

THE EFFECT OF THE COOPERATIVE INTEGRATED READING AND COMPOSITION MODEL ON THE SOCIAL LITERACY OF PRIMARY SCHOOL STUDENTS

Yusrizal¹

*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti, Indonesia
Email : yusrizaldns@gmail.com*

Fatmawati²

*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti, Indonesia
Email : fatmecincan22@gmail.com*

Fira Astika Wanhar³

*Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti, Indonesia
Email : astikawanhar07@gmail.com*

Abstract

This research was motivated by the low social literacy of students in elementary schools. Therefore, this research aims to find a new paradigm in creating learning that is able to increase students' social literacy in elementary schools. Specifically, this research aims to analyze the effect of using the Cooperative Integrated Reading and Composition (CIRC) learning model on the social literacy of elementary school students. This research design uses quasi-experiment, namely comparing the CIRC learning model with conventional learning models. This research was conducted at PAB 27 Tanjung Mulia Private Elementary School. The sample used was 48 class V students, each of which was 23 class V/a students who were designated as the experimental class and 25 class V/b students who were designated as the control class. Data collection uses tests of student literacy skills which are prepared in the form of narrative questions. The hypothesis was tested using the independent sample t test. The results of the research show that there is a significant effect of using the CIRC model on the social literacy of elementary school students. With a significant value of 0.000 and a Mean Difference value of 10.17.

Keywords: CIRC, Social Literacy, Elementary School

A. Introduction

Literacy is taught from childhood to students so that they can form a much better personality (F. Fatmawati & Yusrizal, 2022). However, the importance of skills is to increase expertise within a group and this can be seen from the perspective of various different fields (Marlina & Halidatunnisa, 2022). Then we will discuss what social literacy is, as we know about social literacy, namely the ability a person has to be able to interact with other people and try to improve reciprocal relationships with other people. This can lead to a learning theory that exists to understand learning and what will happen in a relationship that exists in a person's life between many people who live around them, for example, a place to study, a place of work, or a certain organization.

The ability to engage, uphold, and develop relationships with others is known as social literacy (Setiawati & Novitasari, 2019). Literacy can also be interpreted as the use of letters to describe sounds or words. This can be used to draw a much broader view than seeing a literacy as a way to practice different skills, and is concerned with several different things, such as cultural diversity and multiplicity and with universal principles. Social literacy can also be called a person's ability to make more socially productive decisions, work together to achieve success, collaborate and interact more appropriately, to be more familiar with existing cultural norms (R. A. Fatmawati, 2022).

Collaboration skills in a group can include: a) A child's ability to take on certain roles in the group. b) students can also participate in group discussions that are being held, c) Students can also participate/have opinions in making decisions within their group (Utami et al., 2021). According to UNESCO, literacy is also known as the ability to recognize, understand, create, communicate, calculate and use printed and written materials in various contexts. One way that can be used to increase social literacy for elementary school children is by reading and writing in groups. Children and teenagers must be encouraged to increase their interest in reading and writing regularly in order to improve their social literacy skills (Apriliana & Hartati, 2021). Problems that are often

encountered in the world of education are low interest in reading and lack of awareness of good and correct language (Kartika et al., 2023).

The way of teaching in most schools is still focused on the teacher (teacher centered). By teaching like this in the classroom, there will be fewer students in the learning process who will pay attention because most students still pay attention passively, there are even some students who talk to their friends during the learning process, and others even make commotion in the classroom (Wahyuda et al., 2023). Teachers are obliged to create a teaching atmosphere that is more meaningful, fun, creative, and more devoted to raising the standard of instruction in the classroom, then offer guidance (Sukarini, 2020). Teachers have a role in carrying out a lot of interactions, nurturing, providing facilities, and planning, enriching, as well as guiding and nurturing. In the current world of education, teachers are asked to be more focused on using teaching approaches, teaching strategies and teaching methods that make students play a more active role, so that learning becomes more focused on the students. In learning activities, students are asked to search for themselves and experience directly, in order to form an understanding. A teacher's job is only to act as an intermediary for his students. How to organize a learning activity can use a learning model. For example, the recommended cooperative learning model is one that prioritizes student cooperation in order to encourage students to be more active (Syachfitri et al., 2023).

