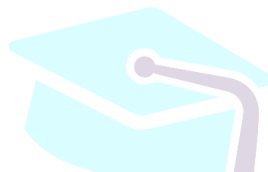


Application of the Cooperative Integrated Reading and Composition Model in Islamic Education at SMP Negeri 1 Montasik

Rita Kusumi ✉, SMP Negeri 1 Montasik, Indonesia

✉ ritakusumi31@gmail.com



Abstract: This research aims to improve student learning outcomes in learning Islamic religious education by using a qualitative desk cooperative integrated reading and composition approach. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are junior high school students. The data of this research was obtained with test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with research success indicators. The results of the research show that cooperative integrated reading and composition can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.91%, the first cycle 79.39% and in the second cycle it increased to 89.66%. Thus, the use of cooperative integrated reading and composition can be used as an alternative to improve student learning outcomes in Islamic religious education.

Keywords: Cooperative integrated reading, composition, learning outcomes.

Received; July 12, 2024 **Accepted;** August 12, 2024 **Published;** September 30, 2024

Citation: Kusumi, R. (2024). Application of the Cooperative Integrated Reading and Composition Model in Islamic Education at SMP Negeri 1 Montasik. *Jurnal Profesi Guru Indonesia*, 1(3), 127–139.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Various ways have been done by the government to advance the world of education in Indonesia. Because in order to develop a country, the main aspect that needs to be improved is human resources, as the country's processor. Improving the quality of human resources should be through education. So education is the main factor to compete with the developed countries of the world. This is due to the fear factor from the students themselves who consider religious education material to be the most difficult material to learn. When a teacher gives religious education material, students feel less interested, less motivated to learn or to accept it. As a result, it can reduce the effectiveness of the teaching and learning process. Another factor is because of the basic (basis) of the students. The majority of students who study in public schools have very little knowledge about religious education. Or they can be said to be less oriented towards religious education. As a result, when students are confronted with religious material, especially reading the Qur'an, students will experience difficulties in the learning process.

Likewise the time allocation given for PAI subjects in public schools (1 x meeting in a week / 3 x 40 minutes). How can students read fluently, write accurately and correctly, memorize quickly. With minimal basic religious background while the time given for religious education material is very little. This is what hinders the achievement of satisfactory results. It will be completely different from madrasah students in general who have had a religious education background. It is easier to read, easy to write and memorize so that there are no difficulties in learning religious education material. Based on the phenomena above as a picture of the problem in obtaining the effectiveness and efficiency of learning religious education material, here the writer is interested in raising the problem through a theoretical and empirical approach.

Cooperative Integrated Reading and Composition (CIRC) is a well-established instructional model that has gained attention in educational settings due to its effectiveness in fostering both academic achievement and collaborative skills. The model, which emphasizes active learning through cooperation and integration of reading and writing skills, has been widely applied in various subjects and educational contexts. In the realm of Islamic education, the integration of CIRC holds significant potential for enhancing both cognitive and moral development among students. By aligning reading, writing, and cooperative learning within the framework of Islamic principles, educators can create an environment that nurtures not only intellectual growth but also moral values. In Islamic education, the development of cognitive abilities is essential, but it is equally important to foster character building, ethical behavior, and spiritual growth. The application of the CIRC model in Islamic education allows students to engage in critical thinking and reflective activities while reinforcing key Islamic values. Islamic teachings place a strong emphasis on collaboration, knowledge-sharing, and communal support, which aligns well with the cooperative nature of CIRC. Through this model, students are encouraged to work together in learning environments that promote mutual respect, empathy, and shared responsibility for learning outcomes.

CIRC integrates reading and writing into a dynamic cooperative structure, where students engage in peer-to-peer learning and group activities. This approach promotes active participation and encourages students to communicate effectively and creatively. In the context of Islamic education, these activities can be tailored to address Quranic teachings, Hadith, and other Islamic texts, fostering a deeper understanding of the subject matter while strengthening students' connection to their faith. By combining reading comprehension and composition with cooperative learning, CIRC provides an ideal framework for students to develop both their academic and spiritual abilities. One of the key strengths of the CIRC model is its ability to engage diverse learners. In a classroom where students may have varying levels of reading and writing skills, the model promotes inclusivity and ensures that each student can contribute to the group's collective learning. In Islamic education, this approach is particularly important, as it aligns with the Islamic principle of mutual assistance and collaboration for the benefit of all members of the community. The emphasis on teamwork within CIRC creates a sense of unity and responsibility, allowing students to support one another in achieving shared educational goals.

