reveal data are observation, field notes and interviews.

The data analysis technique used is quantitative techniques. Quantitative techniques are used to analyze SPSS test result data for normality test, T test and homogeneity test. The test result data and observation results were analyzed descriptively by comparing the test results and observation results.

Increased literacy in learning using the *Cooperative Integrated Reading and Composition* (CIRC) method can be measured quantitatively by comparing the literacy skills of the *Pre-test* and *Post-test* applying the CIRC method. Increased Literacy (PL): $PL = (\text{Understanding of Literacy After CIRC} - \text{Understanding of Literacy Before CIRC})$. Literacy Understanding After CIRC: Level of literacy understanding after applying the CIRC method. Literacy Understanding Before CIRC: Level of literacy understanding before implementing the CIRC method.

Here is a simple formula to calculate literacy improvement:

Quantitative Formula For Improving Literacy (PL) in CIRC Learning:

$$PL = \left(\frac{\text{Literacy Understanding after CIRC} - \text{literacy understanding before CIRC}}{\text{Understanding Literacy before CIRC}} \right) \times 100\%$$

- **Literacy Understanding Before CIRC (PLS)** : Level of literacy understanding before applying the CIRC method.
- **Literacy Understanding After CIRC (PLC)** : Level of literacy understanding after applying the CIRC method.

Lee, J ., & Schallert , D . L . (2008)

The results obtained from the formula calculations above are then interpreted into descriptive writing.

RESULT AND DISCUSSION

This research was conducted to evaluate the success before and after implementing the CIRC (Cooperative Integrated Reading and Composition) teaching model in teaching fact and opinion material in Indonesian language subjects in class 4 MI. This research involved 16 students as research subjects. The research method used is the OT (Literacy Improvement) method which is an approach that aims to increase students' literacy understanding. Before implementing the CIRC teaching model, initial results showed that students' understanding of the concepts of fact and opinion was still limited. However, after implementing the CIRC model, there was a significant increase in students' understanding of the material. They are better able to differentiate between fact and opinion, and are able to identify examples better. The results of this research indicate that the application of the CIRC teaching model with the PL method can increase students' literacy understanding in fact and opinion material in Indonesian language subjects.

The research results showed that before being given an explanation, the majority of MIN 3 students in Demak did not understand the concept of facts and opinions. However, after the explanation was given by the researcher and using the CIRC learning method, students' understanding of the difference between fact and opinion increased. This indicates that the CIRC learning method has a positive impact in facilitating understanding of these concepts among MIN 3 students in Demak.

The application of the Literacy Understanding (PL) formula based on the CIRC (Cooperative Integrated Reading and Composition) teaching method produces promising results in increasing students' level of literacy understanding. This formula allows a quantitative assessment of the difference between literacy understanding before and after applying the CIRC method. By calculating the percentage value of change in literacy understanding (PL), it can be concluded that the CIRC method provides a significant positive impact.

The results of the PL formula analysis show that Literacy Understanding After CIRC (PLC) increased substantially compared to Literacy Understanding Before CIRC (PLS). This increase reflects the effectiveness of the CIRC method in increasing students' literacy understanding. By using this formula, educators can clearly see how much the CIRC method contributes to improving literacy understanding, which may include aspects of reading and writing.

Application of this formula also provides a strong basis for evaluation and comparison between students or groups of students in the classroom context. By evaluating the percentage change in literacy understanding, educators can identify areas where the CIRC method is most effective and can be adjusted according to student needs. The results of applying this PL formula can provide an empirical basis for the development of more effective teaching strategies and focus on increasing student literacy in the classroom.

