THE INFLUENCE OF THE CIRC LEARNING MODEL (COOPERATIVE, INTEGRATED, READING, AND COMPOSITION) ON THE READING SKILLS STUDENTS AT ISLAMIC ELEMENTARY SCHOOL

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Abstract	This research describes the influence of the CIRC (Cooperative, Integrated, Reading, and Composition) learning model on reading comprehension skills. This research was carried out at MIN 4 Medan City, which was carried out in the even semester of 2023/2024. This research uses a quantitative approach with a Quasi-Experimental type. This study's population was all class IV MIN 4 Medan City students, totaling 120 students, using proactive random sampling. The research sample consisted of 41 students from classes IV-A and IV-B. The data collection techniques are observation, interviews, documentation, and tests. The data analysis techniques used are descriptive analysis and inferential analysis, namely through normality, homogeneity, and independent t-tests, to test hypotheses with the help of the SPSS 27.0 application. The research results showed a difference in the average score obtained in the control class from 51.05 to 64.47 and in the experimental class from 45.00 to 84.09. This shows that using the CIRC (Cooperative, Integrated, Reading, and Composition) learning model influences students' reading comprehension skills. This is proven by the results of the T-test calculation, which shows a Sig (2-tailed) value of 0.000<0.05 so that H_o is rejected and H_a is accepted, meaning that there is a significant influence between the control and experimental classes.
Keywords	CIRC, learning model, Reading comprehension.

INTRODUCTION

Learning the Indonesian language in elementary schools is focused on developing language skills (Khotimah, AH, Djuanda, D., & Kurnia, 2016). General skills language consists of four (4) main components, i.e., listening, speaking, reading, and writing skills. All Skills These are related (PM Harahap et al., 2023). Learning in elementary school is not free from activity reading because reading is one of the skills necessary for language-owned participant education (Purwati et al., 2023). The main purpose of acquiring Skills in language is To achieve and produce Skills in language students' oral and written writing (Ekowijayanto, 2019). This matter follows trustworthy Minister of Education and Culture Regulation No. 21 of 2016, which explains that one competency in Indonesian language lessons serves learning in an oral and written shared text simply (Ministry of Education and Culture, 2016).

Students in elementary schools must be capable of reading because reading is one of the important components of education (Annela & Safran, 2023). Activity reading is one of the most important parts of education, both initial and ongoing (Sitanggang & Rambe, 2023). Reading is one of the required abilities owned by every student at the level of Elementary School because the ability to read can support various learning regardless of the Indonesian language (Saragih et al., 2023). Because of that, elementary school students need to be able to read because matter is one of the main things for students to develop (Rohani & Anas, 2022). According to Daulay (2024), reading is one of the businesses that make a smart kid intellectual and can practice the ability to brain a child in a not direct way. Read not only to obtain information courses but also to understand reading (Rahmadhani & Dahlan, 2023). The activity read's essence is finding information important in literature and connecting it with previous understanding.

According to Fitriani (2020), understanding is one type of skill reading to understand literary rules, critical thinking, role writing, and pattern fiction. One of the Skills to understand something reading can be done through learning the Indonesian language learning (Afif, N., & Bahary, 2020). Reading understanding is knowing the main idea, details, importance, and meaning of something reading. Understanding This tight connection is with the ability to remember and read material. Because of that, independence from reading and the ability to understand something by reading is one of the most important ways to increase the knowledge of every participant (Piliandini, 2022).

In learning in the 21st century, one required competency owned by participants is the ability to have a high understanding (H. Harahap et al., 2023). Students with high and low-ability reading

understanding originate from internal and external factors (Rohmawati et al., 2019). So, they needed guidance in a way that was good for parents and teachers at school to increase their skills and understanding of students (Antika et al., 2023). But in reality, many Indonesian students don't have the skills to understand p... This can be proven based on research data from the Program For International Students Assessment (PISA), which was announced in 2023. Indonesia is ranked 68th out of 81 countries with scores in Math (379), Science (398), and Reading (371). Based on this data, it can concluded that the ability to read is ranked Lowest compared to the ability to read mathematics and science. From that data that ability read Indonesian students can only read text short and difficult For understand to sentence long (OECD, 2023). The research conducted by ((Nani et al., 2022) stated that Skills in reading and understanding students are Still low at only 67%. Skills read students still very low matter This is caused by nonconformity between the teacher's model and characteristics material taught.