Determining a learning model to be used can influence the success of an educator in being able to explain in detail the material to be studied. If the learning model that will be used is appropriate to the material that will be studied, of course this can be used to educate students so that they are more motivated, do not easily feel bored, and can be more enthusiastic in participating in all the learning processes that will be carried out. Therefore, educators must be able to determine more appropriate learning models so that the results obtained are much more satisfying.

There are various benefits associated with the CIRC model, for example, the learning process will have more meaning, because students are more

focused on the direct process so they can express their opinions and participate directly in group discussions, then students will of course become much more active so they can improve. their motivation to learn (Fitri et al., 2021). The CIRC model can give students the option to show themselves in speaking, giving opinions, and communicating in every learning process, to give every opportunity to all students to understand all the concepts of every problem that exists by reading first and then understand it and then discuss it with other students (Ardana, 2020).

All members in the group can provide ideas to each other so they can understand the concepts and then complete the tasks at hand, so that understanding and experience are formed when studying for a long time (Ardana, 2020). There are several technical steps for the CIRC model, including (1) educators can explain in detail each stage and goal in the learning process, then form several groups whose students consist of approximately 4-6 students; (2) educators need to provide learning material, for example material about fairy tales or reading a certain text and then adapt it to the learning topic being studied; (3) students must work together and read to each other and then try to understand and try to find the main ideas in each story that is read and provide responses in the form of criticism or suggestions and write them on a piece of paper; (4) students in each group can display their assignments or can also read out the results of the assignments in their respective groups; (5) after all groups have displayed or read the results of their assignments, each group will have a turn with the teacher to draw conclusions from all the material that has been presented and that has been discussed; (6) after that the teacher can close the entire learning process as usual (Sudiarni & Sumantri, 2019).

One example of a learning model that can be implemented in teaching activities is the CIRC model which is very useful for overcoming problems in teaching and learning activities in schools, especially in terms of social reading literacy in order to help other students to improve their ability to find the main idea of a particular paragraph. The main aim of the CIRC model is to make the use of time in learning much more effective (Ratnayanti, 2020). Students are

divided into groups that are coordinated for reading, so they can focus more on other goals such as improving reading, vocabulary and spelling. The main focus of the CIRC model is to implement cooperative groups to help students learn reading comprehension skills so that they can be used more widely. In the process, students will be divided into several groups to discuss with each other to solve a problem and then achieve a learning goal (Awatik, 2020).

Social literacy, in particular, is an important focus in the context of basic education. Social literacy refers to an individual's ability to understand, interpret and respond to social situations that occur in everyday life (R. A. Fatmawati, 2022; Utami et al., 2021). Good social literacy skills enable students to actively participate in society, understand social norms, develop empathy, and solve the social problems they face (Alfiansyah & Nugroho, 2022). One of the approaches proposed to improve students' social literacy is through the application of effective learning models in the classroom. In this context, the Cooperative Integrated Reading and Composition (CIRC) Model appears as a promising alternative (Apriliana & Hartati, 2021). The indicators of social literacy can be shown in the following picture:



Figure 1. Social Literacy Indicators (Setiadi et al., 2023)

This model combines integrated reading with written composition, while encouraging cooperation and interaction between students (Febriani et al., 2021). In this way, CIRC not only strengthens reading and writing skills, but also facilitates social and collaborative learning. Although research on the influence of the CIRC model has been conducted in various contexts, studies covering the scope of social literacy at the basic education level are still limited. Therefore,

this research aims to investigate in more depth the impact of implementing the CIRC model on increasing the social literacy of elementary school students.

Through this research, it is hoped that new insights will be opened in understanding the potential of certain learning models in increasing students' social literacy. It is hoped that the results of this research can make a significant contribution to the development of learning strategies that can improve the quality of basic education, as well as provide practical input for educators in strengthening social literacy learning in the classroom. By focusing on the influence of the Cooperative Integrated Reading and Composition Model on the social literacy of elementary school students, it is hoped that this research can make a significant contribution to efforts to improve the quality of basic education, as well as provide an empirical basis for the development of educational policies oriented towards increasing social literacy.

This research aims to find out thoroughly whether the CIRC model has an effect on students' social literacy. Then the results of this research can be used to provide more comprehensive information about what learning models or media can be implemented in order to further improve results regarding students' social literacy. Social literacy can also influence the emotional intelligence of children or students (Ahsani & Azizah, 2021). Students will also show their sensitivity, care, understanding, and concern for others and be able to recognize right things and wrong things.