Table 1. Student data before (pretest) and after the CIRC teaching model was applied by the OT (Literacy Improvement) Method.

serial number	Pretest scores	Posttest value	Final score
1.	65	80	79
2.	65	70	69
3.	75	80	79
4.	70	85	84
5.	65	80	79
6.	70	85	84
7.	70	80	79
8.	70	85	85
9.	70	80	79
10.	70	80	79
11.	70	80	79
12.	70	80	79
13.	75	80	79
14.	75	80	79
15.	70	80	79
16.	70	70	69
17.	70	70	70
18.	70	85	70
19.	70	75	70
20.	70	75	70
21.	80	85	80
22.	80	85	80
23.	80	90	80
24.	75	85	75
25.	75	85	75
26.	65	75	65

27.	65	75	65
28.	75	85	75
29.	70	85	70
30.	80	90	80

Before applying the CIRC teaching model with PL research methods to 30 MI 4th grade students in Indonesian language subjects, their level of understanding of the concepts of facts and opinions tended to be limited. Students are often confused in distinguishing between facts which are verifiable information and opinions which are personal opinions. The level of participation and interest in learning is also relatively low. However, significant changes were seen after implementing the CIRC model.

After implementing the CIRC teaching model, there was a significant increase in students' understanding of fact and opinion material. They become better able to differentiate between fact and opinion, and are able to better identify examples. Apart from that, the CIRC model also increases the level of student participation in the learning process, they are more active and involved in group discussions. In the OT research method, the literacy metrics used revealed significant improvements in the skills of reading, comprehending, and analyzing texts based on facts and opinions.

Table 2. Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
XY	Based on Mean	,196	1	58	,660
	Based on Median	,546	1	58	,463
	Based on Median and with adjusted df	,546	1	57,816	,463
	Based on trimmed mean	,265	1	58	,609

The Homogeneity of Variances test is used to assess whether the variance between two or more groups of data is the same or significantly different. This is an important step in statistical analysis, especially when wanting to perform analysis of variance (ANOVA) or t-test on groups of data. If the variance between groups is not homogeneous (significantly different), the results of the statistical test used may not be accurate. Therefore, homogeneity tests help ensure that the basic assumptions for further statistical tests are met.

Based on the table above, it shows the results of the normality test with a significance of 0.609, so it can be concluded that the data obtained is normal because it has a significant value of >0.05 . This shows that the assumption of homogeneity of variance is met, as shown by the test results of the Test of Homogeneity of Variances in Table 2. Significant values were obtained from various test methods, such as based on Mean, based on Median, based on Median and with adjusted df, and based on trimmed mean, shows no significance ($p > 0.05$) in the data variation. Therefore, it can be concluded that the difference in variance between groups is not statistically significant. This aspect strengthens the reliability of the test results and implies that the analyzed data has homogeneity of variance, supporting the validity of using parametric statistical analysis in this research. **XY (Test Variable):** Indicates the variable whose variance homogeneity is tested, referred to as XY.

1. **Levene Statistics:** The Levene test statistic is a statistical value resulting from a homogeneity test. This value is used to determine whether there is a significant difference in variance between groups. The lower the statistical value, the more homogeneous the variance.
2. **df1 and df2:** Indicates the degrees of freedom for the numerator (df1) and denominator (df2) in the calculation of the Levene test statistic.
3. **Sig.:** The p value in this column indicates the level of statistical significance. If the p value is less than a specified significance level (usually 0.05), we can reject the null hypothesis that the variances between groups are equal.
4. **Comparison based on Mean, Median, Median with adjusted df, and Trimmed Mean:** Shows homogeneity test results based on various calculation methods, such as mean, median, median with adjusted degrees of freedom, and trimmed mean). Consistent results among these methods indicate that there is no significant difference in variance between groups.

Apart from meeting the assumption of homogeneity of variance, it should be noted that the comparative analysis before and after the application of the Cooperative Integrated Reading and Composition (CIRC) method provides an interesting picture regarding changes in performance or observable results. Before the implementation of CIRC, homogeneous data variations between groups indicated that students' initial conditions were relatively uniform in terms of outcome variability. However, after implementation of CIRC, significant changes in outcomes or striking differences may become the focus of subsequent analysis.

By comparing the results of the groups before and after implementing CIRC, we can evaluate the impact of this learning method on students' literacy understanding. The significant increase in literacy understanding after involving CIRC can illustrate the effectiveness of this method in improving students' reading and writing skills. These outcomes may include increasing students' ability to understand and apply literacy concepts, as well as increasing student engagement in the overall learning process.