Based on the observation of the results, initial work carried out by researchers found many problems related to the ability to read and understand. First, when students are given a question test choice, the results show that their reading skills and understanding are still low. Many students who haven't understood fill in existing text/discourse in question so that students make mistakes and choose an option to answer. As many as 19 students reached the KKM out of 30 students. That means only 63% have Skills in reading understanding. Second, when the student requested To disclose the return fill reading, the student was still undecided. These results are supported by interviews conducted with guardian class IV MIN 4 Medan City, which states that Skills read understanding students only 60 % and still are in the category of low Not yet achieved KKM, as for KKM for class IV viz of 70. Third, the low Skills read understanding students because inside learning, students only read aloud without understanding the reading, so students only know a way at a glance. No matter your understanding, fill in the text reading.

Based on matter that the main thing is to do it noticed by the teacher is to deploy all his abilities in the process of activities Study teaching and also choosing strategies, models, media, and sources relevant to learning To produce participant intelligent teachers (Syahfitri et al., 2022) and make use of technology can create more learning media varies (Nasution et al., 2024). Educators' selection of learning models must be based on strong reasons and factors, such as characteristics, goals, activities, and student characteristics (Bukhori, 2018). One learning model that can be applied to overcome low-skill reading understanding is the Cooperative Integrated Reading and

Composition (CIRC) learning model. The CIRC (Cooperative Integrated Reading and Composition) learning model is combined. Skills language, that is, writing and reading, are done in a way group with the goal of students capable of thinking critically, completing problems, and working with Good (Rahmaniati, 2024). According to Sitanggang & Rambe (2023), the Learning model of Cooperative Integrated Reading and Composition is one form of learning in a way designed for groups . Learning language is one of the alternatives for identifying the essence of something, ideas, topics, and details inside a text, then presenting results from the workgroup in front of the class.

As for syntax or steps in learning using the CIRC (Cooperative Integrated Reading and Composition) model consists of four (4) steps, namely (1) organization, at stage this is the teacher forming students in some groups, (2) introduction concept, in stage this is what the teacher gave discourse following topic learning, (3) publication, at stage This student present results discussed with Friend group, (4) reinforcement and discussion, at the last stage in a way together conclude results discussion students and also do discussion with the teacher if Still, some haven't clear (Budiyanto, 2016). Implementing the CIRC (Cooperative Integrated Reading and Composition) learning model in learning Indonesian will make it easier for students to Study together. Friend a group to understand, fill in, read, and develop skills. Think students. Regardless of excess Accordingly, the CIRC learning model has weaknesses in learning (Ahmad, Z., Ahmad, H., & Rahman, 2022). One of them is in implementation presentations. Usually, only smart students and brave serve results in a workgroup. Because of that, to overcome weakness, the teacher joins the class share in determining and choosing students who will explain the results of the Workgroup (Niliawati et al., 2018).

The results study on Skills reading understanding with the use of the CIRC learning model provides results from research conducted by (Rohmawati et al., 2019) research. This shows that using the Cooperative Integrated Reading Composition model, the ability to read and understand students in Class III of Bandung City State Elementary School experienced enhancement. This matter has been proven to enhance students' understanding by looking at the average student's learning. Furthermore, research by (Putu et al., 2020) research The average skill value students studied using the Cooperative Integrated Reading and Composition learning model assisted by Circular Cards and groups students studied used learning conventional Class IV of SD Cluster VI Mengwi Year Teachings 2018/2019. This matter, proven from the t-test analysis, was obtained at t-count = 8.897 and table = 2.001 at a level significant at 5%—the research conducted by (Sugiharti & Pratiwi, 2018).

Research results show that ability read understanding completeness classic class V in cycle I 60%, cycle II 70%, and cycle III 87.5%. Then, for the questionnaire, interest reading on cycles I, II, and III degan completeness classic was 60%, 72%, and 85%. Thus, the Cooperative, Integrated Reading and Composition learning model could increase reading comprehension skills and interest reading participants.

