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The Impact of Cooperative Integrated Reading and Composition (CIRC) and Individual Learning Methods on Social Science Achievement among Junior High School Students

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A B S T R A C T

Background: The rapid advancement of technology has increased smartphone usage among school-aged children, potentially affecting their academic motivation and focus. This concern has prompted investigations into the relationship between smartphone use and learning behavior, particularly in elementary education. **Objective:** This study aims to determine whether limiting the use of smartphones has an impact on students' learning interest in elementary schools. **Method:** The study employed an ex post facto research design. It was conducted at SDI Daar Al Iman in 2021, involving a sample of 31 students. Data were collected using scales measuring smartphone use restriction and learning interest, then analyzed using simple linear regression. **Result:** The t-test results showed a significance value of 0.000, which is less than the alpha level of 0.05 (0.000 < 0.05). This indicates that limiting smartphone use has a significant effect on students' interest in learning. **Conclusion:** The study concludes that restrictions on smartphone usage positively influence students' learning interests at school, suggesting that smartphone management can be an effective strategy to enhance academic engagement. **Contribution:** The findings provide practical and theoretical insights for teachers, educational practitioners, and future researchers. They highlight the importance of regulating smartphone use as a novel approach to support and sustain students' learning motivation in the classroom.

K E Y W O R D S

Cooperative Integrated Reading and Composition (CIRC); Individual Learning Methods; Students; Social Science Achievement

A R T I C L E H I S T O R Y

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C O N T E N T

1. INTRODUCTION

Schools are the main part of education that exists to prepare a quality generation, a generation that can continue the nation's ideals in a better direction. Following the goals of national education, namely developing abilities and forming dignified national character and civilization in the context of educating the nation's life, aims to develop the potential of students to become fully human beings. Education is an effort to help the souls of students both physically and spiritually, from their natural nature towards a humane and better civilization. As an example it can be stated; suggestions or directions for children to sit better, not shouting so they don't disturb other people, clean

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body, tidy clothes, respect elders and love young ones, caring for each other and so on is an example of the educational process (Sujana, 2019). Education must develop the philosophical and cultural values of the nation as a whole and thoroughly. So that there is a need for a more in-depth study of education, therefore education begins to be viewed philosophically which refers to clarity based on education itself (Mulyasa, 2012).

In the whole process of education in schools, learning activities are the most important. This means that the success or failure of achieving educational goals depends on how the learning process is experienced by students (Anggraeni & Akbar, 2018). Teaching and learning is an activity that has educational value. The educational value of the interactions that occur between teachers and students. The teacher consciously plans all teaching activities for the sake of teaching (Idris, 2019). The hope that never goes away and is always demanded by the teacher is how the teaching material delivered by the teacher can be mastered by students completely (Hashim, 2014). The role of the teacher is closely related to the success of students in learning, therefore the demands for the need for professional teachers are important to be fulfilled by teachers in improving their competence and professionalism (Junaedi, 2019). Teachers as a profession must be carried out by paying attention to the principles of professionalism so that the existence, position and function, and role of the teacher as a profession, professional staff, and professional work can be carried out optimally.

Achievement of learning success can be started by strengthening subjects as basic material (Fathurrahman, 2018). In the teaching and learning process, the teacher must be able to manage the learning environment so that students can be passionate. With a set of theories and experience that the teacher has, use it to prepare teaching programs properly and systematically. One of the efforts that the teacher never leaves behind is how to understand the position of the method as one of the components that take part in the success of teaching and learning activities. Such a frame of mind is not something strange, but real and thought of by a teacher. Besides that, the teaching ability of teachers also influences student achievement (Panambaian, 2020). Moreover, in a pandemic situation that is being faced by the world community, teachers are required to be able to transform their teaching style. Maybe it's not too much of a problem for teachers who are accustomed to using electronic media and online media. However, it becomes a significant obstacle if the teacher is not familiar with online-based learning media.