Therefore, it is necessary to carry out further analysis of student outcome data before and after implementing CIRC to understand in detail what changes have occurred and how these changes can be linked to the learning methods used. This further evaluation will provide deeper insight into the concrete impact of the CIRC method on students' literacy understanding in the classroom.

Table 3. Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means			
			F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference
Y	X	Equal variances assumed	,196	,660	-7,784	58	,000	-9.66667
		Equal variances not assumed			-7,784	57,488	,000	-9.66667

The independent samples T-test is used to compare the means of two groups that are independent or unrelated to each other. The main purpose of this test is to determine whether there is a significant difference between two groups in terms of the means of the variables measured. It is often used when you have two groups that are independent of each other and want to know if the mean of a particular variable is different between the two groups.

Table in above shows the average similarity test results, namely 0.000, so it can be concluded that there is an average difference between before using the CIRC learning method and after using the CIRC learning method, because the results will be normally distributed if they have a significant value of >0.05 . This shows that there is a significant difference between the average variables measured before and after using the CIRC learning method. The low significant value (0.000) in the equality of means test indicates that this difference is unlikely to have occurred by chance. Therefore, it can be concluded that the application of the CIRC learning method has significantly influenced the average of the variables observed in this study. The results of this research conclude that the application of the CIRC teaching model positively influences students' understanding in Indonesian language subjects, especially in understanding facts and opinions. The increase in literacy achieved by students after implementing this model provides strong evidence of its effectiveness. The CIRC model not only helps students master concepts, but also improves critical skills in reading and understanding texts. These results provide a strong basis for continuing the development and application of similar teaching models in other subjects .

These results provide an indication that the CIRC learning method has a real impact in improving or changing the variables being observed. In a learning context, this significant difference can illustrate the effectiveness of the method in improving students' understanding or skills. In addition, the low significant value in the equality of means test also indicates that this difference is not the result of random variation or mere chance. Therefore, these findings can be a basis for recommending the use of CIRC learning methods in similar contexts or even provide an important contribution to the development of learning methods in general. Further analysis of factors that may influence these differences could provide additional insights into understanding the mechanisms behind the effectiveness of CIRC learning methods.

Table 4. One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,89663523
Most Extreme Differences	Absolute	,121
	Positive	,105
	Negative	-,121
Test Statistic		,121
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it shows that the One Sample Kolmogrov-Smirnov Test results are normal because they have a significant value of 0.200, so it can be concluded that the data obtained is normal because they have a significant value of >0.05 .

Explanation of the One-Sample Kolmogorov-Smirnov Test Table:

1. Unstandardized Residuals:

- **N:** Sample size, the number of observations in the sample.
- **Normal Parameters^{a,b}:**
 - **Mean:** The theoretical average assumed for a normal distribution.
 - **Std. Deviation:** The theoretical standard deviation assumed for a normal distribution.

2. Most Extreme Differences:

- **Absolute:** The maximum value of the difference between the empirical and theoretical cumulative distribution functions.
 - **Positive:** Maximum value of positive difference.
 - **Negative:** The maximum value of the negative difference.
3. **Test Statistics:**
 - The statistical value of the Kolmogorov-Smirnov test, which is a measure of how well a sample fits an assumed distribution. This value reflects the maximum difference between the ECDF of the sample and the assumed distribution.
 4. **Asymp. Sig. (2-tailed):**
 - The p value assesses the significance of the test. If the p value is less than a specified significance level (usually 0.05), we can conclude that there is enough evidence to reject the null hypothesis, meaning the sample does not come from the assumed distribution.
 5. **a. Test distribution is Normal:**
 - Information that the test was carried out with the assumption of a normal distribution.
 6. **b. Calculated from data:**
 - Information that normal statistical parameters are calculated based on the data.
 7. **c. Lilliefors Significance Correction:**
 - Information that Lilliefors significance correction is used to improve the accuracy of test results.
 8. **d. This is a lower bound of the true significance:**
 - Information that the p value given is the lower bound of true significance, which can be a conservative correction.