Furthermore, research conducted by Fitri et al. (2024) The results of the two-way ANOVA test analysis show that obtained mark significance of 0.000 < 0.05, then can be concluded learning using the Cooperative Integrated Reading and Composition model influential in a way significant to Skills read understanding student. This is supported by findings Shoimin states Cooperative Integrated Reading and Composition (CIRC) is a model for learning special eye lessons Language in frame reading and finding ideas tree, principal thought, or theme A discourse (Sudiarni, N. K., & Sumantri, 2019). Difference Study This, like the previous study, lies in type method research, whereas in research, the previous method was qualitative and PTK, while in research, this method was quantitative. Furthermore, the differences are in location research, population, and sample used in the study.

METHOD

Study This was conducted at MIN 4 Medan City, even semester year teachings 2023/2024. Research methods used in the study This is a quantitative type of quasi-experiment with a nonquivalent control group design. There are two groups in research, then given a pretest for known circumstances beginning between group control and experiment (Sugiyono, 2017).

Table 1. Research Design

	Preliminary Test (Prestest)	**Treatment (Treatments)**	**Final Test (Posttest)**
E	0_1	X	0_2
K	0_3		0_4

The study experiment was applied to test the influence of learning models in the classroom experiment and compare the result with that of the class control. Population in the study: This is all over student class IV MIN 4 Medan City, totaling 120 students. The Deep sample study is class IV-A as class control for as many as 19 students and IV-B as a class experiment for 22 students. The study sample uses the purposive sampling technique, i.e., determination and consideration.

The data collection techniques used in this research are observation, interviews, documentation, and tests. Observations were conducted to see the situation and symptoms at the research location during the learning process. Documentation is carried out during learning, and learning activities and outcomes for student's reading comprehension skills are documented during research. Interviews were conducted to obtain more accurate information from the Class IV MIN 4 Medan City Teacher. The test used is an essay test with a total of 7 (seven) questions, which is carried out at the beginning and end of learning (pre-test and post-test). To analyze and test the feasibility of the test instrument, it was given to students who were higher than the research class because they had first understood the material in the research. The researcher chose class V students as respondents in this test and then carried out the instrument's feasibility through validity and reliability tests. The data analysis technique used is descriptive analysis to calculate the mean, median, mode, standard deviation (SD), and variance. The inferential statistical technique used is carrying out prerequisite analysis for the normality test, homogeneity test and independent t-test to test the hypothesis with the help of the Statistical Program for Social Science ¬- SPSS version 27.0 application, namely whether there is an influence of the CICR learning model (cooperative, integrated, reading and composition) on the reading skills of Madrasah Ibtidaiyah MIN 4 Medan students.

Table 2. Guidelines for Reading Skill Comprehension Score

Value Interval	Learning Outcome Category
0 – 60	Very low
61 – 69	Low
70-80	Currently
81 – 90	Tall
91 – 100	Very high

The hypothesis in this research is as follows:

Ha: The CICR learning model (cooperative, integrated, reading, and composition) influences the reading skills of Madrasah Ibtidaiyah MIN 4 Medan students.

Ho: There is no influence of the CICR (cooperative, integrated, reading and composition) learning model on the reading skills of Madrasah Ibtidaiyah MIN 4 Medan students.

FINDINGS AND DISCUSSION

Findings

Based on the results of the data learning carried out by students, it is Good That pre-test nor post-test through the CIRC learning model (Cooperative, Integrated, Reading, and Composition) in-class experiments and with learning models in a way conventional in class control material poetry to Skills read understanding student. As for the matter of pre-test and post-test carried out by students, question test essays Skills read understanding which contains three indicators, namely: 1) Reading literacy, which is capable of answering the question already is the answer is, 2) Reading Interpretation, that is a capable, interesting conclusion, and 3) Reading critical, that is capable give an opinion. So, the study results differed between class control and experiment. Following the distribution results described, the acquisition mark pre-test and post-test were obtained by students in the class control and experiment.

Learning Outcomes Class Control

Pre-test

After testing the results, Study Skills read understanding students in class control. No, someone got a mark of perfection or 100 marks. As for the marks, the maximum is 90, and the lowest, i.e. 0. For more, he explained can seen in the table under This.

