THE INFLUENCE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) LEARNING STRATEGIES ON THE LEARNING OUTCOMES OF ISLAMIC CULTURAL HISTORY OF STUDENTS IN PRIVATE MADRASAH ALIYAH

Junaidi Arsyad[1], Achyar Zein[2], Nuril Meylani Telaumbanua[3]
Universitas Islam Negeri Sumatera Utara Medan
Email: junaidiarsyad@uinsu.ac.id

Abstract: Cooperative Integrated Reading and Composition is one strategy for learning Islamic Cultural History (CIRC). The use of CIRC learning in Islamic Cultural History learning provides students with direct experience; the goal is to foster students to develop cognitive, affective, and psychomotor aspects of students as a whole, as well as interact with friends and their environment. A quasi-experimental method was used in this study. This method was chosen because the treatment class for both cooperative integrated reading and composition (CIRC) learning and expository learning classes is pre-formed, and the controlled student characteristics are independent learning. The population and sample in this study were used in a 2 x 2 factorial research design. According to the findings of the study, there were differences in the learning outcomes of Islamic Cultural History between students who were taught using the CIRC learning strategy and those who were taught using the expository learning strategy. higher than the average learning outcomes of Islamic Cultural History students taught using expository learning strategies at the Private Madrasah Aliyah in Gunungsitoli City (= 27.00).

Keywords: Composition (CIRC); Cooperative Integrated Reading; History of Islamic Culture; Learning Strategy.

INTRODUCTION

To achieve these national education goals, there are educational institutions in the Indonesian education system that play a role and are responsible for implementing the mandate of the Education Law by managing educational institutions from the primary level to higher education institutions various efforts to enhance the educational experience in the institutions they oversee. they manage. New study rooms and old buildings have been built or renovated, as well as laboratories and practicum equipment for students to use. Teacher certification programs have been implemented to improve the professionalism of teaching staff.

Despite continuous efforts to improve in all aspects of education, obstacles and shortcomings have been discovered. The results of the national final test scores for the intermediate madrasah aliyah level, which have not achieved the expected results, are particularly concerning. The above-mentioned low level of learning also occurs in the History of Islamic Culture.

Based on the data obtained by the researcher from the Private Madrasah Aliyah in Gunungsitoli City, the results of studying Islamic Cultural History remain suboptimal and

unsatisfactory because they fall below the minimum completeness criteria (KKM) for Islamic Cultural History subjects, which is 80.00.

Regarding the achievement of learning outcomes, Hamalik explained the factors that influence the acquisition of learning outcomes, namely: (1) the use of wasteful listening and recitation methods, (2) the tasks assigned do not receive feedback, and (3) learning is centered on words. words and pay less attention to meaning, (4) emphasize several less meaningful factors, (5) less use of media and concrete learning tools, (6) less successful in correlating learning with practice and centers of interest, problems, and projects, (7) minimally carry out group collaboration activities, (8) use of incompatible teaching methods (tyrannical) that hurt students, (9) less use of learning activities outside the madrasa, and (10) less capable of conducting a proper and objective assessment of student progress (Hamalik, 2004).

It is suspected that the learning outcomes of Islamic Cultural History at the Private Madrasah Aliyah in Gunungsitoli City have not been maximized because the learning process has not supported students' understanding thus far, namely too much material being studied and learning that emphasizes memorization and is oriented toward teacher-centered learning. Furthermore, it was discovered that the application of learning strategies used by teachers did not vary; in this case, the dominant teacher learning was done through lectures.

Various efforts have been made to improve students' understanding of Islamic Cultural History to overcome the problem of obtaining student learning outcomes of Islamic Cultural History at the Private Madrasah Aliyah in Gunungsitoli City, which is still relatively low. One effort that can be made is to improve learning quality by implementing more appropriate learning.

Teachers can use a variety of learning methods to help students learn, such as problem-based learning, cooperative learning, contextual teaching-learning, and so on. Cooperative Integrated Reading and Composition is one strategy for learning Islamic Cultural History (CIRC). The use of CIRC learning in Islamic Cultural History learning provides students with direct experience; the goal is to foster students to develop cognitive, affective, and psychomotor aspects of students as a whole, as well as interact with friends and their environment.

Students in Islamic Cultural History studies are encouraged to learn on their own, rather than solely from the teacher, through CIRC learning. Direct learning in Islamic Cultural History emphasizes the delivery of information or lectures by the teacher, but it can lead to a passive learning environment, where students are only passive listeners and note-takers, and this can lead to less-than-optimal learning outcomes.