B. Method

This research uses a quasi-experimental approach. This research compares the CIRC model, hereinafter referred to as the experimental class, with the conventional learning model, hereinafter referred to as the control class. This research was conducted at PAB 27 Tanjung Mulia Private Elementary School with a sample size of 23 experimental class students and 25 control class students. This research was conducted in 4 meetings in each class with a period of approximately 2 research months, namely from November to December 2023.

The data collection technique used in this research was a test of students' social literacy skills which was arranged in the form of narrative questions. The questions are structured based on the following indicators:

Table 1. Social Literacy Indicators

Social Literacy Indicators		Frequency	Percentage
I. Intellectual Skills			
Identify the problem		5	
Conclude according to the information		4	
Analyze data		5	
Distinguish between facts and opinions		4	30%
Formulate causal factors		3	
Opinion from a different point of view		4	
Able to make decisions		5	
II. Social Skills			
Respect each other's rights		5	
Able to control yourself		6	
Able to exchange thoughts and experiences		4	20 %
Have social sensitivity		5	
III. Teamwork Skills			
Play a role in a group		6	
Participate in group discussions		7	20%
Participate in making group decisions		7	
IV. Social Attitudes and Values			
Know the general values that exist in society		6	
Make decisions based on value judgments		6	
Know human rights		6	30%
Develop respect for the nation's heritage		6	
Developing a sense of brotherhood among humans		6	
Overall Total Aspects of Social Literacy			100%

The hypothesis in this research was tested using the independent sample t test. The independent sample t test in question is to compare the average social literacy of students taught using the CIRC model compared to the conventional learning model. The research hypothesis that has been formulated in this study is "there is a significant influence of the use of the CIRC model on the social literacy of elementary school students".

C. Finding and Discussion

1. Finding

a. Data Description

- Pre-test Social Literacy of Experimental Class Students

The frequency distribution of social literacy pre-test data for experimental class students is described in the following table:

Table 2. Pre-test Frequency Distribution for Experimental Class

Intervals	Frequency	Percentage
49-55	2	9%
56-62	7	30%
63-69	6	26%
70-76	4	17%
77-83	3	13%
84-90	1	4%
Total	23	100%

Based on statistical calculations, it is known that the minimum social literacy score obtained by students in the experimental class pre-test was 49 and the maximum score was 88, with an average of 66.61, mode 65, median 65, standard deviation 10.48, variance 109, 79. Visually, the experimental class pre-test data is shown in the following figure:

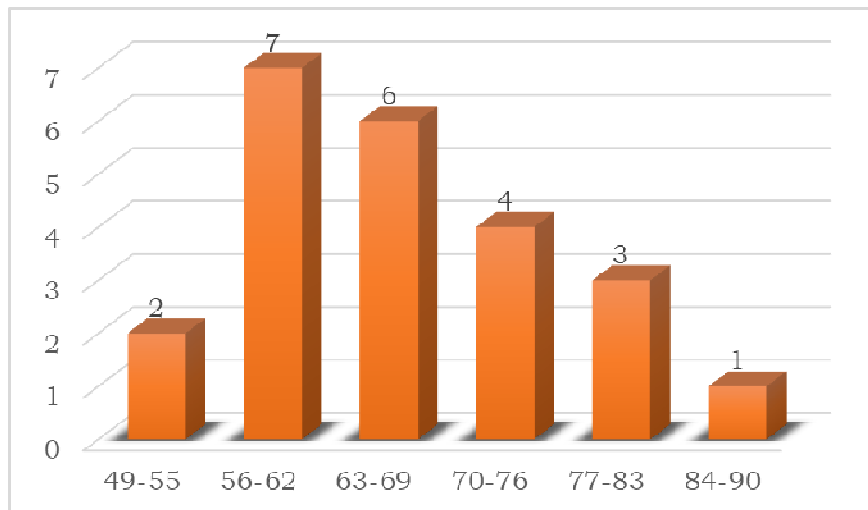


Figure 2. Histogram of Experimental Class Pre-test Data

- Pre-test Social Literacy of Control Class Students

The frequency distribution of social literacy pre-test data for control class students is described in the following table:

