



Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah

Rita Diana^{1*}, Agung Setiawan², Saariah³, Bobby Bagas Purnama⁴, Siska Nanda Safitri⁵, Mumammad Ziad Al-Fain⁶, Hanif Wazkia⁷, Riskiyah⁸

^{1, 2, 3, 4, 5} Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

⁶ Al-Ahgaff University, Yaman

⁷ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

⁸ Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia

*Corresponding E-mail: ritady48@gmail.com

Keywords:

CIRC Learning Model;
Improved Reading
Comprehension;
Maharah Qira'ah.

Abstract

This study aims to describe the implementation of the Cooperative Integrated Reading and Composition (CIRC) model in learning reading skills in the classroom. The CIRC model was chosen because it effectively improves students' literacy skills through collaboration in small groups, compared to other collaborative approaches. This study's background is students' low reading ability in Arabic language classes, so innovation is needed in learning methods. This study uses a qualitative approach with a case study design. The subjects of the study consisted of thirty students in one class. Data collection techniques include observation, in-depth interviews, and document analysis. Observations monitor the implementation of the CIRC model, focusing on teacher-student interactions and group dynamics. Interviews with teachers and students explore their experiences and perceptions of the CIRC model. Document analysis assesses student work, including summaries and shared notes. The results of the study indicate that the CIRC model increases students' active participation and cooperation, as reflected in their enthusiasm and motivation during learning. In addition, students' reading comprehension increases, as reflected in interviews and observations that show students find it easier to understand the text. However, there are obstacles, such as time constraints, differences in reading abilities between students, and teachers' limited experience in implementing this model.

Kata kunci:

Model Pembelajaran
CIRC; peningkatan
pemahaman
membaca; Maharah
Qira'ah.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model Cooperative Integrated Reading and Composition (CIRC) dalam pembelajaran keterampilan membaca di kelas. Model CIRC dipilih karena efektif dalam meningkatkan kemampuan literasi siswa melalui kerja sama dalam kelompok kecil, dibandingkan dengan pendekatan

kolaboratif lainnya. Latar belakang penelitian ini berangkat dari rendahnya kemampuan membaca siswa di kelas bahasa Arab, sehingga diperlukan inovasi dalam metode pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas 30 siswa dalam satu kelas. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan analisis dokumen. Observasi memantau penerapan model CIRC, fokus pada interaksi guru-siswa dan dinamika kelompok. Wawancara dengan guru dan siswa menggali pengalaman serta persepsi mereka terhadap model CIRC. Analisis dokumen menilai hasil kerja siswa, termasuk ringkasan dan catatan bersama. Hasil penelitian menunjukkan bahwa model CIRC meningkatkan partisipasi aktif dan kerja sama siswa, yang tercermin dari antusiasme dan motivasi mereka selama pembelajaran. Selain itu, pemahaman bacaan siswa meningkat, sebagaimana tercermin dari wawancara dan observasi yang menunjukkan siswa merasa lebih mudah memahami teks. Meskipun demikian, terdapat kendala, seperti keterbatasan waktu, perbedaan kemampuan membaca antar siswa, dan pengalaman guru yang masih terbatas dalam menerapkan model ini.

**Article
Information**

**Submitted 2024-12-28. Received 2024-12-28. Revised 2024-12-31.
Accepted 2025-01-01. Published 2025-01-13.**

INTRODUCTION

The teaching of *Maharaj qira'ah* (reading skills) among students involves challenges such as a lack of effective time for reading practice, difficulties in addressing proper pronunciation and intonation, and limited use of technology to support Arabic language learning (Khusnul Khotimah, 2024). In a study conducted by Nur Syamsia and Abdul Aziz, it was found that many students had difficulty pronouncing certain letters in Arabic, which led to repeated pronunciation errors. This challenge indicates the need for a more focused approach and the use of technology to support learning (Syamsia & Aziz, t.t.). Specifically understanding these issues can help design more targeted solutions to improve students' *maharah qira'ah* (Diah & Ni'mah, 2023). While teaching Arabic to students is often considered difficult, learning the language can actually be regarded as manageable. An effective teaching method is needed to prevent students from facing difficulties and boredom (Prayitno dkk., 2024). It is essential for every teacher to have a clear understanding of learning objectives to achieve the desired educational outcomes. Teachers' expertise in selecting appropriate teaching strategies is crucial for effectively delivering the lesson material (Susiawati dkk., 2022). The application of interesting methods that are in accordance with students' needs can reduce boredom and increase learning motivation. For example, the application of the CIRC (Cooperative Integrated Reading and Composition) method in a study by DEF succeeded in increasing students'

enthusiasm in learning to read Arabic. In several studies, teachers who adapted more interactive teaching techniques and used technological media, such as reading applications, showed significant improvements in student learning outcomes (Nadya dkk., 2024).