The study's findings suggest that using the CIRC learning strategy can improve learning outcomes, similar to the findings of Kusumaningrum's (2015) study, which found that the

average pre-test scores for the control and experimental classes were 36.2 and 34, respectively; the post-test mean scores for the control and experimental classes were 63.5 and 85.3, respectively; and the control class's gain normality in the low, medium, and high categories. The t-test results show that if the value of Sig (2 tailed) or p-value of 0.000 is less than 0.05, the difference between the control and experimental classes is statistically significant or significant at a probability of 0.05. Based on this, it is possible to conclude that learning with a roundhouse diagram learning strategy via a CIRC-type cooperative strategy improves learning outcomes in biogeochemical materials.

In addition to learning strategy factors, also known as external factors that influence students' achievement of Islamic Cultural History, internal factors, namely factors originating from students in the form of student characteristics, influence students' achievement of Islamic Cultural History learning outcomes. Students' characteristics can include learning styles, independence, cognitive styles, initial abilities, interests, and so on. One of the characteristics of students studied in this study is learning independence, which is classified as high, medium, or low.

METHOD

This study employed a quasi-experimental methodology. This method was chosen because the treatment class for both cooperative integrated reading and composition (CIRC) learning and expository learning classes is pre-formed, and the controlled student characteristics are independent learning. The population and sample in this study were used in a 2 x 2 factorial research design. The study population consisted of all students from class X Madrasah Aliyah Private Gunungsitoli City, which was made up of three madrasas. Characteristics of students dispersed across three madrasas are not grouped into superior class rankings and groupings, but students are distributed into these classes at random when they are placed in their respective class groups.

Cluster random sampling was used as the sampling technique. This technique was chosen because the number of madrasas was sampled from the population (as many as 2 madrasas). The sample consisted of two classes, one of which was taught CIRC learning and the other which was taught expository learning.

RESULT AND DISCUSSION

The data presented are the learning outcomes of Islamic Cultural History students at Gunungsitoli City Private Madrasah who were taught using the CIRC learning strategy and the learning outcomes of Islamic Cultural History students who were taught using the expository learning strategy, which was grouped into high and low learning independence.

The mean, mode, median, variance, standard deviation, maximum score, and minimum score are all described in the data description, which is accompanied by a frequency distribution table and a histogram graph.

Learning Objectives Islamic Culture's History Students Who Have Been Taught Using the CIRC Learning Strategy In terms of Learning Outcomes The Evolution of Islamic Culture Expository Learning Strategies are being taught to students.

Islamic Cultural History students at Gunungsitoli City Private Madrasah achieved higher average grades when taught using the CIRC learning strategy than when taught using the expository learning strategy (= 27), according to the results. Furthermore, hypothesis testing shows that the value of Fount (13.32) is greater than the value of F_{table} (1.40). " (4.00).

Students at the Gunungsitoli City Private Madrasah Aliyah were found to benefit from the use of the CIRC learning strategy, regardless of their level of learning independence. It is, therefore, possible to conclude that the CIRC learning strategy is more effective in improving Islamic Cultural History learning outcomes without focusing on student learning independence.

Students at Gunungsitoli City Private Madrasah Aliyah can be more engaged in their learning by using CIRC learning strategies, which allow them to connect what they've learned to previous material and cognitive structures.

To encourage student participation in solving problems or problems that teachers pose in the classroom, the CIRC learning strategy also encourages student discussion in the search for solutions to these issues. Teachers are more of a facilitator in CIRC learning because they help students discover and build their knowledge.

For students to improve their reading skills, receive feedback from their reading activities, and engage in peer-to-peer feedback, Slavin (2005) explains that implementing CIRC learning is a goal in and of itself. Students with low achievement levels may benefit from the CIRC learning strategy, as can be seen in the examples provided. Using the information they've gathered, students can also conclude possible solutions to problems and relate those conclusions to other story elements.

Learning becomes more interesting and engaging with the CIRC learning strategy, which begins by giving students time to reflect on or ask questions about the material being presented. To make learning more efficient, this makes it easier for students to focus on the material, and thus, it makes learning activities easier to carry out.

Student interest and concentration, as well as a desire to learn more, will aid in the retention of new information in students' long-term memory, allowing it to be recalled at any time for student benefit, especially when teachers provide training at the end of the learning process and administer learning outcomes tests after meetings.

