

Improving Student Activities and Learning Outcomes in History Subjects through the Cooperative Integrated Reading and Composition Learning ModelAprilia Nur Fitriana¹**Abstract**

Learning is successful when students can comprehend what has been received. Using learning models not only helps teachers teach but also aids students in understanding the material being studied in greater depth. When effective learning models are employed, they cater to various learning styles, ensuring that students grasp complex concepts more quickly. Results of preliminary observations in High School 2 Magelang provided insightful data, indicating that students of class XI Social 2 still require significant assistance with their activity levels and learning outcomes, particularly in history subjects. The data revealed that the mastery learning level of class XI Social 2 at High School 2 Magelang before the implementation of new strategies was only at 32.5%. This statistic highlights that students' engagement and mastery of the subject matter were alarmingly low, signaling a need for an intervention. This study aimed to determine whether applying the Cooperative Integrated Reading and Composition (CIRC) learning model could increase students' activity and learning outcomes in history courses for class XI Social 2 at High School 2 Magelang during the 2013/2014 school year. The CIRC model promotes cooperative learning, where students work together in small groups, enhancing their reading comprehension and writing skills through integrated activities. By fostering a collaborative learning environment, the CIRC model aims to make learning more interactive and engaging, which can lead to improved academic performance and higher levels of student participation. This research is significant as it explores the potential of innovative teaching methods to address educational challenges and improve student outcomes in a real-world setting.

Keywords: *Learning Activities, Learning Outcomes, The Subjects of History, Cooperative Learning Model Integrated Reading and Composition.*

Introduction

History learning is more directed to activities that encourage students to learn actively physically, socially, and psychologically in order to understand concepts. Therefore, history learning should be taught by teachers using a learning model that can stimulate student activities; activities carried out by students are expected to cause a sense of joy and enthusiasm in learning. With this history learning, the understanding of history is increasing. However, this is not the case; it can be achieved at SMA Negeri 2 Magelang, especially class XI IPS 2. According to existing data, the learning outcomes of grade XI IPS 2 students at SMA Negeri 2 Magelang in history subjects tested in daily tests still need to be higher. The results of history learning are complicated, and it is difficult to obtain an average score of more than KKM,

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which is 75. More than 50% of grade XI IPS 2 students take remedial for daily exams. Based on the available data, it can be concluded that the learning outcomes of students in grade XI IPS 2 SMA Negeri 2 Magelang are still low (interview with History Teacher Pridjaji, February 2014).

According to the information, teachers have been using inquiry-based learning methods and group discussions. However, many students remain passive and feel bored during learning activities. The lessons begin with a pre-test or oral prelude, followed by explaining the material using inquiry methods. However, during the two-hour lessons, no students ask questions, even though the teacher has provided opportunities for them to do so. The learning session concludes with oral reflection by asking questions about the material covered. However, only a few students can answer the questions posed by the teacher. In addition, the school has provided facilities such as a library, WiFi area, and LCD media. Nevertheless, many students still achieve scores below 75, which is the Minimum Completion Criteria (KKM) for history subjects (interview with History teacher Pridjaji, February 2014).

One of the reasons for the low learning activity of students in class XI Social Sciences 2 at SMA Negeri 2 Magelang is teacher-centered learning. Because the learning process is teacher-centered, classroom activities are dominated by the teacher. Students in class XI Social Sciences 2 at SMA Negeri 2 Magelang do not attempt to take notes on what the teacher has presented in class. In class, students only listen to material explanations and ask for PowerPoint presentations from the teacher. The reading interest of students in class XI Social Sciences 2 at SMA Negeri 2 Magelang is also low; teachers deliberately do not require students to buy worksheets or history textbooks so that students can actively seek their own learning sources. When there is an opportunity to go to the library, instead of reading books related to history subjects, students read other books such as novels, newspapers, and comics.