In the context of Arabic language learning, several aspects contribute to the success of education, such as objectives, materials, media, and educational activities (Wargadinata dkk., 2020). In educational contexts, teachers typically deliver knowledge through formal education. However, teachers' efforts can face obstacles in achieving desired goals. The role of teachers is crucial in creating an effective teaching and learning process (Andi Asrifan, Like Raskova Octaberlina, 2021). A teacher is not only a lesson provider but also serves as a motivator who inspires and encourages students to learn better by utilizing various teaching skills (Munir dkk., 2023). Over the years, Arabic language lessons have often been associated with a lack of student interest, making the process of learning Arabic a less engaging or less appealing topic for students. This is largely due to students' low self-confidence in learning the Arabic language (Maruf & Anjely, 2020).

Teachers play a vital role in developing teaching methods aimed at encouraging student learning activities, improving the quality of learning processes and outcomes, and facilitating smooth and optimal understanding in the learning process (Fitriani dkk., 2020). The selection of teaching models and methods should align with learning objectives, lesson content, and the availability of facilities and infrastructure at the learning site (Juryatina & Amrin, 2021). An effective method for enhancing students' reading skills is the CIRC (Cooperative Integrated Reading and Composition) approach. In previous studies in the context of Arabic language learning, CIRC was able to improve student interaction through structured work groups, which allowed them to improve pronunciation and understand texts together (Indriani Hasibuan & Afnita Afnita, 2023). In addition, the steps in the CIRC method, such as reading together, compiling summaries, and providing feedback, helped overcome boredom and increased students' learning motivation. Cooperative learning using the CIRC method not only teaches students to work collaboratively in solving problems but also prepares them to interact

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah. with individuals from diverse backgrounds, fostering a positive attitude toward diversity in real-life situations (Putri, 2022).

Many students find Arabic learning challenging, especially reading skills (maharah qira'ah), which is the main obstacle in the learning process (Wijaya & Hikmah, 2023). The evaluation results showed that only 40% of tenth grade students were able to read Arabic texts with adequate understanding, while 60% still had difficulty understanding sentence structure and correct pronunciation. and interviews with teachers showed that most students lacked time to practice reading outside of class, making it difficult for their skills to develop. These statistics help contextualize the issue and highlight the need for more innovative learning approaches, such as the use of the CIRC (Cooperative Integrated Reading and Composition) method to improve students' reading skills. In Islamic high school Al-Amin, reading skills in Arabic for the tenth grade remain a significant challenge. Students often struggle to understand Arabic texts, which leads to a lack of motivation and reluctance to engage in lessons (Apri Wardana Ritonga, 2020). This situation requires teachers to find solutions by changing the teaching approach to make it more engaging and effective. One approach that can be used to address this issue is the implementation of the CIRC (Cooperative Integrated Reading and Composition) learning model. This model integrates reading activities with other activities such as writing, discussion, and presentation. The CIRC model aims to encourage students to collaborate in understanding concepts and completing tasks, which in turn can create a more enjoyable learning experience and improve students' comprehension. Cooperative learning in CIRC can enhance students' understanding of Arabic texts more interactively, rather than just relying on lectures or direct teaching from the teacher (Jahiu, 2021).

The CIRC model is part of cooperative learning that emphasizes student cooperation in small heterogeneous groups. In this model, students work together to help each other understand the material being taught, as well as improve reading and writing skills (Sulistianingsih, 2018). At SMA Islam Al-Amin Sumenep, the application of the CIRC model is expected to improve students' reading skills and also aims to arouse students' enthusiasm for learning so that they can learn effectively and efficiently (Alimudin dkk., 2023). The application of the CIRC method in Arabic language learning in secondary schools shows a significant increase in student engagement. This is reflected

in the results of observations, where 80% of students are active in group discussions, and the evaluation results show an average increase in reading scores of 20%. Thus, this is expected to have a positive impact on student learning outcomes and help achieve learning objectives, especially in the context of Arabic language subjects. CIRC is a group learning approach that combines reading and writing skills into one integrated learning process, which is commonly called integrated learning (Rahmasari & Swasti, 2017).