The application of teaching before and after the CIRC (Cooperative Integrated Reading and Composition) learning method in advanced 4 MI class can be interpreted by paying attention to the results of the One-Sample Kolmogorov-Smirnov Test on unstandardized residual data. With a significant value of 0.200 (Asymp. Sig. 2-tailed), we can conclude that the distribution of unstandardized residual data tends to follow a normal distribution pattern after applying the CIRC learning method.

Prior to the implementation of CIRC, there may have been significant variation in students' understanding and learning outcomes, reflected by differences between empirical and theoretical distributions in test analysis. However, after applying the CIRC method, the results were close to a normal distribution indicating consistent improvement or improvement in student understanding.

Further analysis of the components of the table, such as theoretical mean and theoretical standard deviation before and after CIRC implementation, could provide insight into changes in the homogeneity of students' understanding. Where previously there was greater variation, with the application of CIRC, the expected mean and standard deviation of a normal distribution may become more stable.

These results have important implications in the development of teaching strategies in advanced MI 4 classes. Implementing the CIRC method can not only improve students' overall understanding but also reduce disparities in academic achievement. Therefore, educators can consider integrating CIRC learning methods in their learning designs in an effort to create a more equitable learning environment and support students' academic development.

Prior to implementing CIRC, there may have been significant differences in student understanding and achievement, reflected by differences between empirical and theoretical

distributions in test analysis. However, after applying the CIRC method, results that are close to a normal distribution indicate consistent improvement or improvement in student understanding.

These findings have important implications in the development of teaching strategies in advanced MI 4 classes. Implementing the CIRC method can not only improve students' overall understanding but also reduce disparities in academic achievement. Therefore, educators can consider integrating CIRC learning methods in their learning designs in an effort to create a more equitable learning environment and support students' academic development.

Furthermore, the integration of CIRC methods in teaching strategies in advanced MI 4 classes can be a significant step in promoting active and collaborative participation among students. By focusing on group work, this teaching model encourages students to interact with each other, share understanding, and jointly solve learning challenges. This increased student participation can create a dynamic classroom environment, where every student feels valued and involved in the learning process. Additionally, regular evaluation of CIRC implementation can provide further understanding of the factors that contribute to the success of this teaching model. By monitoring student responses, challenges that may arise, and necessary adjustments, educators can continually improve the effectiveness of their teaching. Furthermore, collaboration between teachers and educational researchers can be the basis for further development in implementing innovative teaching strategies and focusing on optimal learning outcomes.

In this context, it is important for educators and educational policy makers to consider adequate support in implementing the CIRC method. Intensive training, supporting resources, and ongoing guidance can play a key role in ensuring sustainability and successful implementation. In this way, educators can maximize the positive potential of this teaching model, providing a greater positive impact on students' understanding and academic achievement.

However, the success of implementing the CIRC method does not only depend on activities in the classroom but also involves the active role of parents or guardians of students. Strong collaboration between educators and parents can provide additional support outside the school environment. By involving parents in understanding and implementing this teaching model, synergy is created between the learning process at school and the learning environment at home. Open communication between schools and parents can be an important factor in creating holistic support for students' academic development and understanding. Therefore, successful implementation of the CIRC method requires active involvement and collaboration from the entire education ecosystem, including parents, teachers, and policy makers, to achieve optimal learning outcomes.

Apart from that, regular monitoring and evaluation of the implementation of the CIRC method is also a crucial aspect to ensure its sustainability and effectiveness. Through careful monitoring, potential problems or obstacles that may arise during the learning process can be identified. Feedback obtained from teachers, students, and parents can become the basis for adjusting teaching strategies and continuous improvement. Educators need to proactively involve all relevant parties in this evaluation process, creating space for open discussions regarding the challenges faced and opportunities for further development.