Therefore, there is a need for innovative learning models that can affect mastery of the material and can influence student activity, providing a conducive climate for the development of reasoning and creativity. Although students are more active in this model, teachers still oversee the class to provide encouragement, learning encouragement, and individual or group guidance. The learning process will be engaging and not boring so that students are more motivated to learn. The application of this learning model will also make students more active and focused on their studies. The implementation of the Cooperative Integrated Reading and Composition learning model applied to teaching materials allows for the realization of student ideas regarding continuous improvement efforts in accordance with the situation and conditions of the community environment where the school is located. The Cooperative Integrated Reading

and Composition learning model makes students more enthusiastic about learning, more focused on the material, enhances their thinking abilities, creates a comfortable learning atmosphere, enables better understanding of subjects, encourages students to express their opinions, and makes them more active in reading. This Cooperative Integrated Reading and Composition learning model needs to be applied in education to create a conducive environment for student maturity and development.

Method

A study needs a method to ensure that the expected results are by the predetermined plan. Judging from the goal that the researcher wants to achieve, namely to improve activities and learning outcomes in the classroom, this research is a type of classroom action research. Classroom Action Research is an approach to improve education by making changes towards improvement in education and learning outcomes (Arikunto, 2007, p. 105; Nurdinah, 2014; Zetty, 2017; Endang, 2015). Classroom Action Research (PTK) was introduced by Kurt Lewin, an American social psychologist, in 1946. Other experts further developed the essence of Lewin's ideas. Classroom Action Research in Indonesia was only known in the late 80s. Therefore, its existence as a type of research is still often debated, significantly if it is associated with its scientific weight. Classroom Action Research (PTK) is an approach to improving education by making changes toward improving education and learning outcomes (Farida, 2008; Wayan, 2016; Aan, 2009). In the implementation of PTK, students are not only taught as usual and do LKS, which essentially works on questions after learning the summary, but must take action. Students must actively work doing something directed by the teacher. Regarding reflection, students are invited to discuss and ask about the learning they experienced. From the reflection results, the teacher improved the second cycle planning (Arikunto, 2010, p. 137).

Results and Discussion

According to Joyce, a learning model is a plan or pattern used to guide classroom learning or tutorials and determine learning tools, including books, documentaries, curriculums, and others. Furthermore, Joyce states that each learning model directs us to design learning to help students in such a way that learning goals are achieved (Trianto, 2007, p. 5; Ujang, 2016; Asneli, 2012). Sometimes, in learning, there is a communication failure. This means that the subject matter or message conveyed by the teacher cannot be optimally received by students (Sanjaya, 2011, p. 162; Handayani, 2011; Andiani, 2017). For this reason, for the messages or materials conveyed

by teachers to be well received by students, teachers must be able to prepare learning strategies by utilizing learning models, one of which is the Cooperative Integrated Reading and Composition (CIRC) learning model.

There are many types of cooperative learning. One of them is Cooperative Integrated Reading and Composition. The essence of this model is that the teacher divides students into groups of 4 to 6 heterogeneous children, providing discourse or clippings according to the learning topic. Each group was asked to find the main idea of each discourse or clipping given by the teacher. After the students discussed with each other, one of the group members was asked to present or read the results of their group work. The teacher concludes (Suprijono, 2009, p.p 130-131). With the Cooperative Integrated Reading and Composition learning model applied to teaching materials, it is possible to realize ideas from students regarding changes and efforts to improve continuously and by the situation and environmental conditions of the community where the school is located. The Cooperative Integrated Reading and Composition learning model makes students more enthusiastic about learning, concentrates more on the material, makes students thinking more developed, makes the learning atmosphere comfortable, makes students more able to understand the subject matter, students more daring to express opinions and make students more active (Dina, 2010; Widya, 2013; Ety, 2013; Sugara, 2015; Vienna, 2016).