Furthermore, other studies have shown that the CIRC strategy, which begins by allowing students time to read the text, makes learning more enjoyable and piques their interest in the material being presented. As a result, students are better able to concentrate on their studies and complete their reading assignments on time because they are motivated and engaged in the material. A teacher's training at the final stage of learning implementation and the implementation of learning outcomes tests at the end of learning meetings will make it easier for students to acquire new knowledge, so that knowledge is more attached and can be revived at any time for student learning needs, particularly when the teacher provides training and testing at the end of learning meetings.

Learning Islamic Cultural History is one of the religious groups subjects taught to madrasah aliyah students, and it has a fairly broad scope. The subject of Islamic Cultural History, which has a variety of characteristics, necessitates a variety of teacher skills when teaching students in this subject. Teachers must employ effective and efficient learning strategies for learning to produce the desired results. Furthermore, if students are motivated to learn, their learning objectives will be easily met.

The emphasis on empowering students in knowledge construction differs between the CIRC learning strategy and the expository learning strategy. The CIRC learning strategy emphasizes students' active efforts to create and construct knowledge. While the expository learning strategy emphasizes the delivery of material presented by the teacher, the teacher acts as a facilitator who facilitates the creation of student knowledge through cooperative efforts among students.

Starting with reading time, the CIRC strategy makes learning more enjoyable as well as arouses a greater sense of curiosity about the material being studied. As a result, students are better able to concentrate on their studies and complete their reading assignments on time because they are motivated and engaged in the material. Interested students, as well as those who are focused, will be better able to learn and retain new information, and this will be especially true when teachers provide training at the end of the learning process and during the implementation of learning outcomes tests after learning meetings. Teachers should take advantage of this when providing training and administering learning outcomes tests.

The expository learning strategy involves having students listen to the teacher read passages from a text and then explain what they just heard. This creates the impression to students that learning is uninteresting. Because this doesn't pique the students' interests, it results in a lack of focused attention. If you're a student who has a hard time remembering what you learned, you're more likely to forget it. Teachers who give training or learning outcomes tests at the end of each meeting have a clear effect on students' ability to meet their learning objectives.

The CIRC learning strategy is more valuable than the expository learning strategy because of its ability to generate students' mental involvement in learning so that students can find new knowledge directly. Students are actively and creatively involved in knowledge construction, allowing them to discover new knowledge on their own. In contrast, in expository learning strategies, students are more passive and teachers play a larger role in learning activities, so students' potential is less explored and they only act as recipients of new knowledge.

Learning Outcomes of Islamic Cultural History Students With High Learning Independence With Learning Outcomes of Islamic Cultural History Students With Low Learning Independence

Students in Islamic Cultural History at the Private Madrasah Aliyah in Gunungsitoli City with high levels of learning independence (= 29.90) outperformed those with lower levels of learning independence (= 26.20) in terms of average learning outcomes.

Students who have a high degree of learning independence at the Private Madrasah Aliyah in Gunungsitoli City outperform students who have a lower degree of learning independence. The Fcount value (10.41) is higher than the Ftable price, according to the results of the statistical analysis (4.00).

These findings demonstrate the significance of student autonomy in determining their learning outcomes in Islamic Cultural History. This is understandable, given that students with a high degree of learning independence are better able to comprehend and master Islamic Cultural History. Learning independence refers to a person's ability to make their own decisions. It is necessary to consider psychological aspects when determining the degree of student learning independence because behavior is a manifestation of personal psychological conditions.

According to Yamin and Sanan (2010), students are said to be independent if they have the following characteristics: (1) find themselves or self-identity, (2) have initiative, (3) make judgments in acting, (4) take responsibility for their actions, and (5) be able to meet their own needs.

Students who have a high degree of learning independence are more likely to succeed academically because they are more likely to think outside the box and try new things. Efforts to improve one's ability to learn as well as to achieve desired learning outcomes are examples of high learning independence. For this reason, students who are highly independent learners are more likely to act on their ideas based on their abilities, resulting in the maturation of mindset and learning patterns and an intense desire to learn for the sake of better learning outcomes. The findings of this study also support previous research conducted by:

1. According to Saefullah, Siahaan, and Sari (2013), there is a positive (unidirectional) significant (mean) relationship between learning independence attitude and learning achievement. This means that the better the student's attitude toward learning independence, the better the student's learning achievement.

2. According to Sundayana's (2016) research, the higher the level of student learning independence, the greater the ability to solve mathematical problems for students at SMP Negeri 2 Taragong in Gunung Kidul Regency.

3. Research by Rijal and Bachtiar (2015), shows that there is a positive relationship between student learning independence and cognitive learning outcomes in the field of Biology of students at SMA Negeri 1 Ajangale, Bone Regency with a correlation value of 0.579.