To design learning activities that can stimulate effective and efficient results in each learning material, an appropriate delivery method and appropriate material organization are needed (Fahri & Qusyairi, 2019). Learning methods should have the principle of active learning so that in the learning process and the main learning attention is shown to students who learn (Supriadi, 2017). Therefore the teacher must be able to use various methods and organize the material appropriately (Fitrianti, 2018). Various attempts have been made by the teacher to provide students with knowledge in the field of social sciences including varying learning models and giving homework assignments to students but the reality shows that so far student learning outcomes are still far from expectations.

This can be seen from the results of field studies, it is known that the learning completeness of the final test results only reaches 55% and has not yet reached the minimum limit of classical completeness, which is equal to 75% with a minimum criterion score of Social Sciences subject of 70. This means that half of class IV students have not complete learning Social Sciences. The results of interviews and direct observations of Social Science subject teachers conducted by researchers during initial observations at SMAN 1 Batujajar, show that in the learning process, teachers often use conventional models, questions and answers, and assignments. This causes the teacher to be more active than the students because, the learning process using this model, is centered on the teacher himself. This results in Social Studies learning outcomes that are far from expected, and are always low when compared to other subjects. What has been stated above is certainly a challenge for teachers to make social science learning interesting and fun. The above problems are caused by the following: (1) the teaching method used by the teacher is always monotonous, (2) the teacher is always oriented towards the existing textbooks, (3) instilling the concept of Social Sciences rarely uses teaching aids, (4) students rarely express opinions and ask questions, (5) the learning outcomes achieved by students at the end of learning are always low on average only reaching (6.0), while the social sciences learning completeness standard is 65.

The learning process that is often carried out in schools is individual learning, namely the teaching and learning process in schools defines Individualized Instruction as teaching that pays attention to or is oriented to individual student differences (Waxman et al., 2013). Individualized Instruction is an arrangement that allows each student to be involved in all his time to learn something useful for himself and the individual (Switzer, 2013). Overcoming this problem requires an active learning situation. A teacher must be able to create a pleasant atmosphere so that students actively ask, questions, and express their ideas (Oktiani, 2017). In learning social sciences in elementary schools, teachers are directed to improve students' skills in communicating both orally and in writing and improve thinking, reasoning, and broadening horizons.

One way that can be used to improve student social science learning outcomes is to use the CIRC (Cooperative Integrated Reading and Composition) model. CIRC aims to improve students' ability to understand the contents of the reading as well as develop the ability to write reproductions of the reading material they read. This learning method can help students in an integrative manner, that is, students can understand reading while at the same time increasing students social knowledge abilities in the implementation of their learning (Abidin, 2016). The CIRC learning model is one part of cooperative learning (Halima, 2014). The CIRC model aims to improve students' ability to understand reading content while at the same time fostering the ability to write reproductions of the reading material they read. The CIRC model can help teachers integrate reading and writing activities as integrative activities in the implementation of reading learning (Mahardika et al., 2017). In its accomplishments, the main goal of CIRC is to use cooperative teams to help students learn widely applicable reading comprehension skills. CIRC has three important elements. The main elements in CIRC model include three main elements, namely reading groups, reading groups, and retelling activities

The CIRC (Cooperative Integrated Reading and Composition) learning model is a type of cooperative learning model that is an integrated component of reading and writing cooperatively (groups) (Mustafa & Samad, 2015) namely reading the material being taught from various sources and then writing it down in written form in a cooperative manner (Nilawati et al., 2018). This model was developed to improve students' ability to read and receive feedback from the reading activities that have been carried out (Mubarok & Sofiana, 2017). The CIRC learning model is a comprehensive program for teaching high grades in junior and senior high schools (Maruf et al., 2020). Students work in cooperative learning teams of four. Students are involved in a series of activities together, reading to each other, writing responses to the contents of the reading, making summaries, and practicing spelling, and vocabulary. The CIRC learning model is an integrated component of cooperative-group reading and writing (Muksin, 2021).