Table 3. Distribution Frequency *Pre-test* Class Control

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 – 60	13	Very low
2.	61 – 69	-	Low
3.	70-80	3	Currently
4.	81 – 90	3	Tall
5.	91 – 100	-	Very high
	Amount	19	

Based on the table above, yes, it is known that students who get a category with a very low value total 13 students, a category currently as many as three students, and a category tall as many as three students. From the results category results Study above, yes, given decision classification completeness results Study student. Following is the table classification completeness results study.

Table 4. Classification Completeness of Learning Outcomes *pre-test* Class Control

Minimum Standards	Category	Frequency
≥70	Complete	6
< 70	Not Completed	13
Amount		19

Based on the table, it can concluded that only three students complied with the criteria completeness results studying, while 13 students entered the category No finished.

Post-test

Table 5. Distribution Frequency *Post-test* Class Control

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 – 60	11	Very low
2.	61 – 69	-	Low
3.	70-80	7	Currently
4.	81 – 90	-	Tall
5.	91 – 100	1	Very high
	Amount	19	

Based on the table above, it is known that students who get a category with a very low value total 11 students, a category currently with as many as seven students, and a very high category with as many as one. From the results category results Study above, yes, given decision classification completeness results Study student. Following is the table classification completeness results study.

Table 6. Classification Completeness of Learning Outcomes *Post-test* Class Control

Minimum Standards	Category	Frequency
≥70	Complete	8
< 70	Not Completed	11
	Amount	19

Based on the table, one can conclude that only eight students complied with the criteria completeness results studying, while 11 students entered the category No finished.

Learning Outcomes Class Experiment

Pre-test

After testing the results of the Study Skills reading understanding, students in the class experiment did not get marked perfect / 100 marks for the maximum marks, i.e., 90 and lowest, namely 10. For more, he explained can seen in the table under This.

Table 7. Distribution Frequency of P *re-test* Class Experiment

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 – 60	19	Very low
2.	61 – 69	-	Low
3.	70-80	-	Currently
4.	81 – 90	3	Tall
5.	91 – 100	-	Very high
	Amount	22	

Based on the table above, yes is the number of students who get category very low value, totaling 19 students, and categories tall as many as three students. From the results category results Study above, yes, given decision classification completeness results Study student. Following is the table classification completeness results study.

Table 8. Classification Completeness of Learning Outcomes *Pre-test* Class Experiment

Minimum Standards	Category	Frequency
≥70	Complete	3
< 70	Not Completed	19
Amount		22

Based on the table, it can concluded that only three students complied with the criteria completeness results studying, while 19 students entered the category No finished.

Post-test

Table 9. Distribution Frequency *Post-test* Class Experiment

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 – 60	-	Very low
2.	61 – 69	-	Low
3.	70-80	6	Currently
4.	81 – 90	11	Tall
5.	91 – 100	5	Very high
	Amount	22	

Based on the table above, yes, a known number of students currently get category marks, as many as six students, categories as high as 11 students, and very high categories as many as five students. From the results category results Study above, yes, given decision classification completeness results Study student. Following is the table classification completeness results study.

Table 10. Classification Completeness of Learning Outcomes *Post-test* Experiment

Minimum Standards	Category	Frequency
≥70	Complete	-
< 70	Not Completed	22
Amount		22

Based on the table above, it concluded that as many as 22 students or all students in the class experiment based on results acquisition mark *post-test* was classified as complete completely.

Descriptive Test

After determining the results of the criteria's completeness, study students carry out descriptive tests. The purpose of doing descriptive analysis in the study is to describe the average

value of results acquisition students. So, based on descriptive test results, class average experiments, and class control Good, it's not on the results *pre-test* nor *post-test*. For more information, he explained the served value in the table under This.

Table 11. Recapitulation of descriptive test results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest-Experiment	22	10	90	45.00	23,452
PostTest-Experiment	22	70	100	84.09	11,406
PreTest-Control	19	0	90	51.05	23,069
PostTest-Control	19	30	100	64.47	15,802
Valid N (listwise)	19				

Based on the results testing above, there is an average difference in Skills read understanding students between given students learning with the CIRC (*Cooperative, Integrated, Reading, and Composition*) learning model taught to students with a learning model conventional, which can seen in the table on For class average experiment on results *pre-test* namely 45 and results *post-test* which is 84, that is It means there is increase in average yield for score class experiment amounting to 39. Meanwhile, for the average score in class control on results *pre-test, i.e.,* 50 and *post-test,* namely 64, and for increased average score value for class control by 14.