Research conducted by Anggi Fitri et al. stated that the implementation of the Cooperative Integrated Reading and Composition (CIRC) model has a significant impact on students' reading comprehension abilities (Sofiana, 2016). Therefore, the objective of applying the CIRC method in Arabic language subjects is to enhance students' reading achievement. The use of the CIRC method aims to present learning materials more engagingly and enjoyably, stimulating students' thoughts, emotions, and understanding, thereby accelerating their learning process. In current Arabic reading skill instruction, Limitations in Arabic language proficiency cause students to have difficulty in understanding and using the language effectively (Wibisono, 2024). There is a tendency for teachers to provide extensive explanations while students merely take notes on their interpretations. Additionally, in skill-based learning, teachers often rely heavily on grammatical methods for translation and lecture-based teaching, which can lead to student boredom and hinder learning outcomes (Syafitri & Mansuridin, 2020). Over-reliance on grammar-based methods, such as translation and lecture-based teaching, can reduce student engagement and hinder their learning outcomes... these approaches often lead to boredom among students, as they focus more on grammatical rules than on the practical application of language (Febriani, 2024). In contrast, more dynamic methods, such as Cooperative Integrated Reading and Composition (CIRC), provide a more interactive and collaborative approach that can increase student motivation and improve language comprehension as students actively engage in discussions and applications of language concepts in more real-world contexts (Kaharuddin, 2018). This comparison clearly shows that static grammar-based methods often fail to improve engagement and learning outcomes compared to more participatory and contextual methods (Udin & Sholehuddin, 2024).

This study aims to explore and analyze how the implementation of the CIRC model can improve reading skills in tenth-grade students at Islamic high school Al-Amin Sumenep. By applying the CIRC model, it is hoped that students' learning outcomes in Arabic reading skills will improve and contribute to the development of more effective teaching methods in secondary schools.

METHOD

This study aims to explore and describe the implementation of the CIRC (Cooperative Integrated Reading and Composition) model in enhancing reading skills (maharah qira'ah) in the tenth-grade class at Putri Al-Amin. Using a qualitative approach with a case study design, this research focuses on an in-depth exploration of how the transformation of the CIRC model can change the dynamics of learning and improve students' understanding of Arabic reading materials (Soegiyono, 2011). With a more collaborative and interactive approach, it is expected that students will be more active in participating in group discussions, thereby reducing boredom and increasing their attention to the material. The CIRC model, which emphasizes text-based learning and discussion, is expected to help students understand Arabic reading materials better, because they will be more involved in the problem-solving process with classmates. The subjects of this study were 30 grade X students. The selection of subjects was based on the relevance of the level of education to the research objectives and the potential contribution of data to the development of the study. All students involved came from one class, so the data obtained is expected to be able to represent conditions and characteristics comprehensively. Participants are selected using purposive sampling, choosing students who are involved in the learning process and the instructor with experience in implementing cooperative learning methods, particularly the CIRC model. This method allows the researcher to gain deeper insights from those directly involved in the application of this learning model (Hollstein, 2015).

Data collection is carried out through three main methods: observation, in-depth interviews, and document analysis (Yuwana dkk., 2023). Participatory observation is conducted by directly engaging in the classroom to observe the real-time learning process, student interaction within groups, and the implementation of various learning activities using the CIRC model. In-depth interviews are then conducted with both the

instructor and students to explore their experiences using the model and to understand their perceptions regarding the effectiveness of CIRC in enhancing their reading skills. Meanwhile, document analysis, such as syllabi, evaluation records, and students' work, will be used to complement the understanding of how the CIRC model influences students' development of reading skills.