Departing from the problems above, the authors felt the need to conduct research using the Cooperative Integrated Reading and Composition (CIRC) learning model. The writer has the basic assumption that if Cooperative Integrated Reading and Composition (CIRC) can be applied in learning Social Sciences in class IV SD then the problem of low student learning outcomes can be corrected. Furthermore, pre-research studies were carried out by researchers at SMAN 1 Batujajar, based on the results of observations that had been made, the identification of problems that were successfully used were (1) learning Social Sciences tended to be carried out using conventional learning models; (2) students seem less active in the learning process; (3) the learning outcomes of class IV students in Social Sciences learning are still low with the learning completeness of the final test results only reaching 50% and not yet reaching the minimum limit of classical completeness which is equal to 75% with a Minimum Criteria Completion (KKM) score for Social Sciences subjects of 70.

Based on preliminary studies and pre-research studies that have been conducted, the purpose of this study was to determine the effect of differences in the Cooperative Integrated Reading and Composition (CIRC) learning model with the individual learning model on student social science learning outcomes at SMAN 1 Batujajar. The implications and contributions of this research can later be used as novelty and information for teachers and further researchers regarding influence Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models on student social science learning outcomes.

2. METHOD

2.1 Research Design

This study uses a quasi-experiment with a quantitative approach. Experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. The research design used in this study was the nonequivalent control group posttest design. It's just that in this design the experimental and control groups were not randomly selected.

Table 1. Nonequivalent Control Group Posttest Design

Group	Pre Test	Treatment	Post test
A	O_1	X_1	O_2
B	O_3	X_2	O_4

2.2 Participants

This research was carried out at SMAN 1 Batujajar for the 2021/2022 academic year. This research was conducted from February 28 to March 20, 2022. In this study, the target was students of class X SMAN 1 Batujajar, totaling 40 students who were divided into two classes, namely class IV A as an experimental class 1 totaling 20 students, and class IV B as an experimental class 2 with 20 students

The sampling technique in this study was total sampling so that the sample in this study amounted to 40 students in class IV A (experimental class 1 totaled 20 people) and class IVB (class 2 experiment totaled 20 people).

Table 2. Research Sample

Group	Amount
Eexperiment 1	20 people
Eexperiment 2	20 people

2.3 Instruments and Data Collection

Data collection techniques use the Cooperative Learning Model scale, Individual Learning Model, and Social Science Learning Outcomes. The process of collecting data through pre-test and post-test. Test the validity of the instrument using the product moment formula, and test the reliability using the Cronbach alpha formula. Data analysis used the t-test, this analysis was carried out to find out the Cooperative Learning Model (X1), and Individual Learning Model (X2) simultaneously on Social Science Learning Outcomes (y), the data analysis process used the SPSS 21 application.

2.4 Data Analysis

The data analysis technique is an activity of examining and analyzing the research instruments used in a study. Data analysis technique is an activity of examining and analyzing the research instruments used in a study (Utomo et al., 2024). The data analysis process employs the T test, a statistical technique for comparing the means of two distinct groups or samples. This test involves calculating the difference between the sample means and assessing whether this difference is statistically significant.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1. Validity and Reliability Test Results

Testing the validity of the instrument using the product moment formula. Instrument validity was carried out to find out whether the instrument was valid from the instrument scale items. The results of the validity showed that on the scale of cooperative learning, there were 33 valid items, on the Individual Learning scale there were 37 valid items, on the Social Sciences Learning Outcomes scale there were 35 valid items. The results of the validity test on Cooperative Learning, Individual Learning, and social science learning scale obtained the results of r count > r table with a significant test of 0.05, this means that the items in the three instruments are valid. Testing the reliability of the instrument using the Cronbach alpha formula. The interval coefficient in the reliability test is explained in the following Table 3:

Table 3. Interval coefficient

Coefficient Intervals	Reliability Level
>0.91	Very high
0.81 - 0.90	Tall
0.71 – 0.80	Currently
0.61 – 0.0	Low
<0.60	Very low

Based on the results of the calculation of the alpha value, the Cronbach alpha coefficient value on the Cooperative Learning scale is 0.812 (reliable), the Cronbach alpha coefficient value on the Social Science Learning Outcomes scale is 0.834 (reliable), the Cronbach alpha coefficient value on the Individual Learning scale is 0.834 (reliable). The results of the reliability test showed that all instrument items on the Cooperative Learning, Individual

Learning, and Science Learning Outcomes scales had high reliability and consistency to be used as research instruments.