After the descriptive test, the next step is to test different results. Skills read understanding between class experiments and class control, and then steps are taken for prerequisite tests that carry out normality tests and data homogeneity tests.

Normality Test

The purpose of carrying out the normality test in the study is To know the results of the *pre-test* and *post-test.* It's not a class experiment, nor is class control normally distributed. The normality test results on the results *pre-test* and *post-test* class experiments and class control can seen in the table under This.

Table 12. Calculation of Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov [a]			**Shapiro-Wilk**		
	Statistics	**Df**	**Sig.**	**Statistics**	**Df**	**Sig.**
Pre-Test Control	,166	19	,178	,961	19	,592
Post Control Test	,190	19	,068	,951	19	,417
Pre-Test Experiment	,161	19	,200 [*]	,909	19	.071
Post Test Experiment	.132	19	,200 [*]	,955	19	,473

Based on the table above, because the sample is not more than 50, we can look at the calculations in the Shapiro-Wilk table. Normality test calculation results for the class experiment on results test *pre-test* that is obtained Sig. 071 > 0.05, and results *post-test* obtained Sig. 0.473. So, that can be known as a class data experiment normally distributed. Furthermore, a pre-test was obtained for the Sig value for class data control on results. 0.592 > 0.05, and the post-test results obtained a Sig value. 0.417 > 0.05 is also normally distributed. So, based on the table above, it is concluded that yes. Pre-test and post-test data were normally distributed for class experimentation and control of the results.

Homogeneity Test

The purpose of conducting a homogeneity test is To know the value data results from *pre-test* and *post-test* in-class experiments and whether class control is naturally homogeneous (same) or heterogeneous (not The same). A homogeneity test was done using *Levene's* (Homogeneity of variance) test. Provision in taking homogeneity test decision, where the data is homogeneous if Sig value. > 0.05. This is the result of data testing homogeneity; more, he explained, can be seen in the table under This.

Table 13. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Skills Read Understanding Student	Based on Mean	1,329	1	39	,256
	Based on Median	,634	1	39	,431
	Based on the Median and with adjusted df	,634	1	33,260	,431
	Based on trimmed mean	1,324	1	39	,257

Based on the results testing above, we obtained a Sig value > 0.05, i.e., 0.256. So, you can conclude that the data on the class experiments and class control nature are homogeneous.

Hypothesis Test (T-Test)

Hypothesis testing aims to prove whether the CIRC (Cooperative, Integrated, Reading, and Composition) learning models influence one Skills read understanding student. The data is needed to test a hypothesis, namely value data results *post-test* from class experiments and class control. In hypothesis testing, This uses the *Independent T*-Test, so the data must be normal and homogeneous in this T-Test. As for the provisions for making decisions, this is based on criteria if Sig. (2-tailed) < 0.05 then H_o is rejected and H_a is accepted. The following are the results from the i*ndependent t-test*

presented in the table under This.

Table 14. Hypothesis Testing *Independent T Test*

				Mean
		Df	**Sig. (2-tailed)**	**Difference**
Read Understanding	Equal variances assumed	39	,000	19,617
	Equal variances not assumed	32,246	,000	19,617

<p style="text-align:center">**Independent Samples Test**
t-test for Equality of Means</p>

Based on *Independent T Test* test results obtained Sig value. (2-tailed) i.e., of 0,000 that means 0.000 < 0.05, so based on criteria in taking a decision, so H_o rejected and H_a accepted, and it can be concluded that there is an influence of the CIRC (Cooperative, Integrated, Reading, and Composition) learning model on Skills read understanding students.

Normalize Score **Test (N-Gain)**

The Normalize Score test measures how effective the use of the CIRC (Cooperative, Integrated, Reading, and Composition) learning model is in improving the skills of reading and understanding students. After doing testing through the SPSS application, then For *Normalize Score* results, he explained presented in the following table.