Table 3. Control Class Pre-test Frequency Distribution

Intervals	Frequency	Percentage
53-58	4	17%
59-64	6	26%
65-70	6	26%
71-76	5	22%
77-82	2	9%
83-88	2	9%
Total	25	100%

Based on statistical calculations, it is known that the minimum social literacy score obtained by students in the control class pre-test was 53 and the maximum score was 86, with an average of 67.72, mode 67, median 67, standard deviation 8.64, variance 74, 63. Visually, the control class pre-test data is shown in the following figure:

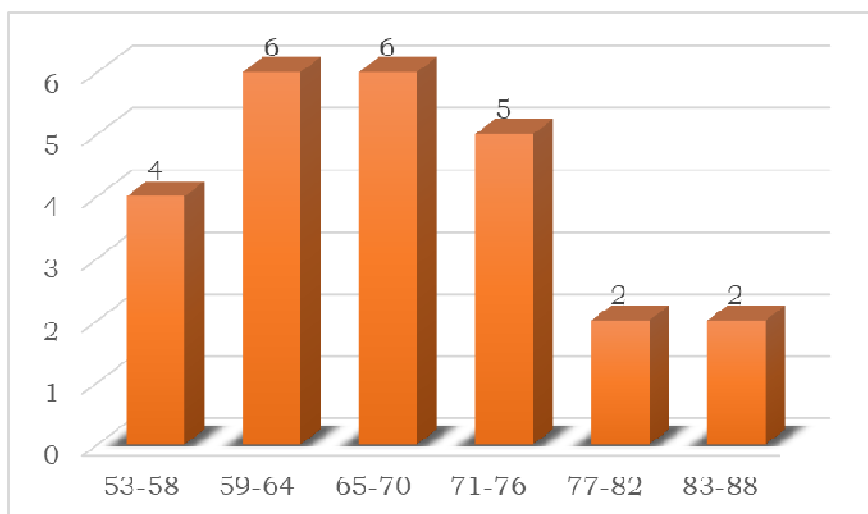


Figure 3. Histogram of Control Class Pre-test Data

- Post-test Social Literacy of Experimental Class Students

The frequency distribution of social literacy post-test data for experimental class students is described in the following table:

Table 4. Post-test Frequency Distribution for Experimental Class

Intervals	Frequency	Percentage
67-71	2	9%
72-76	4	17%
77-81	5	22%
82-86	6	26%
87-91	4	17%
92-96	2	9%
Total	23	100%

Based on statistical calculations, it is known that the minimum social literacy score obtained by students in the experimental class post-test was 67 and the maximum score was 96, with an average of 81.65, mode 83, median 83, standard deviation 7.59, variance 57, 60. Visually, the experimental class post-test data is shown in the following figure:

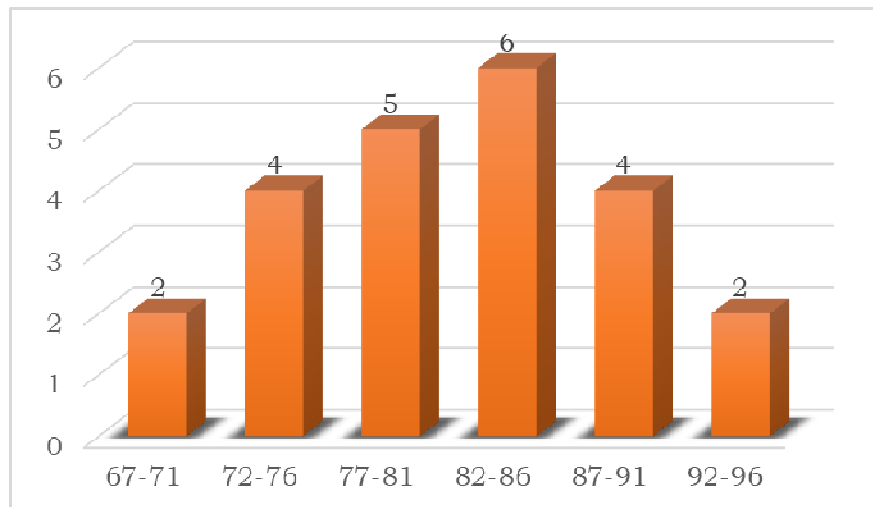


Figure 4. Histogram of Experimental Class Post-test Data

- Post-test Social Literacy of Control Class Students

The frequency distribution of post-test social literacy data for control class students is described in the following table:

Table 5. Frequency Distribution of Post-test Control Class

Intervals	Frequency	Percentage
54-60	3	13%
61-67	6	26%
68-74	7	30%
75-81	5	22%
82-88	3	13%
89-95	1	4%
Total	25	100%

Based on statistical calculations, it is known that the minimum social literacy score obtained by students in the control class post-test was 54 and the maximum score was 92, with an average of 71.48, mode 67, median 71, standard deviation 9.39, variance 88, 26. Visually, the control class post-test data is shown in the following figure:

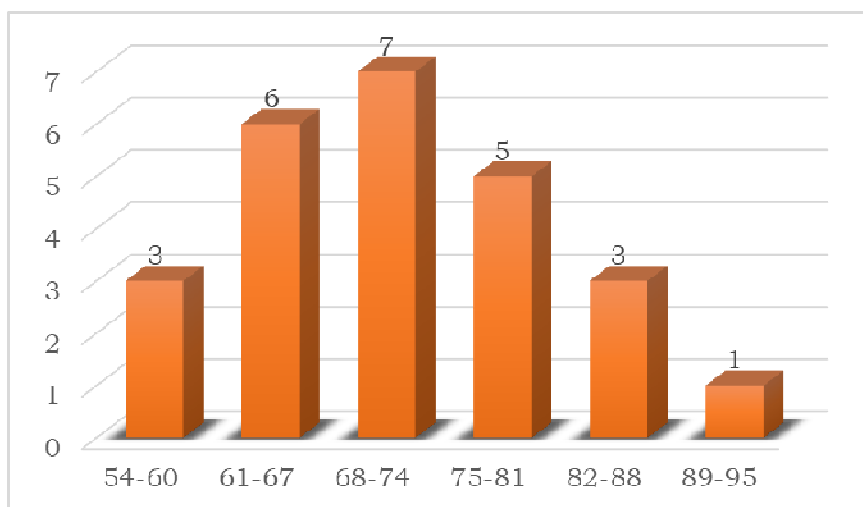


Figure 5. Histogram of Control Class Post-test Data

b. Analysis Prerequisite Tests

- Normality Test

Data normality testing was carried out on students' social literacy post-test data. Below is presented the SPSS output of the research data normality test:

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Social Literacy	Experimental Class	.103	23	.200*	.978	23	.868
	Control Class	.077	25	.200*	.990	25	.996

Based on the table above, it is known that the sig. in the experimental class it was 0.868 and the control class was 0.996. These two significant values are > 0.05 . So it can be concluded that the data is normally distributed.

- Homogeneity Test

Data homogeneity testing was carried out using SPSS. Below is presented the SPSS output of the data homogeneity test results:

Test of Homogeneity of Variances			
Social Literacy			
Levene Statistic	df1	df2	Sig.
.770	1	46	.385

Based on this table, it is known that the sig value. amounting to $0.385 > 0.05$. So it can be concluded that the data is homogeneous.

c. Hypothesis testing

Hypothesis testing uses independent samples t test. The output results of hypothesis testing are displayed in the following table:

Table 6. SPSS Hypothesis Test Output

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social Literacy	Equal variances assumed	.770	.385	4.104	46	.000	10.17217	2.47866	5.18290	15.16145
	Equal variances not assumed			4.141	45.274	.000	10.17217	2.45658	5.22519	15.11915

Table 7. SPSS Output Differences in Average Social Literacy

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Social Literacy	Kelas Eksperimen	23	81.6522	7.58952	1.58252
	Experimental Class	25	71.4800	9.39468	1.87894

Based on table 6, it is known that the Sig. (2-tailed) of $0.000 < 0.05$ with this value it can be said that there is a significant difference between the average social literacy of students taught using the CIRC learning model compared to the conventional model.

This difference can be seen in table 7. The average final social literacy score for students in the experimental class or in the class taught using the CIRC learning model is 81.6522. Meanwhile, the average final social literacy score for students in the control class was 71.4800 with a Mean Difference score of 10.17. Based on these values, it can be said that the results of this study reject H_0 and accept H_a .

