



## Optimizing the Development of Student Learning Outcomes in Indonesian Language Subjects through the Cooperative Integrated Reading Composition (CIRC) Learning Model for Class IV Students of SDN 237 Pinrang

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### Abstrak

Optimalisasi perkembangan nilai hasil belajar siswa mata pelajaran Bahasa Indonesia melalui model pembelajaran Cooperative Integrated Reading Composition (CIRC) pada siswa kelas IV SDN 237 Pinrang diteliti dengan tujuan untuk meningkatkan pemahaman dan keterampilan siswa dalam membaca dan menulis teks. Penelitian ini dilaksanakan melalui tiga siklus. Metode yang digunakan meliputi perencanaan, pelaksanaan, observasi, dan refleksi berkelanjutan terhadap proses pembelajaran. Hasil dari kegiatan ini menunjukkan peningkatan signifikan dalam pencapaian siswa dari 60% belum tuntas dan 40% tuntas pada siklus 1, menjadi 50% tuntas dan 50% belum tuntas pada siklus 2, dan mencapai 90% tuntas dengan hanya 10% siswa yang belum tuntas pada siklus 3. Teknik analisis data melibatkan evaluasi formatif berkelanjutan untuk memantau kemajuan individu dan kelompok. Simpulannya, model CIRC efektif dalam meningkatkan hasil belajar Bahasa Indonesia di kelas IV SDN 237 Pinrang, dengan dukungan yang konsisten terhadap kemampuan siswa dalam memahami dan mengekspresikan teks secara tertulis.

**Kata Kunci:** Model CIRC, Hasil Belajar

### Abstrack

*The optimization of students' learning outcomes in Indonesian language through the Cooperative Integrated Reading Composition (CIRC) model among fourth-grade students at SDN 237 Pinrang was investigated with the aim of enhancing their comprehension and writing skills. The study was conducted over three cycles using methods that encompassed planning, implementation, observation, and continuous reflection on the learning process. Results indicated significant improvement in student achievement: from 60% not yet proficient and 40% proficient in Cycle 1, to 50% proficient and 50% not yet proficient in Cycle 2, and reaching 90% proficiency with only 10% of students not yet proficient in Cycle 3. Data analysis involved ongoing formative evaluation to monitor individual and group progress. In conclusion, the CIRC model proved effective in enhancing Indonesian language learning outcomes among fourth-grade students at SDN 237 Pinrang, consistently supporting students' abilities in comprehending and expressing texts in writing.*

**Keywords:** Cooperative Integrated Reading Composition, Learning Outcomes

### Intruduction

Indonesian language education in Indonesia has a very important role in shaping children's literacy skills, including the ability to read and write texts. Language proficiency is not

just a tool to understand the information received, but also a foundation to communicate effectively and express appropriately.

At Sekolah Dasar Negeri 237 Pinrang, located in Pinrang district, a major challenge lies in strengthening Indonesian language skills for grade IV students. Teachers in this school strive to improve student learning outcomes, facing the variation in abilities that exist in the classroom. The heterogeneity in students' ability to comprehend and express text is one of the main challenges faced in Indonesian language learning at the primary level. Each student has different needs in understanding the subject matter, and flexible and inclusive learning strategies are needed so that all students can reach their maximum potential. The Cooperative Integrated Reading Composition (CIRC) model emerged as one approach that offers a collaborative solution to improve students' comprehension and writing skills through reading and writing activities together.

This research aims to answer the main question: "How can the Cooperative Integrated Reading Composition (CIRC) learning model optimize the development of student learning outcomes in Indonesian language subjects in class IV SDN 237 Pinrang?" The main focus of the research was to explore the effectiveness of CIRC in improving students' comprehension of reading texts and their ability to express ideas in writing. In addition, the study also aimed to evaluate students' responses to the collaborative approach applied in the CIRC model and to make recommendations for further development in the application of this model in the context of grade IV of SDN 237 Pinrang. In formulating a research problem, it is important to clarify the definitions, assumptions and limitations that lead to the problem under study. Clear definitions and well-defined boundaries will assist in directing the focus of the research and avoid ambiguous interpretations.