Moreover, the CIRC model encourages the development of higher-order thinking skills, such as analysis, synthesis, and evaluation. By engaging in collaborative discussions and group-based writing activities, students are encouraged to reflect on the material in a deeper, more meaningful way. In Islamic education, the cultivation of critical thinking is encouraged, as it allows students to engage with the teachings of Islam in a thoughtful and reflective manner. This skill is essential for understanding the complexities of religious texts and applying Islamic principles to real-life situations. The implementation of CIRC in Islamic education not only promotes academic excellence but also contributes to the holistic development of students. By integrating reading, writing, and cooperative learning within an Islamic context, students are provided with an opportunity to develop intellectually, socially, and spiritually. This approach helps students cultivate essential

skills such as communication, empathy, and critical thinking, all while grounding their learning in the values and teachings of Islam. In this way, the CIRC model serves as a valuable tool for enhancing the overall educational experience in Islamic schools. Therefore, here the writer tries to take the title "The Application of the Cooperative Integrated Reading and Composition (IRC) Model on the Competency of Understanding Al-Quran Verses in PAI lessons at SMP Negeri 1 Montasik". From here it is hoped to be able to find the solution so as to be able to achieve the desired goal.

METHODS

In this research, the researcher chose a qualitative approach. A qualitative approach is an approach that produces findings that cannot be obtained by using statistical procedures or by other means of measurement. While the type of research used is class action research that aims to improve or improve learning activities in overcoming student difficulties in learning. According to T. Raka Joni in F.X Soedarsono, class action research is a form of reflective research by the actors of the actions performed to improve the rational ability of the actions they perform as well as improve the conditions in which the learning practices are performed. This research was carried out at SMP Negeri 1 Montasik which is located on Jl. Montasik-Indrapuri Km.2, Lamnga Village, Montasik District, SMP Negeri 1 Montasik is one of the First Middle Schools in Montasik under the auspices of the Department of Education and Culture of Aceh Besar

This research will be focused on students of class VII/A of SMPN 1 Montasik who numbered 5 students while participating in the teaching and learning process of Islamic Religious Education. In the action research of this class, it is hoped that we can find out the effectiveness of the use of the Drill Method in overcoming student learning difficulties, especially the Islamic Religious Education material for class VII/A students at SMP Negeri 1 Montasik. The planning of the scenario is: 1) Discussion with the teacher to choose the class to be researched; 2) Observation of the condition of class VII/A at SMP Negeri 1 Montasik; 3) Identification of problems in the teaching-learning process; 4) Arrange systematic learning steps; 5) Compile the material to be delivered; 6) Formulate appropriate methods; 7) Make an observation tool, to know the activity and level of creativity in the teaching-learning process; 8) Use the method used, namely behavior; 9) Compile evaluation tools. This research was carried out for 5 (five) weeks starting on Friday 28 July 2023 and ending on 25 August 2023.

In this class action research, the researcher divided it into 2 cycles. Each cycle consists of 2 meetings. As for the implementation of actions / activities that were planned in the class for 5 (five) meetings during the teaching-learning process, the researcher collected data in the form of observations and student learning results. The results of observations are recorded on observation sheets and documented. The things recorded include: 1) Student activities during the learning-teaching process; 2) Student learning output obtained from the value of discussion tasks in class, student activity, and daily retest values. Data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and working hypotheses can be formulated as suggested by the data. According to Miles and Hubberman, data analysis techniques consist of 3 main stages, namely: 1) data reduction, 2) data display, and 3) drawing conclusions.

Data reduction is the process of sorting relevant, important, meaningful data and useless data to explain what is the target of analysis. The steps used are to simplify by creating a focus path, classification and abstraction of rough data into meaningful data for analysis. The data that has been reduced is further presented by describing it in the form of a data display that makes it possible to draw conclusions. The conclusion is a summary of the analysis that provides a statement about the impact of class action research. Data from observations and student learning results, after being analyzed, can be used to organize reflections. Reflection is an activity of synthesis-analysis, integration,

interpretation and explanation of all information obtained from the implementation of actions.

Related to this research, the data obtained through observation in the classroom was analyzed to ensure that by applying Cooperative Integrated Reading and Composition (CIRC) students can overcome learning difficulties in learning Islamic Religious Education material. In analyzing the data, procedures and techniques will be used that are suitable for the purpose that is or will be achieved. That is, giving opportunities to students for the newly acquired knowledge is more valuable, because it is the result of their own findings, so that in the end they will be able to overcome the students' learning difficulties.