2. Discussion

After data collection in the experimental and control groups, the initial and final values of the data set are determined using data collection techniques. The results of this research are strengthened by research conducted by Apriliana and Hartati with research results which found that the CIRC learning model had a significant influence on students' social literacy in elementary schools (Apriliana & Hartati, 2021).

Based on research conducted by Wahyuda et al, it was found that most teaching processes are still teacher-centred. Very few students in the learning process pay attention to the teacher explaining the material. Students more often look passively and rarely respond, some children even talk more with their classmates when they are learning (Wahyuda et al., 2023).

According to the appropriate way to test students' literacy results, it is to carry out tests that are used to find out in more detail the learning outcomes of students in the control class and students in the experimental class after carrying out the tests being tested (Ningrum & Ginting, 2021). Before taking the test to be tested, students must be tested first. In order to find out the students' initial results, students will then carry out tests that will be tested using the CIRC model in the experimental class and applying the conventional model in the control class. Researchers use the CIRC model for use in experimental classes, so that it has a higher motivational effect than the learning model used in control classes. Students' social literacy is determined by their performance on the post-test. The increase in students' social literacy during the research period can be concluded to mean that the scores in the experimental class were significantly higher than the scores in the control class with a Mean Difference value of 10.17.

The CIRC model can make students more enthusiastic and cheerful in developing students' critical thinking in the classroom. This can be confirmed by research findings based on the results of the independent t test or speculation test with a significance value of > 0.05 , so the research results reject H_0 and accept H_a . From the research seen, it is clear that the use of the CIRC learning model has an effect on students' social literacy than the application of the conventional model.

D. Conclusion

Based on the results of the research and discussion, it can be concluded that there is a significant influence of the use of the CIRC model on the social literacy of elementary school students. With a significant value of 0.000 and a Mean Difference value of 10.17.

Bibliography

- Ahsani, E. Iuthfi F., & Azizah, N. R. (2021). Implementasi Literasi Budaya Dan Kewargaan Untuk Mengembangkan Keterampilan Sosial Siswa Madrasah Ibtidaiyah Di Tengah Pandemi. *Jurnal Pendidikan Kewarganegaraan*, 11(01), 7. <https://doi.org/10.20527/kewarganegaraan.v11i01.10317>
- Alfiansyah, I., & Nugroho, A. S. (2022). Pelatihan Literasi Sosial Berbasis Budaya untuk Meningkatkan Kemampuan Berpikir Ilmiah Guru Sekolah Dasar. *Jurnal Pengabdian Mandiri*, 1(7), 1125–1130.
- Apriliana, A. C., & Hartati, T. (2021). the Influence of Cooperative Integrated Reading and Composition (Circ) Model on Elementary Students' Literacy. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(1), 31. <https://doi.org/10.33578/jpkip.v10i1.8091>
- Ardana, G. N. A. (2020). Penggunaan Model Pembelajaran Cooperative Integrated Reading and Composition (CIRC) untuk Meningkatkan Prestasi Belajar Bahasa Inggris. *Journal of Education Action Research*, 4(2), 164–170. <https://doi.org/10.23887/jear.v4i2.24783>
- Awatik, A. (2020). Pembelajaran dengan Cooperative Integrated Reading and Composition (CIRC) dalam Meningkatkan Kemampuan Menemukan Pokok Pikiran. *Trapsila: Jurnal Pendidikan Dasar*, 1(02), 56. <https://doi.org/10.30742/tpd.v1i02.813>
- Fatmawati, F., & Yusrizal, Y. (2022). Pengaruh Teknologi dan Literasi terhadap Komunikasi Siswa Sekolah Dasar. *Journal on Teacher Education*, 3(3), 581–585.
- Fatmawati, R. A. (2022). Pengembangan Program Literasi Sosial untuk Meningkatkan Pemahaman Konsep IPS Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 1938–1951. <https://doi.org/10.31004/edukatif.v4i2.1680>
- Febriani, E., Nurhaedah, N., & Hartoto, H. (2021). Pengaruh Model Pembelajaran Cooperative Integrated Reading and Composition terhadap Keterampilan Membaca Pemahaman Siswa Sekolah Dasar. *Pinisi Journal of Education*, 12(1), 1–12. <https://jp.ejournal.unri.ac.id/index.php/JP/index%0APENGARUH>
- Fitri, A., Firdaus, Kardi, J., Akhyar, Y., Zalisman, & Ramadhan, S. (2021). Pengaruh model pembelajaran cooperative integrated reading and composition