To gain a deeper understanding, students will also be asked to write personal reflections after participating in the learning sessions using the CIRC model. These reflections will provide students an opportunity to express their views on how the model helped them understand Arabic texts, as well as to share their feelings about the learning environment created by this method. After data is collected, analysis is performed using thematic analysis. The data obtained from observations, interviews, and documents will be organized and coded to identify key themes related to the implementation of the CIRC model, the challenges faced, and its impact on students' reading skills (Marinu Waruwui, 2023). The results of this analysis are expected to provide a deeper understanding of how the CIRC model can be used as an effective alternative to improve reading skills in the context of Arabic language learning in the tenth-grade classroom. By employing a comprehensive qualitative approach, this study aims to offer a clear and in-depth picture of the transformation of maharah qira'ah learning through the CIRC model, as well as contribute to the development of more innovative and effective teaching methods in secondary schools (Tasrif dkk., 2022).

The steps taken are as follows:

1. Data Analysis

Data analysis was conducted using a thematic approach. The process includes coding data to identify key patterns, determining themes relevant to the focus of the study, triangulating data to ensure the validity of the findings, and interpreting the results based on the theoretical framework. This analysis aims to explore in depth the effectiveness of the implementation of the CIRC model in improving students' qira'ah abilities.

2. Research Instruments

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah.

- a. Observation Guidelines: This instrument is used to observe group dynamics, interaction patterns between teachers and students, and the efficiency of time management during the CIRC-based learning process.
- b. Interview Guidelines: Semi-structured interviews were conducted to explore students' experiences related to understanding qira'ah and the challenges faced, as well as teachers' views on the implementation of the CIRC model and its effectiveness in learning.
- c. Documents Analyzed: The documents analyzed included student summaries, group collaborative notes, and teacher plans and reflections. The analysis focused on the relevance of the document content to learning objectives, the level of student engagement, and the effectiveness of teaching strategies.

The design of this analysis and instrument was designed to ensure the validity, reliability, and depth of interpretation of the research data (Azizah dkk., 2024).

RESULTS AND DISCUSSION

This study shows that transforming the Cooperative Integrated Reading and Composition (CIRC) model in qira'ah learning significantly improves students' reading skills. The CIRC model can be widely applied in various qira'ah learning contexts, especially in classes that have diverse levels of student ability. The application of this model allows students to work together, discuss, and help each other in understanding the text (Udin & Sholehhudin, 2024). For future research, it is recommended that further experiments be carried out by modifying the CIRC steps to be more contextual with the characteristics of Islamic qira'ah materials, such as Al-Qur'an or Hadith texts (Yuningsih, 2024).

Based on previous research, it is concluded that the application of the CIRC method can effectively improve students' reading comprehension skills (Andi Asrifan, Like Raskova Octaberlina, 2021). In addition, the CIRC method produces superior academic achievement scores compared to other discussion-based groups, as reflected in the higher average scores of students (Huda dkk., 2021). The application of the Cooperative Integrated Reading and Composition (CIRC) method in Maharah Qira'ah learning fosters active student involvement in reading activities. In the context of

Maharah Qira'ah using CIRC, students are involved in significant receptive activities, absorbing messages or information from the author meaningfully, which is the main focus (Maruf & Anjely, 2020).

This study is consistent with the results of previous studies that show the effectiveness of the CIRC model which underlines that the CIRC model is able to improve reading skills through teamwork (Mutamimah dkk., 2021). However, this finding also provides new insights, namely the potential of this model in improving students' appreciation of Arabic texts. Compared to traditional methods, this model is more interactive and provides a more meaningful learning experience. The significance of this finding lies in its ability to transform the usually passive approach to qira'ah learning into a more active and collaborative one. However, it should be noted that the success of this model is highly dependent on the teacher's readiness to manage the learning group and the availability of relevant resources. In another finding, research utilizing the Jeopardy Game as a medium in maharah qira'ah presents a different approach. This medium functions not only as an evaluation tool but also as an interactive learning resource that emphasizes elements of competition and entertainment. Students are encouraged to comprehend texts quickly and accurately to answer questions based on predetermined categories (Satyaningrum dkk., 2024). In addition, alternative interpretations can explore whether the positive effects of this model are due to students' intrinsic motivational factors or to the support of a conducive learning environment.