In this class action research, the researcher divided it into 2 cycles. Each cycle consists of 2 meetings. This is in accordance with two subjects, namely the chapter on competition in kindness (6 X 40 minutes with 2 meetings), and reading the verses on competition in kindness (6 X 40 minutes with 2 meetings). In this research, the researcher's position in qualitative research is quite complicated. He is at the same time a planner, an implementer of data collection, an analyst, a data interpreter, and in the end he becomes a pioneer of his research results. The meaning of instrument or research tool here is accurate because it becomes everything from the entire research process. However, the research instrument here is intended as a tool to collect data such as a test in qualitative research. The instrument that can be used as another support is observation with a guide sheet for observing student behavior in the classroom during the teaching-learning process, the value of tasks from each cycle and the value of daily repetition.

Accurate data will be obtained when the data collection process is carefully prepared. In this research, the author used several data collection techniques, namely: Observations can be classified based on observations through participating and non-participating methods. In the observation without the participation of the observer only performs one function, which is to observe. Observation involves performing two roles at once, namely as an observer and at the same time being an official member of the group being observed. Observation can also be divided into open observation and closed observation. What is open or closed here is the observer and the background of the research. The observer is openly known by the subject, while on the other hand the subjects voluntarily give the opportunity to the observer to observe the events that occur, and they realize that there are people observing what they do. On the other hand, in closed observation, the observer operates and observes without the knowledge of the subjects.

Related to this research, observation here means participatory observation. This method is used so that the desired data is in accordance with what is meant by the researcher. Participatory observation means that the researcher also participates directly and is active in the activities of the subject under study and becomes the director of the event so that the depth and integrity of the data is achieved. Also as a facilitator. The observer in this case becomes a full member of the group he observes. In this way, he can obtain any information he needs, including confidential information. And also the researcher sometimes instructs the object being studied to carry out actions that lead to the data the researcher wants to obtain. It is a direct observation of students by paying attention to their behavior in the teaching-learning process as well as in any learning model. So, the researcher obtains a picture of the classroom atmosphere and the researcher can directly see student behavior, cooperation and communication between students in the teaching-learning process.

Related to this research, the observation here means the observation of class activities carried out by the researcher and the students being studied when the researcher is teaching in a class that uses the Drill Method. Direct observation done by this researcher in order to obtain useful data for his research. The data that has been obtained in the field will be compared by researchers using student behavior observation sheets, output from task evaluation data, daily repetition values, also looking at the activity of the object. To make it easier for the researcher to collect data, and the data obtained is not lost, the researcher records by making notes from the results that have been obtained

during the research process. The recording technique used is to make notes on the student behavior observation guide sheet based on the student's progress in each cycle, namely cycle I and cycle II.

To check the validity of the data in this class action research, the researcher uses triangulation. Triangulation is a data validation technique that utilizes something else outside of the data for checking purposes or as a comparison to the data. Related to this research, the data that is used for comparison is the student behavior observation guide sheet, the results of the task value (cycle I and cycle II), student activity, and the value of daily repetition. As a benchmark, this research which was carried out during 5 meetings during the learning-teaching process with observation in the class is enough to assess whether the use of the drill method in the learning of Islamic Religious Education at SMP Negeri 1 Montasik can overcome students' learning difficulties. We can see this from the notes on the observation sheet of student behavior when following the process of teaching-learning activities, the value of assignments and daily repeat tests.

RESULTS

This research was carried out at SMP Negeri 1 Montasik which is located at Jl. Montasik-Indrapuri Km.2, Lamnga Village, Montasik Subdistrict, SMP Negeri 1 Montasik is one of the First Middle Schools located in Lamnga, Montasik Subdistrict under the auspices of the Education and Culture Department of Aceh Besar regency. SMP Negeri 1 Montasik is a favorite school. SMP Negeri 1 Montasik is supported by adequate and professional human resources, where SMP Negeri 1 Montasik has 17 permanent educators and 10 non-permanent educators. So the total number of educators at SMP Negeri 1 Montasik is 27 with the principal. Officer at SMP Negeri 1 Montasik. And to develop quality human resources, SMP Negeri 1 Montasik provides a variety of facilities that support the education process, including classrooms (classrooms) totaling 7 classes, namely 3 rooms for seventh grade, 2 rooms for eighth grade, and 2 rooms for third grade. SMP Negeri 1 Montasik is also equipped with a computer laboratory, a language laboratory, an IPA laboratory, a library, a PAI library, a musholla, a teacher's room, an administration room, a principal's room, a BP room, student organizations such as OSIS, UKS, Koperasi Sekolah, PIK-R ANEUK MEUTUWAH, Scouts, PMR, and bathrooms.