In this context, advocacy for the CIRC method also has an important role. Educators and schools can carry out outreach campaigns to parents and the community about the benefits and objectives of implementing this teaching model. Clarifying expectations and learning objectives can build solid understanding and support active parent participation in supporting CIRC implementation. In addition, support from related parties at the policy level can create an environment that supports and encourages innovative learning practices such as the CIRC method.

CONCLUSION

After implementing the CIRC teaching model with PL research methods on 30 MI 4th grade students in Indonesian language subjects, this research revealed a remarkable transformation in students' understanding of the concepts of fact and opinion. Previously, students' level of understanding of the concept was limited, and they often felt confused in differentiating between verifiable facts and personal opinions. What's more, the level of student participation and interest in learning also tends to be low.

However, through the implementation of the CIRC model, striking positive changes occurred. Students become better able to differentiate between fact and opinion, and can better identify examples. The CIRC model not only has an impact on increasing student understanding, but also succeeds in increasing student participation in the learning process. This is reflected in more active involvement in group discussions, creating a more dynamic and interactive learning environment.

In the PL research method, the literacy metrics used show significant improvements in the skills of reading, understanding, and analyzing texts based on facts and opinions. These results confirm that the application of the CIRC teaching model has a significant positive impact on students' understanding in Indonesian language subjects, especially regarding the concepts of facts and opinions.

The increase in literacy achieved by students after implementing this model provides strong evidence of its effectiveness. Thus, the CIRC model not only helps students understand the concept, but also succeeds in improving their critical skills in reading and understanding texts. These findings provide a solid basis for continuing the development and implementation of similar teaching models in other subjects, and emphasize the importance of literacy-focused approaches to improving students' overall understanding.

The positive results achieved through implementing the CIRC model show that a literacy-oriented approach has great potential to improve the quality of learning. This success provides motivation for educators and researchers to go more in depth and detail the implementation of similar models in the educational curriculum. In this way, it not only enriches students' learning experience in Indonesian, but can also become a basis for improving teaching approaches in various disciplines.

In addition, the results of this research open up opportunities to improve learning evaluation methods that are more holistic. By focusing on literacy, educators can develop evaluation instruments that are more accurate and relevant, reflecting students' deeper understanding of the concepts of fact and opinion. In this way, this research not only contributes to everyday teaching practice but also stimulates the development of broader educational research.

Furthermore, next steps could involve collaboration between educators, researchers, and policy makers to design curricula that are more responsive to students' literacy needs. By integrating innovative learning models, such as CIRC, into larger instructional plans, we can create learning environments that support the development of students' holistic understanding of concepts and critical skills. Thus, the journey to increase student literacy can become one of the foundations for sustainable educational progress and have a long-term impact.

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RIWAYAT HIDUP

A. Identitas Diri

- | | |
|--------------------------|---|
| 1. Nama lengkap | : Putri Walidatus Sania |
| 2. Tempat, Tanggal Lahir | : Demak, 29 September 2000 |
| 3. Alamat | : Rimbu Kidul RT 05 RW 08, Rejosari, Kecamatan
Karangawen, Kabupaten Demak |
| 4. No.Hp | : 0895424185522 |
| 5. Email | : psania028@gmail.com |

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. TK Aisyiyah Busthanul Athfal
 - b. SD Negeri Rimbu Kidul 2
 - c. MTS Futuhiyyah 2 Mranggen
 - d. MA Futuhiyyah 2 Mranggen
 - e. S1 UIN Walisongo Semarang



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024- 7601295, e-mail: fitk@walisongo.ac.id, Web: fitk.walisongo.ac.id

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Setelah melakukan pemeriksaan dan penilaian pada bukti dokumen berupa manuskrip jurnal yang sudah diterbitkan, status akreditasi jurnal dan bukti hasil review (correspondence author), maka Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang menyatakan bahwa:

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NIM : 1903096039
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah
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An.Dekan
Wakil Dekan I

Prof. Dr. Mahfud Junaedi, M. Ag.
NIP 196903201998031004

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