The main objective of this study was to investigate and evaluate the use of the CIRC model in improving students' learning outcomes in Indonesian language subjects at SDN 237 Pinrang. There are several specific objectives to be achieved through this research, **1).Measuring Improvement in Text Comprehension Skills,**

the research will measure the extent of students' ability to comprehend reading texts after applying the CIRC model. This evaluation will provide an overview of the effectiveness of the model in improving students' comprehension skills. **2).Assessing the Development of Writing Skills,** Evaluation will be conducted on students' ability to write texts after using the CIRC model. The research will explore how collaborative activities in CIRC can improve students' ability to express ideas in writing more effectively. **3).Analyzing Students' Responses to the Collaborative Approach,** The research will analyze students' responses to the collaborative learning method applied in the CIRC model. This evaluation is important to understand how students respond and interact in a more structured and collaborative learning context. **4).Providing Recommendations for Further Development,** Based on the findings and results of the study, this research will develop concrete recommendations for schools and teachers for further development in the application of the CIRC model. These recommendations are expected to make a positive contribution to the development of more adaptive and effective Indonesian language learning strategies in the future.

This research will focus on fourth grade students at SDN 237 Pinrang which consists of two classes with a total of about 20 students. The main focus of the research will be centered on the implementation of the CIRC model in Indonesian language learning over three learning cycles. Evaluation will be conducted on students' ability to comprehend reading texts as well as their ability to write texts based on the approaches and strategies applied in the CIRC model. This research will not involve direct comparison with other learning models outside CIRC.

It is expected that the results of this study will contribute significantly to our understanding of how the Cooperative Integrated Reading Composition (CIRC) model can be used effectively to improve student learning outcomes in Indonesian language subjects at SDN 237 Pinrang. By strengthening

students' understanding of the texts they read and improving their ability to write texts effectively, this approach has the potential to pave the way for the development of more adaptive and inclusive curriculum and learning strategies in the future.

## Method

This study used a classroom action research (CT) approach that was implemented in three cycles. This approach was chosen because it provides a systematic framework for developing and improving learning practices on an ongoing basis. Each cycle of classroom action research consists of four main stages: planning, implementation, observation and reflection. These stages are designed to ensure that each step in the learning process is well planned, consistently implemented, carefully observed and reflectively evaluated for continuous improvement.

**Planning**, The planning stage is the initial phase in each cycle of classroom action research. At this stage, researchers design learning strategies and activities that will be carried out in class IV SDN 237 Pinrang. Planning steps include identifying the main problems to be addressed, determining specific and measurable learning objectives, and designing learning activities in accordance with the Cooperative Integrated Reading Composition (CIRC) model.

Planning also includes the development of research instruments, such as written tests to measure students' comprehension and writing skills, structured interviews with students to understand their perceptions of learning, as well as observation techniques that will be used to monitor the implementation of the CIRC model in daily classroom interactions.

In the **implementation** stage of the research, after careful planning was made, the main focus was the implementation of the Cooperative Integrated Reading Composition (CIRC) model in class IV of SDN 237 Pinrang. The researcher worked closely with the teacher to ensure that each component of the CIRC

model was implemented consistently and in accordance with the previously established guidelines. This collaboration was key in ensuring that the learning objectives were achieved effectively.

During the implementation, the interaction between students and teachers became the main highlight. Shared reading is one of the core activities in the CIRC model, where students not only read individually but also share their understanding with others in the group. Group discussions include all students to actively participate in developing their ideas, formulating understanding, and expressing ideas in writing.

The teacher's role in this process is as a facilitator who supports and guides students through the learning activities. They not only deliver the learning materials but also provide the necessary direction for students to relate their understanding to the content read and explored. Thus, each learning session is geared towards maximizing students' participation and enhancing their understanding of the text as well as their writing skills.

The rigorous and focused implementation of each research cycle provided a solid foundation for evaluation and reflection. This allowed the researcher to systematically collect detailed observational data, evaluate students' responses to the applied learning approach, and plan corrective measures for the next cycle. Thus, the implementation stage is not only a time to implement the learning strategy but also to build an in-depth understanding of the effectiveness of the CIRC model in the context of grade IV learning at SDN 237 Pinrang.

**Observation**, Observation is an important stage in classroom action research to collect relevant data related to the implementation of the learning model. During the cycle, researchers systematically record all interactions and activities that occur in the classroom. Observations were conducted directly to gain an in-depth understanding of students' responses to learning, group dynamics in discussions, and the

level of student engagement in reading and writing activities.

