

Syafillah Rahmadina D. 2026. *Pengaruh Model Pembelajaran Cooperative, Integrated, Reading, and Composition (CIRC) Terhadap Kemampuan Membaca Pemahaman Siswa Kelas IV UPT SDN 101 Gresik*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Ika Dian Rahmawati, S. Pd., M. Pd.

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) terhadap kemampuan membaca pemahaman siswa kelas IV sekolah dasar. Penelitian menggunakan pendekatan kuantitatif melalui desain one group pretest–posttest. Instrumen penelitian berupa lembar observasi dan tes membaca pemahaman yang diberikan sebelum dan sesudah penerapan model CIRC. Hasil analisis deskriptif menunjukkan adanya peningkatan nilai rata-rata dari pretest ke posttest. Uji normalitas Shapiro–Wilk menunjukkan data tidak berdistribusi normal, sehingga pengujian hipotesis dilanjutkan dengan uji Wilcoxon. Hasil uji Wilcoxon menunjukkan nilai signifikansi $< 0,05$, yang menandakan adanya perbedaan yang signifikan. Dengan demikian, model CIRC berpengaruh terhadap kemampuan membaca pemahaman siswa kelas IV sekolah dasar.

Kata - kata kunci: CIRC, membaca pemahaman, pembelajaran kooperatif, sekolah dasar

Syafillah Rahmadina D. 2026. The Effect of Cooperative, Integrated, Reading, and Composition (CIRC) Learning Model on Reading Comprehension Skills of Fourth Grade Students of UPT SDN 101 Gresik. Essay, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Ika Dian Rahmawati, S. Pd., M. Pd.

ABSTRACT

Abstract: This study aims to determine the effect of the implementation of the Cooperative Integrated Reading and Composition (CIRC) learning model on the reading comprehension skills of fourth-grade elementary school students. The study used a quantitative approach through a one-group pretest–posttest design. The research instruments were observation sheets and reading comprehension tests given before and after the implementation of the CIRC model. The results of the descriptive analysis showed an increase in the average score from the pretest to the posttest. The Shapiro–Wilk normality test showed that the data were not normally distributed, so the hypothesis testing was continued with the Wilcoxon test. The results of the Wilcoxon test showed a significance value <0.05 , which indicates a significant difference. Thus, the CIRC model has an effect on the reading comprehension skills of fourth-grade elementary school students.

Keywords: CIRC, reading comprehension, cooperative learning, elementary school