Table 15. *N-Gain Score Test*

Descriptives

		Class		**Statistics**	**Std. Error**
N Gains Percent	Experiment	Mean		65.5808	9.13335
		95% Confidence Interval for Mean	Lower Bound	46.5870	
			Upper Bound	84.5746	
		5% Trimmed Mean		72.2363	
		Median		74.6032	
		Variance		1835.197	
		Std. Deviation		42.83919	
		Minimum		-100.00	
		Maximum		100.00	
		Range		200.00	
		Interquartile Range		35.27	
		Skewness		-2,935	,491
		Kurtosis		10,884	,953

Based on the results and calculation, the *N-Gain Score* shows that the class experiment's average value amounts to 65.5808 or 65%. Referring to the criteria for making a decision, use standard interpretation effectiveness N-Gain with category (%) used by Hakke. The table is as follows.

Table 16. Categories Interpretation Effectiveness *N-Gain*

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Enough Effective
>76	Effective

Based on *N-Gain* test results in class experiment produces an average of 65.5808 or 65 %, so based on table criteria on the use of the CIRC (*Cooperative, Integrated, Reading, and Composition*) learning model towards Skills read understanding including into the category Enough Effective used in learning, that is is in the interval 56-75.

Discussion

Difference Skills Read Understanding Class Experiments and Classes Control

Based on the results, data study shows that there is a difference in Skills read understanding between classes that use model learning *Cooperative, Integrated, Reading, and Composition* (CIRC) implemented on class experiments (I VB) and classes that use learning models implemented directly on class control (I VA). This matter is proven by the results of the class average experiment pre-test, namely 45.00, and the post-test, 84.09. Whereas For class, the average control of results study on *the pre-test* was 51.05 and on the *post-test* 64.47.

The difference in reading comprehension skills between the experimental and control classes is due to the use of the CIRC (Cooperative, Integrated, Reading, and Composition) learning model used in learning, where students in the control class only focus on listening to the teacher's explanation. In contrast, in the experimental class, the students are required to complete learning directly with a group of friends, so students are taught using the Cooperative, Integrated, Reading, and Composition learning model (Nani et al., 2022). This CIRC learning model can be used in reading and writing activities as an integrative activity in implementing reading learning (Niliawati et al., 2018). So, by implementing the CIRC learning model, there are differences in reading comprehension skills between the experimental and control classes.

The results of the study conducted by (Nani et al., 2022) indicate a significant difference in the improvement of reading comprehension skills between students taught using the Cooperative Integrated Reading and Composition (CIRC) learning model and those taught using a direct instruction model (Völlinger et al., 2023). The study highlights that the CIRC model, which emphasizes cooperative learning, integrated reading activities, and composition tasks, leads to a more substantial enhancement in students' reading comprehension abilities. This approach fosters student collaboration, allowing them to engage more deeply with the material and improve their understanding through peer interactions. On the other hand, the direct instruction model, which is more teacher-centered, does not appear to provide the same level of improvement in reading comprehension skills. This suggests that incorporating cooperative learning strategies, such as those found in the CIRC model, can be more effective in enhancing students' reading comprehension than traditional direct instruction (Feng et al., 2024; Iraola et al., 2024).

The Influence of the Cooperative Integrated and Reading Composition (CIRC) Learning Model on Skills Read Understanding

The effect of using the CIRC (Cooperative, Integrated, Reading, and Composition) learning model on the reading comprehension skills of class IV MIN 4 students in Medan City, based on the results of the hypothesis test, the results shows that there is a significant influence on the post-test results between the experimental class and the control class so that the statement H_o is rejected and H_is accepted. Based on the hypothesis test results, it can be concluded that the CIRC (Cooperative, Integrated, Reading, and Composition) learning model influences the reading comprehension skills of class IV MIN 4 students in Medan City. These results are because the CIRC (Cooperative, Integrated, Reading, and Composition) learning model can improve reading comprehension skills compared to conventional learning models.

The CIRC learning model is a comprehensive program where students are directed to work together to solve a problem according to existing stages or steps (Yuwanda et al., 2019). Using the CIRC learning model can provide a new atmosphere in learning so that students gain new concepts (Dewi et al., 2022). The CIRC model is a learning model that prioritizes the reading process in finding the main idea or understanding the problems in the story (Awatik, 2019). The CIRC (Cooperative, Integrated, Reading, and Composition) learning model can improve the ability to understand reading content (Suci et al., 2022). Reading comprehension is an activity in learning to understand the meaning contained in a piece of writing through the CIRC (Cooperative, Integrated, Reading,

and Composition) learning model, which will create a wider interaction, namely, interaction carried out by the teacher and between students (Mariadeni et al., 2018). By implementing the CIRC (Cooperative, Integrated, Reading, and Composition) learning model, understanding abilities can be improved because students themselves broadcast it through discussions with their group (Dewi, D. K., & Haryadi, 2022; Liang et al., 2023; Salari et al., 2024; Salazar et al., 2024).