Data collected through these observations include field notes, activity checklists, and reflective notes that record the changes that occur from the beginning to the end of each cycle. Observation also involves monitoring individual students' progress in achieving the set learning objectives, including assessment of students' ability to understand the text and their ability to express ideas in writing.

**Reflection.** The reflection stage is an opportunity to analyze the data collected from observation as well as evaluation of the implementation of the CIRC model in daily learning practices. Reflection was conducted collaboratively between the researcher and the teacher to identify the strengths and challenges that emerged during the learning process. The reflective discussion helps in evaluating the effectiveness of the applied learning strategy, identifying factors that affect students' learning outcomes, and formulating improvements needed for the next cycle. This reflective evaluation also provides a foundation for designing interventions or adjustments in the implementation of the CIRC model to improve the quality of learning in the future.

In an effort to ensure the validity and reliability of the data obtained, this study used several different data collection techniques. Direct observation was conducted to observe the interaction and dynamics in the classroom during the learning process. Written tests were used to measure students' ability to understand the texts they read and their ability to write texts based on the instructions given. Structured interviews with students provided an in-depth understanding of their perceptions of Indonesian language learning using the CIRC model. Documentation of learning activities, such as daily notes and students' writing products, were also collected and analyzed to support the evaluation of students' progress during the study.

The main success indicator of this class action research was the achievement of students' learning completeness, which was set at 75 in

the written test held at the end of each cycle. This learning completeness became the benchmark in evaluating the effectiveness of the CIRC model in improving students' understanding and skills in Indonesian. As for how to calculate the value of student learning outcomes by using the formula. The formula for calculating the percentage of teacher and student activity implementation using the CIRC method steps is as follows.

$$= \frac{\sum \text{sum of the implementation scores}}{\sum \text{sum of all section scores}} \times 100\%$$

To calculate the score value obtained by students in doing the task, the following formula is used.

$$\% \text{ completeness} = \frac{\text{Number of students who graduated}}{\text{Number of students}} \times 100$$

The subjects of this study were all grade IV students at SDN 237 Pinrang, consisting of two classes with a total of about 20 students. The selection of grade IV students as research subjects was based on the importance of strengthening Indonesian language skills in the early stages of basic education, which has a long-term impact on students' literacy skills in the future.

This study was conducted during the even semester of the 2023/2024 school year at SDN 237 Pinrang. The implementation of the research took place in class IV of SDN 237 Pinrang, with a predetermined time for each research cycle in accordance with the applicable learning schedule at school.

The classroom action research method used in this study aims to provide an in-depth understanding of the effectiveness of the Cooperative Integrated Reading Composition (CIRC) model in improving Indonesian language learning outcomes in class IV SDN 237 Pinrang. Through a systematic and structured approach, it is expected that the results of this study can contribute significantly to the development of more effective and inclusive learning strategies in the future. By utilizing various data collection techniques and

rigorous evaluation, this research is expected to provide valuable insights for educational practitioners in improving learning practices at the primary level.

### **Result and Discussion**

This research was conducted through three cycles. The methods used included planning, implementation, observation, and continuous reflection on the learning process. The results of this activity showed a significant increase in student achievement from 60% incomplete and 40% complete in cycle 1, to 50% complete and 50% incomplete in cycle 2, and reached 90% complete with only 10% of students who were not complete in cycle 3.

The application of the Cooperative Integrated Reading and Composition (CIRC) learning method effectively improves various aspects of student learning activities in the teaching and learning process. This method encourages collaboration, reading comprehension, writing skills, and communication skills. Through group work and discussion, students are more actively involved and motivated, so learning outcomes improve. CIRC also helps students to understand the text better and improve their critical and analytical thinking skills.

The first cycle was conducted over three learning meetings with a total time of 6 lesson hours (210 minutes). The first and second meetings involved learning activities using the Cooperative Integrated Reading and Composition method on the material of summarizing the content of the story into several sentences. The following researchers explain the process of implementing cycle I.