The findings of this study, as well as the findings of other studies, show that a student's internalized level of learning independence will provide support for the learning activities he engages in. Learning independence as a strength in doing something without relying on others has a significant meaning for a student in planning, managing, and completing his learning activities. achieve superior results to their counterparts As a result, a student's learning independence has implications for efforts to improve learning abilities as well as for achieving the learning outcomes he receives. Students with high levels of learning independence have the following characteristics: (1) not relying on others, (2) initiative, (3) high learning motivation, and (4) not giving up easily, whereas students with low levels of independence have the following characteristics: (1) always relying on others, (2) lack of initiative, (3) low learning motivation, and (4) giving up quickly.

The success of learning is determined by a variety of factors, one of which is student independence. Similarly, when participating in Islamic Cultural History learning, students have varying degrees of learning independence; for example, one student's independence may differ from that of another student. When compared to students with low learning independence, students with high learning independence will find it easier to process information and express ideas and thoughts.

A student's internalized level of learning independence will provide support for the learning activities he engages in. Learning independence as a strength in doing something without relying on others has a meaningful meaning for a student in planning, managing, and completing his learning activities. It can be predicted that if a student has a high level of learning independence, the student will be able to achieve better results than his colleagues. As a result, a student's learning independence has implications for efforts to improve learning abilities as well as for achieving the learning outcomes he receives. Students with high levels of learning independence have the following characteristics: (1) not relying on others, (2) initiative, (3) high learning motivation, and (4) not giving up easily, whereas students with low levels of

independence have the following characteristics: (1) always relying on others, (2) lack of initiative, (3) low learning motivation, and (4) giving up quickly.

When comparing the characteristics of students with high levels of learning independence and students with low levels of learning independence, students with high levels of learning independence take assignments seriously because it challenges them to find solutions, whereas students with low levels of learning independence expect and require help. Someone else, such as a teacher, can assist you in resolving the problem.

Interaction of Learning Strategies with Independent Learning on Learning Outcomes of Islamic Cultural History

As a group, Islamic Cultural History students at Gunung Sitolo City Private Madrasah who were taught using the CIRC learning strategy and who demonstrated high levels of learning independence outperformed those who demonstrated lower levels of independence in their studies (= 25.38). With the expository learning strategy, students with high levels of learning independence (= 28.43) outperformed those with low levels of learning independence (= 26.37) on average when studying Islamic Cultural History.

It was found that students' learning outcomes were influenced by their use of learning strategies and their ability to learn independently at the Private Madrasah Aliyah in Gunungsitoli City, where statistical analysis showed that the Fcount value (12.51) was more significant than the Ftable value (11.59). (4.00).

Islamic Cultural History students with high learning independence and who are taught using the CIRC learning strategy have higher average learning outcomes than those students who are taught using expository learning strategies. Students with low learning independence who are taught using expository learning strategies have lower intermediate outcomes than students with high learning independence who are taught using the CIRC learning process.

Expository learning strategies are better suited to students with low learning independence than CIRC strategies. In light of these findings, we can say that learning strategies and self-directed learning have a significant impact on students' outcomes in Islamic Cultural History.

Learning independence is a significant factor in distinguishing students' Islamic Cultural History learning outcomes, with students with high learning independence, both those taught with the CIRC learning strategy and those taught with expository learning strategies, having higher Islamic Cultural History learning outcomes than students with low learning independence. Students with low learning independence in Islamic Cultural History learning activities, in particular, are given more tasks to compensate for weaknesses in Islamic Cultural History material mastery.

According to the findings of additional tests, the learning outcomes of Gunungsitoli City Private Madrasah Aliyah Islamic Cultural History students who were taught with the CIRC learning strategy and high learning independence and the learning outcomes of Islamic Cultural History students who were taught with expository learning strategies and high learning independence did not differ significantly.

The learning outcomes of Gunungsitoli City Private Madrasah Aliyah Islamic Cultural History students who were taught with the CIRC learning strategy and high learning independence and learning outcomes of Islamic Cultural History students who were taught with the CIRC learning strategy showed a significant difference.

There was a significant difference between the learning outcomes of Islamic Cultural History students at Gunungsitoli City Private Madrasah Aliyah who were taught with the CIRC learning strategy and high learning independence and the learning outcomes of Islamic Cultural History students who were taught with the expository learning strategy and low learning independence.