3.1.2 Normality Test Results

The normality test was carried out on data from Cooperative Learning, Individual Learning, Learning Social Sciences, testing using the Kolmogorov-Smirnov analysis for each variable. The results of the normality test results are described in the following Table 4:

Table 4. Normality Test Results

Variable	Test Statistics	Sig.	Information
Cooperative Learning	0.85	0.356	Normal
Individual Learning	0.34	0.235	Normal
Social Science Learning Outcomes	0.43	0.187	Normal

Based on the table above, the calculation results show that the sig. Cooperative Learning is 0.85 (> 0.05), Individual Learning is 0.34 (> 0.05), and Social Science Learning Outcomes is 0.43 (> 0.05). This means that the Social Science Learning Outcomes, Individual Learning Outcomes, and Social Sciences Learning Outcomes variables are normally distributed.

3.2 Discussion

This study used a quasi-experimental method, namely placing research subjects into two groups (classes) which were divided into experimental class 1 and experimental class 2. Before the study, a sampling technique was carried out utilizing random sampling and obtained class IVA as experimental class 1 and class IV B as experimental class 2. The experimental class was treated using the Cooperative Integrated Reading and Composition (CIRC) learning model and experiment 2 with individual learning strategies. At the end of the treatment, experimental class 1 and experiment 2 were given the same test questions.

Furthermore, the pre-test scores revealed that the initial abilities of students in grades IV A (experiment 1) and IV B (experiment 2) were 60 and 65.5, respectively. The post-test scores were obtained from 20 students in experimental class 1 and the average learning outcomes were 75.5, while the post-test scores were obtained from 20 students in experimental class 2. The average learning outcomes were 66.5. This shows that the post-test score of experimental class 1 is higher than that of experimental class 2.

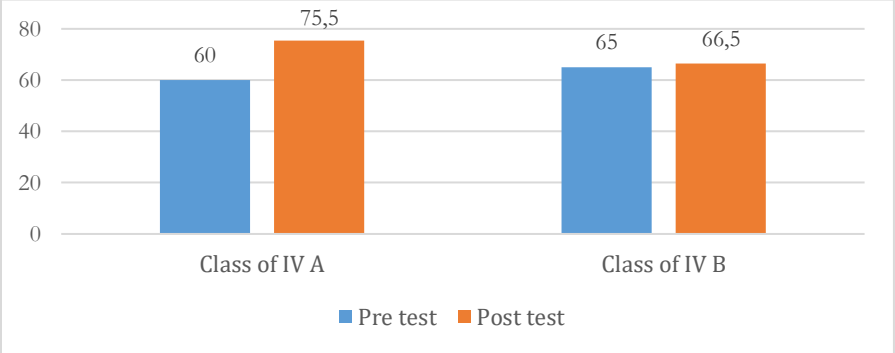

Figure 1. Differences in test Scores for Classes IV A and IV B

Furthermore, the t-test value between variables X1 and X2 was obtained from the post-test value of 2.444. Then the next step is to test the results of the t-test using the 5% significance level formula with level of 38 with a significance level of 5% = 1.683.

Based on the results of the analysis, shows that the working hypothesis that the author proposes is that the social science learning outcomes of SMAN 1 Batujajar students with the Cooperative Integrated Reading and Composition (CIRC) learning model are better than student learning outcomes with the individual learning model which is acceptable and the null hypothesis is learning outcomes Social Sciences students of SMAN 1 Batujajar students with the Cooperative Integrated Reading and Composition (CIRC) learning model are not better than students' learning outcomes with the individual learning model are rejected.

The results showed that there were differences in the results in the group of students who received treatment using the CIRC (Cooperative Integrated Reading and Composition) learning model and the group of students who received treatment using the individual learning model. The difference found was that the value of the experimental class 1 with the CIRC learning model was higher when compared to the value of the experimental class 2. This was assumed to be a result of CIRC learning which was able to make students play an active role in the learning process. The liveliness that appears in students will indirectly increase motivation in learning. The success of student learning in learning is influenced by motivation it has because motivation determines the level of student effort in learning (Mulyaningsih, 2014). The stronger the motivation of students, the more successful students will be in the learning process (Bire et al., 2014).