In the planning stage of cycle I, researchers compiled and prepared various research instruments needed. The first step was to develop a Learning Implementation Plan (RPP) that used the Cooperative Integrated Reading and Composition (CIRC) method with a focus on the material to conclude the contents of the story into several sentences. The researcher also adjusted the materials and

learning resources with the predetermined learning concept, ensuring the relevance and suitability of the teaching materials. In addition, researchers compiled test questions that would be used to evaluate student learning outcomes in cycle I. Not only that, researchers also prepared observation sheets that would be used to monitor and record student activities during the implementation of learning. This preparation is important to ensure that all aspects of learning can be measured and evaluated appropriately, in order to obtain accurate data for improvement in the next cycle.

In the implementation of learning using the Cooperative Integrated Reading and Composition (CIRC) method at meetings I and II of cycle I, the researcher began with initial rituals which included delivering greetings and inviting students to pray together led by the class leader. After that, the researcher checked the attendance of students to ensure the number of students present on that day and wrote the title of the material to be studied on the board. Before starting the lesson, the researcher motivated the students to stay calm and focus on the learning that would be delivered.

The apperception process is carried out by asking various questions related to the material to be learned, so that students can prepare themselves mentally for learning. Furthermore, in the core learning activities, the CIRC method was applied by dividing students into 6 groups and reading a sample story text to them. The researcher explained how to summarize the content of the story back into several sentences from the story that had been read.

Students were given the opportunity to discuss the story assignment prepared by the researcher, which aimed to train their skills in summarizing and analyzing information from the reading text. At the end of the core activities, the researcher conducts a question and answer session with students to test their understanding of the story, including the names of characters, places, situations, and characters of each character.

After that, the activity was carried out to end the learning by summarizing the material that had been learned together. The researcher also invited students to participate in games or other light activities as a reward for their hard work during the lesson. Before ending the day, the researcher and students prayed together as a form of positive closure.

At the end of the third meeting of cycle I, the researcher gave evaluation questions (final test) to students to measure their understanding of the material that had been learned, and got the results.

**Table 1. Percentage of Learning Completeness in Cycle Stage 1**

Description	Number of Students	Percentage
Tuntas	8	40%
Belum Tuntas	12	60%

Based on table 1, it shows that 12 students did not reach the passing level with a percentage score of 60%, while the other 8 students managed to reach the passing level with a percentage score of 40%.

In order to improve the effectiveness of learning in the next cycle, researchers can identify areas for improvement such as more interactive teaching methods, better time management, or more in-depth assessment strategies. This evaluation is important to inform subsequent lesson planning and implementation, with the aim of significantly and thoroughly improving student learning outcomes.

**Observation** was conducted simultaneously with the teaching and learning process in cycle I. The researcher observed students' learning activities carefully to evaluate various important aspects of learning. The evaluation focused on several key criteria that reflected students' effectiveness and participation in learning.

First, students' attention to the researcher's explanation was considered as one of the important aspects. Next, students' activeness in asking questions and giving answers during the learning process is also the focus of the evaluation. Students' participation in doing the

assignments and answering the given questions are also evaluated to assess their involvement in the learning activities.

In addition, students' understanding in responding to the learning materials and the results they obtained were also a major concern. This evaluation helps researchers to understand the extent to which students can follow and understand the material taught and how active they are in the learning process.

The results of this evaluation provide a comprehensive picture of the effectiveness of the applied learning methods and students' participation in the process. The information obtained from this observation can be used to design better improvement strategies in the next learning cycle, with the aim of improving overall student learning outcomes.

**Reflection** is carried out to identify shortcomings or weaknesses in the teaching and learning process. Based on the data on learning outcomes in cycle I, the researcher concluded that there were still students who had not reached the class completeness level, which was 80%. Researchers also conducted interviews with students to get their opinions about the learning process implemented.

The interview results showed that all students were very happy with the Cooperative Integrated Reading and Composition (CIRC) method used. However, from the researcher's observation and reflection, some problems were found. Some students tend to be shy, quiet, and lack confidence, so they are not active in the learning process. In addition, there are still students who tend to make noise during the learning process, disrupting the focus and concentration of the whole class.

Based on these findings, the researcher decided to make improvements in cycle II so that the class completeness rate in Indonesian language learning could increase to at least 80%, in accordance with the expected target. These improvements could include using more appropriate strategies to engage shy and quiet students, as well as more effective classroom management to reduce distractions during learning.