This research will be focused on students of class VII/A of SMP Negeri 1 Montasik who numbered 176 students (176 Muslim students) when participating in the learning-teaching process of Islamic Religious Education subjects. The researcher tried to apply methods that are considered capable of overcoming problems in overcoming learning difficulties. One of the teaching methods is to apply the Cooperative Integrated Reading and Composition (CIRC) model. This research is also intended to change the teaching system of Islamic Religious Education which has been monotonous to become interesting and interested by students.

The following description is one attempt to describe the results of class action research that has been carried out. In this way, we will know that the use of the Cooperative Integrated Reading and Composition (CIRC) model in the learning of Islamic Religious Education can overcome the learning difficulties of class VII/A SMP Negeri 1 Montasik. This research was carried out from July 28, 2023 until August 25, 2023 for 5 meetings, every Saturday from 1-3 in class VII/A. Thus, the practice for teaching conducted by the researcher only lasted 5 meetings (1 meeting, class observation, and 4 meetings for teaching practice) with 2 main topics, namely the chapter on Understanding Q.S. al-Mujādilah /58: 11, related to seeking knowledge (6 X 40 minutes with 2 meetings), and the chapter Understanding Q.S. ar-Rahmān /55: 33 Related to seeking knowledge (6 X 40 meetings with 2 meetings).

In an effort to obtain maximum and optimal results, researchers apply the model as a method that can involve teachers and students and can play an active role in the process of teaching-learning activities. Because if you only use classical methods such as the

lecture method or others, it is felt that it is not appropriate if it is applied in the learning of Islamic Religious Education in class VII/A. This cycle consists of one topic, namely the chapter Understanding Q.S. ar-Rahmān /55: 33 Related to seeking knowledge, (6 X 40 minutes with 2 meetings). During the learning activities, the researcher here in addition to acting as a teacher, the researcher also acted as an observer who recorded observations on the student behavior observation sheet. As a result of the observation at level I, the student's activities are quite good, the students seem more enthusiastic in paying attention to the lessons, because the lessons obtained will be more enjoyable than usual.

Entering stage II, students are more enthusiastic and more active in learning, this can be seen from the students' activities in the learning process. The majority of students can read the sentence about Understanding Q.S. al-Mujādilah /58: 11, Q.S. ar-Rahmān /55: 33 and the related hadith about seeking knowledge and being enthusiastic in demonstrating it. However, there are a small number of students who can read a little competition in goodness and students are very active in asking questions. After the students get the Cooperative Integrated Reading and Composition (CIRC), students are given post-test questions to find out the students' level of understanding in receiving the lessons that have been delivered. (value attachment).

The purpose of researchers applying Cooperative Integrated Reading and Composition (CIRC) is to overcome students' learning difficulties, so that Islamic Religious Education learning methods can be felt to be effective by students. Especially in class VII/A of SMPN 1 Montasik, where this is not separated from the students' habits in learning that they have experienced so far. In order to respond to the statement above, steps are taken: 1) Paying attention to the improvement of students who are interested in writing any pronunciation (Al-Qur'an, Al-Hadith) as well as the rules of their readings and letter makharijul, then it is necessary to be given a more effective and efficient drill method, which starts with the drill stage to read first; 2) A small number of students who have not memorized the readings of competition verses in kindness still find it difficult to read and write, so they should be given their own time to do drills.

After improvements were made to the results obtained in cycle I. student activities in the teaching-learning process are even better, because there is progress for the group that has not yet presented. From the results of the observation, it was found that students are quite enthusiastic in following teaching-learning activities, and students are more active in asking questions. And also students experienced an increase in understanding sincere, patient, and forgiving behavior. In the improvement of student learning performance which is the final result of learning the Cooperative Integrated Reading and Composition (CIRC) model, which can be seen in the final grade of students' daily repetition.