This study aims to describe implementing the CIRC (Cooperative Integrated Reading and Composition) learning model in the maharah qira'ah lessons at Pondok Pesantren Al Amien Prenduan Sumenep. Based on observations, interviews with teachers, and documentation obtained, the CIRC model learning process shows high enthusiasm from both students and teachers. In this learning process, the Arabic language teacher begins the session by dividing the students into small groups with diverse Arabic language abilities. Each group is given an Arabic text to read individually, then they discuss the text within the group. The dynamic discussions allow students to exchange information, deepen their understanding, and create a summary of the text's

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah. content. The teacher provides constructive feedback on the students' understanding and writing, enhancing their comprehension of *maharah qira'ah*.

One student stated, "The teacher instructed us to be divided into heterogeneous small groups. Then, each member read a specific part of the text individually, and we discussed it to exchange information." This approach helps students develop critical thinking skills and better communication abilities.

Learning Evaluation with the CIRC Model

The CIRC (Cooperative Integrated Reading and Composition) learning model is based on the idea that students are more likely to grasp complex concepts through collaborative discussions with their peers. This emphasizes that students' success in understanding learning concepts is significantly influenced by their discussion activities (Kosim dkk., 2024). In small groups, students collaborate to solve problems, enhancing their understanding through discussion. This concept is supported by Huda who stated that every student in the CIRC learning process has a responsibility toward their group tasks (Susilawati dkk., 2023). They collectively contribute ideas to understand concepts and complete tasks, fostering deep learning experiences and understanding.

The application of the CIRC method to improve students' reading comprehension is an appropriate step. This method boosts students' enthusiasm for learning, participation, and focus. The primary objective of the CIRC method is to enhance students' ability to comprehend reading materials (Rahmasari & Swasti, 2017). Through CIRC, teachers can teach reading comprehension collaboratively, leading to improved student learning outcomes (Janah dkk., 2022). The success of students in understanding reading material is not solely dependent on individual abilities but also involves contributions from group members and interactions with other groups during the learning process. Andi Halimah highlighted that the implementation of CIRC provides substantial support for students' *maharah qira'ah* (reading skills) (Ulin Nuha, 2022). Mastery of reading and understanding texts is a critical skill for learners. The CIRC model not only offers a fun learning experience but also effectively improves students' reading comprehension. Using this model, students are taught to collaborate in understanding the materials presented by the teacher (Yuningsih, 2024). Based on

previous research, Kusyairi et al. concluded that the implementation of the CIRC method is effective in enhancing students' reading comprehension skills (Anak, 2008).

The teacher uses various evaluation methods to assess learning outcomes. Formative evaluation is conducted during the learning process through observation, oral questions, and brief assignments. One teacher explained: "I carry out a formative assessment by observing group discussions and giving quizzes after the lesson to measure the student's understanding of the material taught." This evaluation allows the teacher to provide timely feedback and plan the necessary interventions.

In the implementation of the CIRC model, several supporting and hindering factors were identified. Supporting factors include the ability of the CIRC model to encourage collaboration, positive interaction between students, and active engagement in learning. One teacher stated: "A supportive environment for cooperation and mutual respect enhances the effectiveness of learning, making students more involved and invested in the material." Group discussions provide students with opportunities to develop social skills and gain a deeper understanding of the material. However, there are several hindering factors, such as differences in student abilities that affect the speed of understanding the material. One teacher shared: "Some students have different abilities, some understand quickly, while others need more time. This requires more attention from the teacher to ensure that each student receives appropriate support." Additionally, time constraints and a classroom environment that does not fully support the activities also pose challenges.

Challenges in Implementing the CIRC Model

Challenges in implementing the CIRC model are also evident in terms of time management and group discussion management. Teachers need to ensure that each stage of the CIRC model is carried out effectively without rushing. One teacher expressed: "The main challenge is managing time effectively so that all stages of the lesson can be completed optimally." Additionally, some students face difficulties adapting to their roles within the group, as one student shared: "Adapting to the role assigned in the group can be a challenge, and I have to learn how to play my role effectively." In this study, the implementation of the CIRC (Cooperative Integrated Reading and Composition) model has been shown to have a significant positive impact

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah. on students' reading and writing skills. This learning model, which focuses on group collaboration, provides students with opportunities not only to enhance their literacy skills but also to develop essential social and communication skills that are crucial in their academic and social lives.