The main goal of this learning model is to activate students by building an early interest in student learning so that they give all their attention to the teacher (Rapanta et al., 2020). The higher the student's motivation for automatic learning, the more information provided by the teacher can be easily received by them (Andriani & Rasto, 2019). Students in the CIRC learning process get their assignments and understand the assignments by the teacher to provoke students' curiosity to learn. As explained by Slavin, one of the main focuses of CIRC activities as a base story is to make more effective use of follow-up time. Students work in cooperative teams on these activities, which are coordinated with group teaching, to fulfill learning objectives.

In the experimental class 1 with CIRC learning the students were motivated to work with each other in these activities or other recognition based. In addition to differences, in the implementation of this study, several things were found, namely, students became enthusiastic in the learning process, students who had fewer abilities were helped because friends who already understood or understood would help students who had fewer abilities and most interestingly students became more interested in learning (Kesumadewi et al., 2020). Cooperative learning is group learning carried out by students in the learning process (Sugiartini et al., 2013). Cooperative learning refers to a variety of teaching methods in which students work in small groups to help each other learn the subject matter (Ekawati et al., 2016). In cooperative learning, students will sit together in groups of four to master the material presented by the teacher.

The existence of student activities that help each other makes students more motivated in learning. There are advantages of the CIRC learning model as covering (1) CIRC is very appropriate for improving students' skills in solving problem-solving problems; (2) the dominance of the teacher in learning is reduced; (3) students are motivated by results carefully because they work in groups; (4) students can understand the meaning of the questions and check each other's work; (5) helping weak students; (6) improve learning outcomes, especially in solving problems in the form of problem-solving (Wulandari, 2014).

Likewise according Putrawan et al (2017) suggested that the advantages of CIRC learning include(1) Student learning experiences and activities will always be relevant to the child's developmental level; (2) The activities chosen are following and based on the interests and needs of students; (3) All learning activities are more meaningful for students so that student learning outcomes will last longer; (4) Integrated learning can develop students' thinking skills; (5) Integrated learning presents activities that are pragmatic (useful) following problems that are often encountered in the student's environment; (6) Integrated learning can develop students' social interactions, such as cooperation, tolerance, communication, and respect for other people's ideas; (7) Generating learning motivation and broadening the insights and aspirations of teachers in teaching.

Of the several advantages that have been found, it can be seen that the Cooperative Integrated Reading and Composition (CIRC) learning model can increase student motivation, help students solve problems, and work together in groups (Sudiarni & Sumantri, 2019). Furthermore, in experimental class 2 by applying the individual learning model it was seen that students were less motivated because they carried out the learning process independently, there was no cooperation in learning with other students and they felt hopeless when facing difficulties. Individual learning is carried out by students independently (Fauzi & Lestari, 2020). The speed, slowness, and success of student learning are largely determined by the ability of the individual concerned. Learning materials and how to study them are designed for self-study.

In this individual learning model, students are required to be able to learn independently, without any cooperation with others. The positive side of using this learning model is that students' self-confidence is built, students become independent in carrying out learning, and students do not have a dependence on other people (Badiah et al., 2020). But on the other hand, there are weaknesses in this learning model, including if students encounter problems in learning, it is feared that students' interest and attention will decrease due to a lack of learning communication between students while being reluctant to ask questions to the teacher, students are not accustomed to working in a team.

Individual learning is better known as individualized learning or self-instruction, namely learning that is organized in such a way that each student is involved at any time in the learning process with the things that are most valuable to him as an individual (Fauzi & Lestari, 2020). Individual teaching is an attempt to present optimal learning conditions for each individual. So, the individual learning method departs from the desire to create a student learning atmosphere that runs according to their speed in achieving learning goals without being hampered by their slow peers (Badiah et al., 2020).