In the **second cycle**, learning activities were re-run in three meetings with a total time of 6 lesson hours (210 minutes). This cycle aimed to improve and enhance learning outcomes based on reflection from the previous cycle. This research focused on implementing improvements in learning methods and classroom management to achieve better learning completeness. The following researcher explains the process of implementing cycle II.

**Planning Stage** Researchers designed and prepared research instruments for cycle II with a focus on the Cooperative Integrated Reading and Composition (CIRC) method for the material of summarizing the contents of the story into several sentences. This process began with the preparation of a Learning Implementation Plan (RPP) that integrated learning concepts and customized material needs. Materials and learning resources were carefully selected to support the learning objectives that had been set.

Next, the researcher developed test questions to measure students' learning outcomes after cycle II learning. These questions were designed to test students' understanding of the ability to summarize the content of the story into several sentences, in accordance with the applied learning method. In addition, student observation sheets were also prepared to monitor students' activities and participation during the cycle II learning process. These observations are important to identify students' development, difficulties they may face, as well as to measure their level of involvement in learning activities.

With this preparation, the researcher hopes to increase the effectiveness of learning in achieving the expected class completeness goals, as well as providing a better learning experience for students in understanding and applying the concept of summarizing the content of the story.

In cycle II, the implementation of the Cooperative Integrated Reading and Composition (CIRC) method was carried out with various planned and structured stages to

improve student learning. The following are details of the stages carried out. When starting the meeting, the researcher routinely said greetings and led students to pray, which was led by the class leader as part of the opening routine. After that, the researcher checked the students' attendance to ensure their presence and wrote the title of the material to be learned on the board as a preliminary step before the lesson started. Motivation was given to students to pay close attention to the lesson to be delivered. Furthermore, the researcher continued with apperception, asking various questions related to the material to be delivered to arouse students' interest and preparation before entering the core activities. The CIRC method was then applied where students were divided into 6 groups and given examples of story texts to read together.

The researcher explained how to summarize the content of the story into several sentences and gave students the opportunity to discuss the story assignment that had been prepared. At the end of the core activities, the researcher conducted a question and answer session with students, discussing the characters in the story, location, situation, and the character of each character to measure students' understanding. After that, as part of the closing activity, the researcher and students together concluded the material that had been learned. As a refresher, the researcher invited students to play games before continuing with prayer together as a closing lesson.

At the end of the third meeting of cycle II, the researcher gave evaluation questions (final test) to students to measure their understanding of the material that had been learned, and got results.

**Table 2. Percentage of Learning Completeness at the Cycle 2 Stage**

Description	Number of Students	Percentage
Tuntas	10	50%
Belum Tuntas	10	50%

The results of cycle II showed that 10 students achieved mastery with a percentage score of 50%, while the other 10 students had not yet achieved mastery. From these results, the researcher identified several problems, including the lack of active participation of some students in group discussions and Q&A, as well as challenges in understanding and summarizing the content of the story.

For cycle 3, it is expected that the researcher can improve the implementation of the CIRC method by focusing more on actively involving all students in each stage of learning. This improvement is expected to help achieve better results in student learning, improve their understanding of the material, and increase the percentage of overall class completeness.

**Observation** was conducted in conjunction with the teaching and learning process in cycle II. Researchers conducted assessments by observing student learning activities and evaluating several critical aspects. The following are the assessment results of each aspect observed during cycle II: Students' attention to the researcher's explanation reached a good level. This shows that most students are active in listening to the explanation delivered.

Students' activeness in asking and answering questions about the material was also quite good. Students were actively involved in the question and answer process, indicating that they actively participated in class discussions. Students' participation in doing and answering questions during the learning process reached a satisfactory level, indicating that most students were involved in evaluation activities and application of the material learned.

Students' understanding in responding to the learning outcomes was obtained at a satisfactory level, although specific figures were not mentioned in the observation results. These observation results illustrate that the implementation of the Cooperative Integrated Reading and Composition (CIRC) method in cycle II has resulted in improvements in several key aspects of learning. Nonetheless, there is

still room for improvement in ensuring that all students are actively involved and achieve a deep understanding of the learning material.