The implementation of the Cooperative Integrated Reading and Composition (CIRC) model at SMP Negeri 1 Montasik in the context of Islamic education has shown promising results in terms of student engagement, academic performance, and the development of essential character traits. The school introduced CIRC as part of a strategy to improve both the reading comprehension and writing skills of students while promoting cooperative learning and enhancing their understanding of Islamic teachings. This model has been particularly effective in fostering a learning environment where students are actively involved in their education and can work together to explore religious content. One of the most notable outcomes of applying the CIRC model is the increased engagement of students in the learning process. By incorporating cooperative group work, CIRC encourages students to collaborate with their peers, share ideas, and discuss topics related to Islamic teachings. This collaborative environment not only makes learning more enjoyable but also allows students to engage in deeper discussions about Islamic principles and values. Through these discussions, students are able to reflect on religious texts, exchange perspectives, and come to a better understanding of the moral lessons embedded in Islamic teachings.

The integration of reading and composition into the CIRC model has also led to noticeable improvements in students' academic performance. Students are encouraged to read various Islamic texts, including Quranic verses, Hadith, and stories of Islamic history, and then express their understanding through writing. This process allows students to develop their reading comprehension skills while also enhancing their ability to write clearly and effectively. By engaging in this practice, students not only improve their academic skills but also deepen their connection to their faith, as they are able to reflect on religious content through both reading and writing activities. In addition to improving academic skills, the CIRC model has contributed to the development of essential character traits among students. Islamic education places great emphasis on values such as honesty, responsibility, empathy, and teamwork. By working in groups and participating in collaborative tasks, students at SMP Negeri 1 Montasik are able to practice these values in a real-world context. Through the group discussions, students learn to respect diverse opinions, engage in constructive debates, and support one another in their learning journey. These experiences help students internalize the character traits that are essential in both academic and social contexts.

Another positive result of the CIRC model's implementation is the enhancement of critical thinking skills. The model encourages students to think deeply about the materials they read and the discussions they engage in. Rather than passively receiving information, students are challenged to analyze, evaluate, and synthesize ideas. In the context of Islamic education, this promotes a more thoughtful engagement with religious texts and encourages students to apply Islamic teachings to their everyday lives. The emphasis on critical thinking also enables students to approach Islamic concepts from multiple perspectives, fostering a deeper and more comprehensive understanding of their faith. The CIRC model's focus on peer learning has proven to be particularly effective in promoting inclusivity and addressing diverse learning needs. Students who may struggle with reading or writing can benefit from working in cooperative groups, where more proficient students can offer support and assistance. This peer support not only helps students with lower academic abilities catch up but also encourages a sense of community and collective responsibility in the classroom. The model ensures that no student is left behind and that everyone has the opportunity to contribute to the group's success. This cooperative approach resonates with the Islamic values of mutual support and assistance, which are central to the faith.

Additionally, teachers have noted that the CIRC model facilitates differentiated instruction, allowing them to tailor their teaching to meet the varied needs of their students. By organizing students into cooperative learning groups based on their abilities and interests, teachers can provide more focused and personalized guidance. This approach ensures that each student receives the support they need to succeed. In Islamic education, this individualized attention is important, as it reflects the Islamic principle of treating each student with fairness and respect, recognizing their unique strengths and challenges. One of the challenges encountered in implementing the CIRC model was ensuring that the group dynamics were productive and that every student participated actively in the learning process. While cooperative learning has many benefits, it requires careful planning and monitoring to ensure that all students contribute equally and benefit from the group work. Teachers at SMP Negeri 1 Montasik worked to address this challenge by assigning specific roles within each group, such as facilitator, recorder, and presenter, to ensure that each student had a clear responsibility and that no one was left out. By doing so, they were able to maintain a balanced and effective cooperative learning environment.

Despite these challenges, the overall feedback from both students and teachers has been overwhelmingly positive. Students have expressed greater satisfaction with their learning experience, citing the interactive nature of CIRC as a motivating factor. The opportunity to engage with peers and reflect on Islamic teachings in a collaborative setting has made the learning process more meaningful and enjoyable. Teachers have also noted

that students are more motivated to participate in class discussions, write essays, and complete assignments when they are able to work with others and see the real-world relevance of their learning. In conclusion, the application of the CIRC model at SMP Negeri 1 Montasik has demonstrated significant improvements in both academic and personal development outcomes for students. The integration of reading and writing with cooperative learning not only enhances students' literacy skills but also deepens their understanding of Islamic teachings. Through collaborative learning experiences, students are able to develop critical thinking, improve their character, and engage more meaningfully with the material. The success of this model underscores the importance of innovative teaching strategies that combine academic content with the development of essential social and moral skills, providing a well-rounded education that aligns with Islamic values.