The implementation of individual learning is not done individually, but learning is carried out in the classroom by paying more attention to the individual differences of students (Kurniati, 2013). Learning activities are carried out by providing subject matter to students that are adjusted to the level of student development. The rationale for individual learning is the recognition of individual differences in each student (Mardiana et al., 2020). If classical teaching emphasizes similarities, individual teaching emphasizes individual student differences.

The individual learning model applies the basic stance by carrying out guidance to students independently, to be able to master student-centered knowledge skills and attitudes (Mulasih, 2007). In this case, the teacher is only a facilitator and commentator, and the teacher gives more attention to students, because students independently solve problems/subject matter (Fathoni & Marlina, 2018). It can be explained that the teacher's duties in an individual learning system, the teacher pays attention to each student's differences individually, that is, can provide assistance to each student who needs help, encourage students who lose motivation, ask questions for more progressive students, in this case, the overall task of the teacher is to arrange so that students can interact with the learning materials provided to achieve learning objectives (Siregar, 2018).

Based on the discussion described above, the findings show that the learning outcomes obtained using the CIRC learning model are higher when compared to student learning outcomes using individual learning models. This shows that the Cooperative Integrated Reading and Composition (CIRC) learning model if properly implemented according to the steps, will be able to improve social science learning outcomes for students.

4. IMPLICATIONS AND CONTRIBUTIONS

Based on the theory that has been formulated by the researcher, it can be seen that the application of the Cooperative Integrated Reading and Composition (CIRC) learning model with the individual learning model and its effect on social science learning outcomes for junior high school students. The implications and contributions of research both theoretically and practically can be stated as follows:

a) Theoretical Implications. The Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models can influence student achievement. For social science lessons, there are differences in social science learning achievement between learning using the Cooperative Integrated Reading and Composition (CIRC) learning model and individual learning models;
b) Practical Implications. The results of this study are used as input for teachers, namely as enrichment concerning the teaching that has been carried out and student achievement that has been achieved by paying attention to the learning methods used to improve student achievement in social sciences;
c) Contribution. The results of this study contributed, namely providing information as a basis for consideration, support, and contribution of ideas to teachers regarding the use of Cooperative Integrated Reading and Composition (CIRC) learning models with individual learning models on student achievement.

5. LIMITATION AND FUTURE RESEARCH DIRECTIONS

Based on the results of the implementation of the research that has been carried out, there are limitations in this study including:

a) Students are not used to learning using the Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models so the teacher must pay extra attention to condition students in learning.
b) The activity of designing experiments carried out during the experimental group still involved the teacher in giving directions during the learning process.
c) The time allocation for implementing learning activities in class is considered insufficient to achieve the indicators that have been contained in the learning implementation plan.

6. CONCLUSION

The Cooperative Integrated Reading and Composition (CIRC) learning model can increase student motivation, help students solve problems, and work together in groups. While this individual learning model students are required to be able to learn independently, without any cooperation with others. The positive side of using this learning model is that students' self-confidence is built, students become independent in carrying out learning, and students do not have a dependence on other people. The results of the study revealed the findings that the Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models influenced the social science learning outcomes of junior high school students.

Suggestions and recommendations. Based on the limitations of the research, the following suggestions and recommendations are outlined in this study including (1) the Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models should be carried out on an ongoing basis because what is developed in this learning is the student's processing abilities so that time is needed. habituation to obtain optimal learning outcomes; (2) the activities of the Cooperative Integrated Reading and Composition (CIRC) learning model with individual learning models should be carried out using the experimental method so that they are in line with the theory of the learning model; (3) so that learning is carried out more effectively, the teacher should provide directions for the division of tasks such as someone who acts as a discussion leader, note taker, etc. 5. Before starting the lesson, students should be assigned to borrow relevant reference books in the school library so that students have a proper handbook of reference books while learning takes place; (4) the need for research on Cooperative Integrated Reading and Composition (CIRC) learning models with further individual learning models capable of measuring students' learning process skills in improving social science learning outcomes.

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Author Contribution Statement

The authors worked in compiling this article in accordance with the duties of each author in completing this article. All data presented in this article are original and can be accounted for by each author.

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

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