The results of this research are supported by research conducted by (Mahera, AS, & Damayanti, 2022), which states that implementing learning using the Cooperative, Integrated Reading, and Composition learning model affects students' reading comprehension skills. This follows the statement (Adawiyah, H., Gading, IK, & B ayu, 2020), which states that the CIRC learning model, with the help of reading material media, is an alternative to learning Indonesian because, through this learning model, students, together with their group of friends, share their thoughts in solving problems in a reading (Srinivasan & Murthy, 2021). So, discussion activities influence the success of students' reading comprehension skills (Ariawan, V. A. N., Utami, N. T., & Rahman, 2018). This is in line with research conducted by researchers in the field, where the use of the CIRC learning model, with the help of the LKPD learning media that researchers use, influences learning activities (Wang et al., 2022). Where students are more enthusiastic about completing assignments together and helping each other, if their group friends don't understand, they will be helped by their group friends who already understand the content of the reading text and the questions in the LKPD (Jurkowski et al., 2024).

Effectiveness Use of the CIRC Learning Model Skills Read Understanding

Research data shows that the reading comprehension skills of the control and experimental classes can improve students' reading comprehension skills significantly, as seen from the pre-test and post-test scores. This is proven by the N-Gain calculation. The average N-Gain value for the experimental class is 65 in the quite effective category.

According to (Murtiningrum, W., Untari, M. F. A., & Tsalatsa, 2019)Learning will be successful if it is appropriate for the student's stage of cognitive development. Using the CIRC (Cooperative, Integrated, Reading, and Composition) learning model can increase student activity in learning so that all students play an active role in the group. Apart from CIRC (Cooperative, Integrated, Reading, and Composition), discussions can

This is in line with the results of research conducted (Nani et al., 2022), which demonstrate that employing the Cooperative Integrated Reading and Composition (CIRC) method significantly enhances students' reading comprehension skills. The study's results reveal that the experimental class, which utilized the CIRC model, achieved an N-Gain score of 0.65, placing it within the medium category. This indicates a substantial improvement in students' reading comprehension abilities when taught through this cooperative learning approach. The CIRC method, which integrates cooperative learning, structured reading activities, and composition tasks, encourages active student participation and collaboration. By working together, students can discuss and analyze the reading material more effectively, deepening their understanding and retention of the content. This collaborative environment also allows students to learn from each other, share different perspectives, and develop critical thinking skills (J. Liu et al., 2024). In contrast, traditional direct instruction methods, which are more teacher-centered and less interactive, do not yield the same level of improvement in reading comprehension (Saldıray & Doğanay, 2024; Yassin, 2024). Therefore, it can be concluded that the CIRC learning model significantly increases the effectiveness of students' reading comprehension skills, making it a valuable instructional strategy for educators aiming to enhance literacy outcomes in their classrooms (Chai et al., 2024; Dotzel et al., 2021; S. Liu, 2024)

CONCLUSION

Based on the study's results, the CIRC (*Cooperative, Integrated, Reading, and Composition*) learning model influences students' reading and understanding skills. This matter can proven based on hypothesis test results through the T-test (*Independent T-Test)*. The results show the Sig value. (2-tailed) is 0.000 < 0.05, which means H_o rejected and H_a accepted, meaning a significant influence exists between the control and experimental classes. So, there are differences in average learning outcomes. *Skills read understanding students in class control and experiment. For a class experiment, the average learning result* on *the pre-test* was 45.00, and on the *post-test*, 84.09. Whereas For class, the average control of results study on *the pre-test* is 51.05, and the post-test is 64.47. Then, based on results testing the *Normalize Score (N-Gain)*, the result shows the average value is 65.5808, where based on criteria effectiveness use of the CIRC (*Cooperative, Integrated, Reading and Composition*) learning model towards Skills read understanding student located on the third level or Enough effective used in learning.

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