The implementation of the CIRC model at SMP Negeri 1 Montasik also demonstrated the importance of teacher facilitation in the success of cooperative learning. Teachers played a crucial role in guiding the groups, ensuring that students remained on task, and providing clarification when needed. Their active involvement in monitoring group discussions and offering feedback was key to maintaining a positive learning atmosphere. In addition, teachers used formative assessments to track students' progress, ensuring that each student's academic and personal development was nurtured throughout the process. By fostering an environment of continuous improvement, teachers helped students stay motivated and focused on their goals. Another benefit observed was the model's ability to promote student-centered learning. By encouraging students to take an active role in their own learning, CIRC empowers students to explore topics in-depth and at their own pace. In the context of Islamic education, this approach allows students to engage more personally with religious teachings, making the learning process more relevant to their own lives. Rather than passively absorbing information from a teacher, students are given the opportunity to discuss, debate, and express their understanding, which leads to a deeper internalization of both academic content and Islamic values.

The success of CIRC at SMP Negeri 1 Montasik also highlights the potential for scaling up this model to other schools within the region. As teachers and administrators observed the positive results, they began considering how CIRC could be expanded beyond the Islamic studies curriculum. The flexibility of the CIRC model allows it to be applied to various subjects, making it an ideal candidate for improving overall educational practices. The collaboration between students and teachers can create a more inclusive, engaging, and supportive school environment that benefits all learners, regardless of their background or academic abilities. Finally, the implementation of the CIRC model has contributed to the development of a positive school culture at SMP Negeri 1 Montasik. The emphasis on cooperation, mutual respect, and shared responsibility within the classroom has fostered a sense of community among students. This positive environment not only supports academic achievement but also encourages the growth of strong moral character. Students are not only learning academic content but are also developing the social skills necessary to function as responsible, compassionate individuals in their broader communities. This outcome aligns well with the goals of Islamic education, which stresses both intellectual growth and the cultivation of ethical behavior.

DISCUSSION

The implementation of the Cooperative Integrated Reading and Composition (CIRC) model at SMP Negeri 1 Montasik has provided valuable insights into how collaborative learning methods can improve both academic outcomes and personal development, particularly within the context of Islamic education. One of the key strengths of this model is its emphasis on active participation and group work, which enables students to engage more deeply with the content. In Islamic education, where the development of character is as important as academic achievement, the model's focus on collaboration supports the

values of mutual respect, empathy, and cooperation, which are core principles in Islam. The success of CIRC in the school highlights the importance of student-centered learning. In Islamic education, this approach allows students to take more ownership of their learning. Instead of simply receiving information from teachers, students are encouraged to explore, discuss, and apply the material in meaningful ways. This active learning approach aligns with Islamic principles that emphasize reflection, critical thinking, and the application of knowledge to one's life. Through group discussions and cooperative learning tasks, students not only enhance their academic skills but also learn to work together and support each other in a collaborative setting, fostering a sense of unity and community.

Another significant aspect of the CIRC model's success at SMP Negeri 1 Montasik is its ability to integrate reading and writing into a cohesive learning process. In Islamic education, reading and writing are important skills, especially when it comes to engaging with religious texts such as the Quran and Hadith. By combining these skills within the framework of cooperative learning, students are encouraged to engage with Islamic teachings in a more comprehensive manner. Reading and writing exercises are linked to group activities, which encourage students to not only comprehend but also express their understanding of Islamic teachings, promoting a deeper connection to their faith. The model's emphasis on cooperation and teamwork has also proved to be highly beneficial in the classroom. In Islamic education, working together and supporting one another is essential. CIRC encourages students to work in groups, where they collaborate to complete tasks, share ideas, and discuss various topics. This collaborative environment is conducive to learning as it allows students to learn from each other and gain diverse perspectives. It also fosters a sense of responsibility within the group, as each student is accountable for their role in the collective task. These practices are in line with Islamic values of cooperation, helping students develop essential social and communication skills while also reinforcing moral values such as respect and empathy.