The research results were based on collaboration between researchers and teachers in history studies. Classroom actions are carried out with observation stages first, then an action plan is prepared, and the implementation of class actions is continued. The study's results were analyzed to determine the advantages and disadvantages of learning so that it could be a reference for future learning. Based on data obtained before the implementation of the action, both cycle I and cycle II, it was obtained that there were 27 students or 67.5% below the score of 75, which means that it was not complete. After the implementation of research actions, it can be found that using the Cooperative Integrated Reading and Composition (CIRC) learning model can improve student learning outcomes. This can be known from the results of the research of each cycle. This research consists of 2 cycles. In the first cycle that was carried out, data was obtained that the results of the calculation of student activities during learning using the Cooperative Integrated Reading and Composition learning model in the first cycle obtained a percentage of 72%, the score is in the excellent category.

Meanwhile, from the test result data, the students who completed it were 23 children, with male students who completed it were 13 children, and female students who completed it were ten children. Meanwhile, the students who did not complete the program were 17 children, five male students who did not, and 12 female students who did not. The highest score was obtained,

85, obtained by two male students and one female student. The lowest score was 35, which was obtained by two female students. According to Mulyasa (2009, p. 254), the standard for achieving learning completeness is at least 85% of the total. The learning outcomes in cycle I had not been maximized, so the researcher decided to hold cycle II because in cycle I, the results obtained were not enough to meet the standards that had been determined; the course of the discussion was also still stalled, because this discussion model is still a new model for both students and teachers, there are still many students who have difficulty understanding the discourse and looking for the main idea of the discourse. This problem is caused by students' lack of understanding of the Cooperative Integrated Reading and Composition (CIRC) learning model, so students discuss while talking to other groups.

In the second cycle, learning using the Cooperative Integrated Reading and Composition (CIRC) learning model is increasing, which can be seen from students who are increasingly enthusiastic about learning the material and understanding the content of the discourse. The implementation of the second cycle of actions has also been smoother compared to the first cycle; this is because students are experienced in carrying out discussions on the Cooperative Integrated Reading and Composition (CIRC) learning model, although at the beginning of the discussion, there are still students who speak on their own. However, the number is relatively small compared to the second cycle. Student activity increased by 88%; this score indicates that student learning activities in cycle II are perfect.

The cognitive learning outcomes of students in cycle II have increased, namely, 34 students who have completed, 17 male students who have completed, and 17 female students who have completed. At the same time, the incomplete students are six children, consisting of 1 incomplete male student and five incomplete female students. The highest score was obtained, 90, and one male student obtained it. While the lowest score is 55, obtained by two female students with high enthusiasm and attention to learning, the results are promising. Learning is successful because 85% of students have reached the minimum standard of learning completeness, ≥ 75 .

Implementing the Cooperative Integrated Reading and Composition (CIRC) learning model has gone as expected; students actively participate in lessons, students are also seen learning while discussing, and some groups seem engrossed in discussions. Based on the results achieved during the implementation of learning using the Cooperative Integrated Reading and Composition (CIRC) learning model, student learning outcomes and activities have improved, so cycle II was stopped. There is an increase in learning outcomes from before classroom actions (pre-cycle) until cycle II. The success of the use of the Cooperative Integrated Reading

and Composition (CIRC) learning model in increasing student activities and improving student learning outcomes is an indication that the Cooperative Integrated Reading and Composition (CIRC) learning model is very appropriate to be used in the learning process. It can be concluded that this research is based on the theory that using the Cooperative Integrated Reading and Composition (CIRC) learning model can increase student learning activities.

Conclusion

Using the Cooperative Integrated Reading and Composition learning model can increase the learning activities of grade XI IPS 2 students at SMA Negeri 2 Magelang in the 2013/2014 school year. The results of the increase in learning activities can be seen from each cycle; in cycle I, the percentage of student learning activities was 72% in the excellent category, while in cycle II, it increased to 88% in the outstanding category. Using the Cooperative Integrated Reading and Composition learning model can improve student learning outcomes obtained from the evaluation test scores of each cycle; in the first cycle, the average student score is 65.63, while in the second cycle, it rises to 76. Classical completeness in the first cycle was 57.5%, increasing to 85% in the second cycle. Applying the Cooperative Integrated Reading and Composition learning model can increase student learning activities from Cycle I to Cycle II. There is a significant difference in the frequency of student activities in cycles I and II, which is indeed a fundamental frequency.

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