To overcome the challenges in implementing the CIRC model, a comprehensive strategy and concrete steps are needed. Challenges related to teacher readiness, for example, can be overcome through intensive training and mentoring. Teachers need to be involved in workshops that focus on implementing the CIRC model, including group management, compiling reading materials, and evaluation techniques. In addition, mentoring by teachers who are experienced in this model can help other teachers improve their competence.

The diversity of student abilities in the classroom also requires a strategic approach. Teachers are advised to implement differentiation-based assignments, where students are grouped based on their abilities so that each group member can contribute according to their potential. This approach will ensure that all students feel involved and receive appropriate challenges. In addition, providing additional guidance to students who are struggling can help them follow the rhythm of group learning. To overcome time constraints, teachers need to design flexible and integrated schedules. For example, some group activities in the CIRC model can be carried out as homework or in additional study sessions. Teachers can also choose texts that are shorter but still have high learning value, so that class time can be used more efficiently.

Follow-up Recommendations:

1. Organizing regular training for teachers to improve their understanding and skills in implementing the CIRC model.
2. Procuring relevant reading materials, both physical and digital, by involving schools and external institutions.
3. Developing CIRC-based learning modules that can be used as a guide by teachers.
4. Continuous evaluation of the implementation of this model through feedback from students and teachers to improve future implementation.

The implementation of the Cooperative Integrated Reading and Composition (CIRC) model begins with the formation of heterogeneous groups consisting of students with varying reading abilities. These groups aim to create a collaborative environment

where more proficient students can assist their peers with lower reading skills. The process starts with individual reading, followed by group discussions to deepen the understanding of the material. After the discussion, students are asked to compose a piece based on the text they have read. During this process, students with lower reading abilities receive support from their more skilled group members in writing and formulating ideas. This collaboration allows them to improve both their reading and writing skills simultaneously. Evaluation is conducted by providing feedback on the participation and the task results of each student, giving them the opportunity to identify and address difficulties in reading and writing.

The CIRC model effectively supports students with lower reading abilities through its collaborative approach. Students struggling with reading can receive direct assistance from their group members, helping them better comprehend the text. Group discussions also provide a space for students to clarify their understanding without feeling embarrassed. This approach boosts students' confidence and encourages active participation in learning. With constructive feedback, students can continuously develop their reading and writing skills.

However, the implementation of CIRC is not without challenges. One of the main obstacles is the difference in language proficiency levels among students. Students who are not yet proficient in the language may struggle to actively participate in group discussions, which can affect their level of engagement in learning. Additionally, effective classroom management becomes crucial. Organizing time and group dynamics requires good management skills from the teacher to ensure that every student has a fair opportunity to participate in each stage of the learning process. Without proper management, the classroom can become unstructured, reducing the effectiveness of this model. Resource limitations also pose a challenge in the implementation of CIRC.

The lack of appropriate reading materials and supporting facilities can hinder optimal learning. Teachers need to ensure that the materials used are suitable for the students' proficiency levels and can spark their interest to actively engage. Furthermore, teacher training and support are also essential. Teachers who are not yet familiar with this model need time and practice to fully understand how to implement CIRC effectively. Therefore, intensive training and support from the school are crucial to

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah. ensure the smooth implementation of CIRC and achieve the best results. Overall, the CIRC model has a positive impact on improving students' reading, writing, and social skills. Although there are some challenges in its implementation, the benefits gained are significant, especially in creating a more interactive and collaborative learning environment. The success of the Cooperative Integrated Reading and Composition (CIRC) model is measured through several key criteria: improvement in reading comprehension, writing skills, student collaboration, and learning motivation. Students who previously struggled with reading showed improved comprehension through group discussions and collaboration. Their writing abilities also developed as they received support in formulating ideas. Additionally, the social interaction within groups increased student participation and confidence, which contributed to a rise in their motivation to learn.

The findings of the study on the CIRC model offer practical guidance for educators to enhance learning. This model has proven effective in improving students' reading and writing skills, particularly for those who struggle. To optimize its implementation, educators are advised to undergo training to improve skills in managing groups and using appropriate collaborative strategies. Selecting materials that match the students' reading levels is crucial for effective learning.

Managing heterogeneous groups is also key to success, where students with varying abilities can support each other. Educators should provide constructive and regular feedback to monitor students' progress. Additionally, to increase engagement, educators can introduce the CIRC model across various subjects and adapt the learning process to meet students' needs, particularly in strengthening fundamental reading and writing skills. By applying these recommendations, educators can create a more inclusive and effective learning environment, encouraging motivation and active participation in the learning process.