**Reflection** was conducted to identify shortcomings or weaknesses in the teaching and learning process in cycle II. Based on the learning outcome data obtained, class completeness has reached the targeted KKM, showing an improvement from the previous cycle.

Interviews with students showed that they liked learning using the Cooperative Integrated Reading and Composition (CIRC) method. However, the researcher also identified some problems, such as there are still students who are shy, quiet, and lack confidence, which causes some learning processes to be less active. In addition, there are still students who sometimes become noisy when learning takes place.

Based on these findings, the researcher decided to continue the research in cycle III. The purpose of the next cycle was to continue to improve student learning outcomes by focusing more on active interaction and more effective classroom management.

**The third cycle** was carried out in three meetings of learning activities with an allocation of 6 lesson hours (210 minutes). The first and second meetings focused on implementing learning activities using the Cooperative Integrated Reading and Composition (CIRC) method with the material of summarizing the contents of the story into several sentences. The following is an explanation of the implementation process of cycle III:

In the **planning stage** of cycle III, researchers compiled and prepared various research instruments needed. The researcher designed a lesson plan (RPP) using the Cooperative Integrated Reading and Composition (CIRC) method which focused on the material of summarizing the content of the story into several sentences. This lesson plan includes learning objectives, activity steps, and appropriate assessment. Researchers also selected relevant and interesting materials for



students, in accordance with the CIRC learning concept, and adjusted learning resources to support students' understanding of the material to conclude the contents of the story. In addition, researchers compiled test questions that would be used to measure student learning outcomes in cycle III, with questions designed to test students' ability to conclude the contents of the story clearly and precisely. The researcher also prepared an observation sheet that would be used to monitor students' activities and involvement during the learning process in cycle III, including aspects such as student activeness, cooperation in groups, and students' ability to conclude stories. In addition, the researcher prepared additional instruments such as questionnaires or interviews to obtain feedback from students about the learning methods applied. With this careful planning, researchers hope to implement learning in cycle III more effectively, so that learning objectives can be achieved optimally.

In cycle III, the stages of the implementation of learning using the Cooperative Integrated Reading and Composition method at meetings I and II are as follows. When conducting research, the researcher first greeted and invited students to pray before learning led by the class leader. After that, the researcher checked the attendance of students to find out the number of students present that day and wrote the title of the material to be studied on the board. Before the lesson began, the researcher motivated students to calm down and pay attention to the lesson to be delivered. The researcher then made an apperception by asking various questions related to the material to be presented. Entering the core activities, the CIRC (Cooperative Integrated Reading and Composition) learning method was immediately applied to students. The researcher divided the students into 6 groups and read an example of a story text.

In cycle III, the stages of **implementing** learning using the Cooperative Integrated Reading and

Composition method at meetings I and II are as follows. When starting the study, the researcher said greetings and invited students to pray before starting the lesson, led by the class leader. The researcher then checked the attendance of students to find out the number of students present and wrote the title of the material to be studied on the board. Before starting the lesson, the researcher motivated the students to calm down and focus on the lesson to be delivered. The researcher also made an apperception by asking several questions that were relevant to the material to be discussed. In the core activities, the researcher directly applied the CIRC (Cooperative Integrated Reading and Composition) learning method. Students were divided into 6 groups and the researcher read a story text as an example. The researcher then explained how to summarize the content of the story into several sentences from the story that had been read. In addition, the researcher gave an explanation of the important points that needed to be concluded from a story and gave students the opportunity to discuss the story assignment that had been prepared. At the end of the core activities, the researcher conducted a question and answer session with the students, asking the names of the characters in the story, the location of the incident, the situation, and the character of each character. The researcher also asked questions about things that the students did not know. To end the lesson, the researcher and students together summarized and gave conclusions on the material that had been learned. After that, the researcher invited students to play a game to relieve boredom and closed the session by inviting all students to pray together.

At the end of cycle III meeting III, researchers distributed evaluation questions (final tests) to students. The average value of student learning outcomes in cycle III shows that all students in the class managed to achieve completeness with a percentage value of 90% of students who were complete, as many as 18 students, while those who were not complete were only 10% or 2 students.

**Table 3. Percentage of Learning Completeness at Cycle Stage 3**

Description	Number of Students	Percentage
Tuntas	18	90%
Belum Tuntas	2	10%

This observation was carried out in conjunction with the teaching and learning process in cycle III. This assessment was carried out by researchers by observing student learning activities and summing up all the scores obtained by each student in one class.