The learning outcomes of Gunungsitoli City Private Madrasah Aliyah Islamic Culture History students who were taught with experiential learning strategies and high learning independence compared to groups of students who were taught with CIRC learning strategies and low learning independence did not show a significant difference. Meanwhile, the learning outcomes of Islamic Cultural History did not show a significant difference between students who were taught expository learning strategies and high learning independence and students who were taught expository learning strategies and low learning independence.

The learning outcomes of Islamic Cultural History students who were taught with the CIRC learning strategy and low learning independence did not differ significantly from those of students who were taught with expository learning strategies and low learning independence.

Given the depth and breadth of the Islamic Cultural History curriculum, a learning strategy that can describe, define and understand concepts and theories in detail while also evaluating the student's skills is necessary. Therefore, it is expected that these students will be able to develop their knowledge and skills to deal with educational issues.

As a result, rather than relying on what others have taught them, students must develop their expertise. Developing and applying ideas in solving learning problems can help students develop and retain knowledge and skills in long-term memory, which they can then draw on at any time to meet their individual learning goals.

Internal and external factors are both important in determining learning outcomes, according to Siregar and Nara (2011). For example, a person's physical and mental health are both internal factors. When it comes to external influences, these include (1) social factors such as parents and home atmospheres; (2) non-social factors such as school facilities and

infrastructure, such as classroom layouts; and (3) mass media, which includes television, radio, and print media in addition to other forms of communication.

CONCLUSION

It is possible to conclude that students who were taught Islamic Cultural History using the CIRC learning strategy and students who were taught using the expository learning strategy have different outcomes when it comes to learning Islamic Cultural History. students taught Islamic Cultural History at Gunungsitoli City Private Madrasah using expository learning strategies had an average score of 27.00. Because of this, students at Gunungsitoli City's Private Madrasah Aliyah are better able to understand Islamic Cultural History thanks to the CIRC learning strategy.

The difference in Islamic Cultural History learning outcomes between students with high learning independence and students with low learning independence. In this case, the average learning outcomes of students with high learning independence who are taught using the CIRC learning strategy and expository learning strategy (= 29.90) are higher than the average learning outcomes of students with low learning independence (= 26.20).

Islamic Cultural History learning outcomes are influenced by the interplay between learning strategies and student learning autonomy. The following are the differences between these influences: It has been found that: (a) students who were taught Islamic Cultural History using the CIRC teaching strategy had better results in the subject than students who were taught using expository methods; (b) students who had higher levels of learning independence had better results than those who had lower levels; and (c) students with higher levels of learning independence had better results in the subject than those with lower levels; (higher self-reliance) When students learn Islamic cultural history using CIRC learning strategies and a high level of learning independence, their results are better than when they learn the subject using expository methods and a self-defense jar, and their results are even better when they learn the subject using the CIRC learning strategy and a high level of learning independence.

BIBLIOGRAPHY

Hamalik, Oemar. (2004). *Proses BelajarMengajar*. Jakarta: BumiAksara.

Kusumaningrum, Elisa. (2015). *Implementasi Strategi Belajar Diagram Roundhouse MelaluiCooperative Integrated Reading And Composition (CIRC) Pada MateriDaurBiogeokimia.* Jurnal: BioEdu*BerkalaIlmiah Pendidikan Biologi*Vol.4 No.3 September 2015.

Slavin, Robert E. (2005). *Cooperative Learning, Teori, Riset dan Praktek*. Penerjema Narulita Yusron. Bandung: Nusa Media.

Yamin, Martinis dan Jamilah Sabri Sanan. (2010). *Panduan Pendidikan Anak Usia Dini.* Jakarta: Gaung Persada Pers.

Saefullah, A., Siahaan, P., dan Sari, I. (2013). *Hubungan AntaraSikapKemandirianBelajar Dan PrestasiBelajarSiswa Kelas X Pada PembelajaranFisikaBerbasisPortofolio.* Jurnal: Wahana Pendidikan Fisika 1 Februari.

Sundayana, Rostina. (2016).Kaitanantara Gaya Belajar, KemandirianBelajar, dan KemampuanPemecahanMasalahSiswa SMP dalam Pelajaran Matematika, Jurnal: MosharafaPendidikan MatematikaSTKIP Garut Volume 8, Nomor 1, April.

Rijal, Syamsu dan Bachtiar, Suhaedir. (2015).*HubunganantaraSikap, KemandirianBelajar, dan Gaya Belajardengan Hasil BelajarKognitifSiswa.* Jurnal: Bioedukatika, Volumen 3 No. 2 Desember.

Siregar, Eveline dan Hartini Nara. (2011).*TeoriBelajar Dan Pembelajaran.* Bogor: Ghalia Indonesia.