One of the challenges that emerged during the implementation of CIRC was ensuring that all students remained actively engaged in group tasks. In some cases, there was a tendency for more active students to dominate discussions, while others were less involved. Teachers addressed this challenge by assigning specific roles within each group, such as the facilitator, recorder, and timekeeper, which ensured that all students had a clear responsibility. This structure helped prevent any one student from taking over and encouraged more balanced participation from all group members. In this way, the model promoted inclusivity and ensured that every student was involved in the learning process. Despite the challenges, the cooperative learning environment provided by CIRC has proven to be particularly beneficial for students with varying abilities. Students who may struggle with reading or writing can benefit from working in groups with peers who can help them understand the material. Similarly, stronger students can practice leadership skills and reinforce their own understanding by teaching others. This peer learning approach not only fosters inclusivity but also promotes social responsibility. In Islamic education, the idea of helping and supporting others is a central theme, and CIRC effectively facilitates this by encouraging students to contribute to the success of the entire group.

Another notable aspect of CIRC is its ability to develop critical thinking skills among students. In the context of Islamic education, critical thinking is essential for understanding the complexities of religious teachings and applying them to real-life situations. Through cooperative group work, students are encouraged to discuss, debate, and critically analyze religious texts, which helps them think deeply about the material. This not only enhances their comprehension of Islamic teachings but also encourages them to question and reflect on their beliefs. The development of critical thinking skills is crucial for students as they learn to navigate the complexities of modern society while staying grounded in their faith. In addition to critical thinking, the CIRC model fosters communication skills. As students work together in groups, they must communicate

effectively, listen to one another, and articulate their ideas clearly. These are important skills not only for academic success but also for personal development. In the context of Islamic education, effective communication is essential, as students are encouraged to engage in thoughtful discussions about ethical issues, personal values, and religious beliefs. By promoting clear and respectful communication, CIRC helps students develop the interpersonal skills necessary for success in both their academic and social lives.

The CIRC model also has a strong impact on character development. As students work collaboratively, they are constantly engaging with values such as fairness, honesty, responsibility, and respect. These values are reinforced through the cooperative nature of the learning tasks and the interactions between students. In Islamic education, character development is a core focus, and CIRC provides a structured way to promote these values in the classroom. By engaging in group activities that require mutual support and respect, students learn to embody the principles of Islam in their daily lives, both inside and outside of the classroom. Finally, the success of the CIRC model at SMP Negeri 1 Montasik underscores the importance of teacher support and guidance in ensuring the effectiveness of cooperative learning. Teachers played a crucial role in facilitating group work, providing feedback, and ensuring that students remained focused on the task at hand. Their active involvement in guiding discussions and encouraging critical thinking helped students stay engaged and motivated.

Teachers also used formative assessments to monitor student progress and provide timely feedback, which further enhanced the learning experience. By maintaining a balance between guidance and student autonomy, teachers helped students maximize the benefits of the CIRC model while promoting a positive and engaging learning environment. In conclusion, the implementation of the CIRC model at SMP Negeri 1 Montasik has demonstrated its effectiveness in improving academic achievement, promoting cooperative learning, and fostering character development in the context of Islamic education. By integrating reading, writing, and collaboration, the model not only enhances students' academic skills but also nurtures their understanding of Islamic values. Through teamwork, critical thinking, and communication, students are able to internalize important lessons that will serve them both academically and personally. The model's success highlights the potential for further application of cooperative learning strategies in Islamic education, paving the way for a more holistic and engaging approach to teaching and learning.

The success of the CIRC model at SMP Negeri 1 Montasik also highlights the importance of flexibility in teaching strategies. While CIRC offers a structured approach, it also allows teachers to adapt activities and content to suit the needs of their students. This adaptability is crucial in the context of Islamic education, where teachers must consider the diverse learning styles, backgrounds, and levels of understanding among students. By customizing tasks and discussions based on students' strengths and challenges, teachers can create an environment where all students feel valued and included, regardless of their academic proficiency. This flexibility ensures that the cooperative learning process remains effective and relevant to every student. Moreover, the integration of technology within the CIRC model has further enhanced its effectiveness at SMP Negeri 1 Montasik. While the core of the CIRC model is based on cooperative group work, teachers have also incorporated digital tools and resources to support learning. For instance, online platforms for collaborative writing, video discussions, and interactive quizzes have made it easier for students to engage with Islamic content in a variety of ways. The use of technology not only increases students' engagement but also prepares them for the technological demands of the future. In Islamic education, the use of technology can also facilitate the dissemination of knowledge, allowing students to explore and learn about Islamic history, values, and teachings through diverse mediums.