The results of the assessment carried out by researchers from each aspect of assessment during cycle III are as follows: students' attention to listening to the researcher's explanation was very good, students' activeness in asking and answering the material explained was also quite high, students' participation in working on and answering questions was adequate, and students' understanding in responding to learning outcomes was very good.

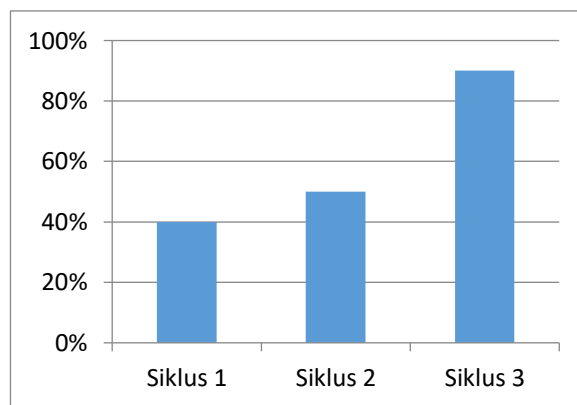
Reflection is carried out to identify shortcomings or weaknesses in the teaching and learning process. Based on the data obtained in cycle III, the learning outcomes of Indonesian language about the material to conclude the content of the story into several sentences have reached very good criteria. Therefore, the researcher decided to stop the research in cycle III.

The observation results in cycle III showed that the learning took place well. The researcher acted as a teacher in delivering material to students and facilitating the teaching and learning process. Students' learning activities in the group were active, with students asking questions to the teacher, giving opinions, and participating well. Students' understanding of the material was also very good. Indonesian learning outcomes on the material of summarizing the content of the story into several sentences in cycle III have reached very good criteria.

The results of the research by applying the Cooperative Integrated Reading and

Composition method that has been carried out, obtained that there is an increase in student learning outcomes which can be seen in the following diagram:

**Diagram 1. Percentage of Learning Completeness at the Cycle 3 Stage**



Based on the graph above, it shows that the method used includes planning, implementation, observation, and continuous reflection on the learning process for 3 cycles. The results of this activity show a significant increase in student achievement has increased starting with cycle I only 40%, then in Cycle II experienced an increase to 50% and in cycle III it is very significant and managed to reach 90% in Optimizing the Development of Student Learning Outcomes in Indonesian Language Subjects through the Cooperative Integrated Reading Composition (CIRC) Learning Model for Grade IV Students of SDN 237 Pinrang. Optimizing the development of student learning outcomes in Indonesian language subjects through the Cooperative Integrated Reading and Composition (CIRC) learning model for grade IV students of SDN 237 Pinrang has proven effective. Through the application of this model, students become more active in participating, understanding the material, and being able to conclude the content of the story better.

This improvement shows that the CIRC method is not only able to improve student learning outcomes but also strengthen critical thinking skills and the ability to work in groups. With this achievement, it can be concluded that the CIRC learning model is very feasible to be applied as a learning strategy in Indonesian

language subjects, especially in the material of concluding the contents of the story. The researcher hopes that the results of this study can be a reference for other teachers in implementing effective learning methods to improve student learning outcomes.

### **Conclusion**

The application of the Cooperative Integrated Reading and Composition (CIRC) method proved effective in improving student learning outcomes in Indonesian language subjects. The increase from 40% in cycle I, 50% in cycle II, to 90% in cycle III shows that this model is able to encourage students to be more active, understand the material better, and develop critical and analytical thinking skills. The CIRC method is also effective in improving students' collaboration and communication skills.

With this achievement, it can be concluded that the CIRC learning model is very feasible to be applied as a learning strategy in Indonesian language subjects, especially in the material of concluding the contents of the story. The results of this study are expected to be a reference for other teachers in implementing effective learning methods to improve student learning outcomes.

The researcher would like to thank the school of SDN 237 Pinrang for providing opportunities and support in the implementation of this research. Thank you also to all fourth grade students who have actively participated, as well as fellow teachers who have provided input and assistance during the research. The researcher hopes that the results of this study can provide benefits and contributions to the development of the world of education, especially in Indonesian language learning.

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