- terhadap keterampilan membaca pemahaman siswa sekolah dasar. *Jurnal Pendidikan*, 12(1), 1–12.
- Kartika, Y., Tamrin, M., & Musa, M. (2023). Implementasi Metode Pembelajaran Cooperative Integrated Reading and Composition (CIRC) teradap Pemahaman Siswa pada Mata Pelajaran PAI di SMA Negeri 5 Kota Kupang. *Ta'lim: Jurnal Pendidikan Agama Islam Dan Manajemen Pendidikan Islam*, 2(1), 60–69.
- Marlina, T., & Halidatunnisa, N. (2022). Implementasi Literasi Sosial Budaya Di Sekolah Dan Madrasah. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(2), 426. <https://doi.org/10.35931/am.v6i2.1002>
- Ningrum, A. S., & Ginting, D. T. (2021). Pengaruh Model Pembelajaran Cooperative Integrated Reading And Compoisition Terhadap Hasil Belajar PKn Pada Kelas IV MIN 4 Kota Medan. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 1(1), 21–27. <https://doi.org/10.56832/edu.v1i1.13>
- Ratnayanti, S. (2020). Penerapan Model Pembelajaran Cooperative, Integrated, Reading, and Composition (CIRC) untuk Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran IPA. *Jurnal Teknologi Pendidikan*, 9(2), 173–184. <https://doi.org/10.32832/tek.pend.v9i2.3197>
- Setiadi, M. I., Putri, H. E., & Hidayat, A. (2023). Penerapan Problem Based Learning untuk Meningkatkan Kemampuan Literasi Sosial pada Mata Pelajaran IPS Sekolah Dasar. *Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09(02), 1604–1611.
- Setiawati, E., & Novitasari, K. (2019). Penguatan Literasi Sosial Anak Usia Dini di Satuan PAUD Sejenis (SPS) Wortel di Bantulkarang, Ringinharjo, Bantul. *Jurnal Berdaya Mandiri*, 1(1), 35–48. <https://doi.org/10.31316/jbm.v1i1.237>
- Sudiarni, N. K., & Sumantri, M. (2019). Pengaruh Model Pembelajaran Circ Berbantuan Penilaian Portofolio Terhadap Keterampilan Membaca Pemahaman. *Jurnal Ilmiah Pendidikan Profesi Guru*, 2(1), 71–81. <https://doi.org/10.23887/jippg.v2i1.18087>
- Sukarini, N. K. (2020). Penggunaan Model Pembelajaran Tipe Cooperative Integrated Reading and Compotition (Circ) Sebagai Upaya Meningkatkan Prestasi Belajar Bahasa Indonesia. *Journal of Education Technology*, 4(3), 307–314. <https://doi.org/10.23887/jet.v3i3.21739>
- Syachfitri, L., Fadhiya, R., & Rahman, S. (2023). *JOTE Volume 4 Nomor 3 Tahun 2023 Halaman 532-540 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education Pengaruh Pola Asuh Orang Tua terhadap Tingkat Stres Akademik pada Remaja*. 4(20), 532–540.

- Utami, F. W., Wardani, L. S., & Segara, N. B. (2021). Desain Model Monate: Movie Analysis and Debate untuk Pembelajaran Literasi Sosial. *J-PIPS (Jurnal Pendidikan Ilmu Pengetahuan Sosial)*, 8(1), 1–12. <https://doi.org/10.18860/jpips.v8i1.11620>
- Wahyuda, A., Ananda Putri, A. P., Bella Villanda, B. V., Widiya Tri Utami, W. T. U., & Windari Ramdani, W. R. (2023). Pengaruh Model Pembelajaran Kooperatif tipe CIRC (Cooperative Integrated Reading and Composition) Menggunakan Komik Biologi Untuk Meningkatkan Minat Belajar Siswa Dalam Materi Pencemaran Lingkungan Pada Siswa Kelas VII-A SMPN 1 Beringin. *Biodik*, 9(1), 133–138. <https://doi.org/10.22437/bio.v9i1.19668>