In the context of Islamic education, the development of moral reasoning is a significant outcome of the CIRC model. By working together in groups to discuss religious texts and real-world issues, students are given the opportunity to consider different

perspectives and think critically about how Islamic teachings apply to their everyday lives. This process encourages students to reflect on the ethical dimensions of their decisions and actions, fostering a deeper understanding of their responsibilities as Muslims. The ability to think critically about ethical issues is essential in Islamic education, as it empowers students to live according to Islamic principles and contribute positively to their communities. The model's effectiveness in enhancing student engagement also reflects its ability to create a more interactive classroom environment. In traditional teaching models, students often play a passive role in learning, but the CIRC model shifts the focus toward active participation. Students are not only reading and writing about Islamic topics but also engaging in discussions, debating ideas, and collaborating with their peers to solve problems. This interactive approach makes learning more dynamic and enjoyable, increasing student motivation and commitment to the subject matter. Through this process, students develop a sense of ownership over their learning, which can lead to greater academic success and personal growth.

The CIRC model at SMP Negeri 1 Montasik has also encouraged inclusive education. By ensuring that all students are actively involved in the learning process, the model supports the inclusion of students with diverse learning abilities. In Islamic education, inclusivity is vital, as it reflects the Islamic principles of equity and fairness. Students with different learning needs are given the opportunity to collaborate and contribute in meaningful ways, promoting a sense of belonging within the classroom. Through group work, every student can share their ideas, help others, and benefit from the collective knowledge of the group, ensuring that learning is a shared experience that respects the uniqueness of each individual. Teachers at SMP Negeri 1 Montasik have also noted the positive impact of the CIRC model on student confidence. As students work together in groups, they are encouraged to take on leadership roles, present their ideas to peers, and receive constructive feedback. These experiences help to build self-confidence and improve their public speaking and presentation skills. In the context of Islamic education, confidence is important, as it allows students to express their understanding of Islamic principles and values openly and with conviction. This newfound confidence can have a lasting impact on students' personal and academic lives, equipping them with the skills necessary to navigate future challenges both in and outside the classroom.

Another key benefit of the CIRC model is its focus on continuous reflection. Throughout the learning process, students are encouraged to reflect on their experiences, the material they have learned, and the group interactions. This reflective practice allows students to assess their own understanding of the material and identify areas where they may need further support. Reflection also encourages students to consider how the Islamic principles they are learning apply to their daily lives. The practice of regular reflection helps students internalize lessons in a meaningful way, promoting long-term retention of knowledge and personal growth. In terms of community building, the CIRC model has fostered a stronger sense of community within the classroom. As students work together to achieve common goals, they develop a sense of belonging and mutual respect. This sense of community extends beyond the classroom, as students carry the values of cooperation, empathy, and respect into their interactions with others.

In Islamic education, the importance of community is emphasized, as it promotes social harmony, unity, and collective well-being. By participating in cooperative learning activities, students not only strengthen their academic abilities but also contribute to building a positive and supportive school culture that reflects Islamic values. Lastly, the overall impact of the CIRC model at SMP Negeri 1 Montasik suggests that it is a model worth continuing and expanding. The combination of reading, writing, critical thinking, and cooperative learning has proven to be highly effective in promoting academic achievement and character development in the context of Islamic education. As the school looks toward future applications, there is great potential to integrate CIRC into other subjects, creating an even more holistic educational experience. The success of this model

highlights the importance of innovative teaching strategies that prioritize both academic excellence and moral growth, which are essential components of Islamic education.

CONCLUSION

In this chapter, the author tries to conclude some things from the display of available data, among them are: 1) Based on the research results, Cooperative Integrated Reading and Composition (CIRC) with its various forms can help students to learn PAI subjects more easily, especially for material related to the Al-Qur'an. This is proven by the students' fluency and fluency in reading the words, writing and memorizing them. Even the process of student learning activities can be more efficient; 2) The implementation of Cooperative Integrated Reading and Composition (CIRC) in order to face students' learning difficulties is done every time the process of teaching and learning activities. It does not depend only on the discussion of religious education material, but on other subjects, drills are also given by presenting arguments related to the discussion. The form of drill they get is by reading competition verses in the spirit of seeking knowledge and behaving sincerely, patiently, and forgiving, even to be more effective they are given homework such as copying the pronunciations of the verse in other books with better writing. Then for memorization, practice is done in front of the class at the next meeting and so on.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>

- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.