CONCLUSION

The use of the Cooperative Integrated Reading and Composition (CIRC) model in maharah qira'ah learning at Islamic high school Al Amien Prenduan Sumenep showed positive results. This model encourages students to be actively involved in learning, develop critical thinking skills, and improve their communication skills. However, there

are several challenges faced, such as time constraints, differences in student abilities, and limited resources. However, supporting factors such as cooperation between students and positive interactions in group discussions help overcome most of these obstacles. Recommendations for future research or further development of the CIRC model suggest that the focus be on developing this model in various learning contexts and further exploration of how to overcome challenges such as time constraints and variations in student abilities in the classroom. Regarding the existing challenges, practical solutions need to be introduced to optimize the implementation of the CIRC model. Teacher training on more effective time management strategies and better collaborative techniques is essential. In addition, to overcome time constraints, digital platform-based learning that allows students to collaborate outside of class hours can be an effective solution. The formation of smaller heterogeneous groups can also help weaker students to get more attention and explore the material more deeply. By implementing this mitigation strategy, the CIRC model can be more optimal in increasing the effectiveness of maharah qira'ah learning in the future.

REFERENCES

- Alimudin, A., Dania, I., & Saputri Hidayat, A. A. (2023). Analisis Bahan Ajar Maharah Qira'ah di SMP Muhammadiyah 3 Yogyakarta Berbasis CEFR. *Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan*, 20(1), 38–51. [https://doi.org/10.25299/al-hikmah:jaip.2023.vol20\(1\).11655](https://doi.org/10.25299/al-hikmah:jaip.2023.vol20(1).11655)
- Anak, K. N. P. E. S. K. (2008). Eksploitasi Seksual Komersial Anak di Indonesia. *Medan, Restu Printing Indonesia*, hal.57, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>.
- Andi Asrifan, Like Raskova Octaberlina, A. A. (2021). THE COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) STRATEGY IN TEACHING READING COMPREHENSION. *Pharmacognosy Magazine*, 75(17), 399–405. <https://doi.org/10.14293/S2199-1006.1.SOR-.PPMY3FC.v1>
- Apri Wardana Ritonga. (2020). Pengaruh Media Crossword Puzzle dalam Meningkatkan Maharah Qira'ah Siswa SMA Islam Sabilillah Malang Boarding School. *Studi Arab*, 11(2), 73–86. <https://doi.org/10.35891/sa.v11i2.2354>
- Azizah, M. P. I., Udin, F., Sos, S., Munir, R., & Faziyah, M. P. (2024). *Buku Referensi Perencanaan Penelitian Kuantitatif Panduan Komprehensif Metode Penelitian*.

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah.

- Diah, H., & Ni'mah, M. A. (2023). Metode Contextual Teaching And Learning Dalam Pembelajaran Maharah Qira'ah. *Revorma: Jurnal Pendidikan dan Pemikiran*, 3(1), 26–41. <https://doi.org/10.62825/revorma.v3i1.35>
- Febriani, R. & mega febriani sya & eneng mulyanti. (2024). Memahami Metode Terjemahan Tata Bahasa: Potensi Dan Tantangan Dalam Konteks Pendidikan Bahasa Modern. *Karima Tauhid*, 3(4), 5725.
- Fitriani, L., Aksara, B., & Masalah, L. B. (2020). Efektivitas Model Cooperative Integrated Reading and Composition (Circ) Untuk Meningkatkan Kemampuan Membaca Pemahaman Cerita Fiksi. *Bale Aksara*, 1(1), 31–42. <https://doi.org/10.31980/ba.v1i1.737>
- Hollstein, B. (2015). Qualitative Approaches. *The SAGE Handbook of Social Network Analysis, January 2011*, 404–416. <https://doi.org/10.4135/9781446294413.n27>
- Huda, M. M., Ningsih, H. Y., Huda, N., Azizah, N., Agama, P., Pascasarjana, I., & Arab, P. B. (2021). STRATEGI PEMBELAJARAN CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) DALAM MENINGKATKAN PEMBELAJARAN BAHASA ARAB DI MI DARUL ULUM TAMBAK OSO M. 4(September), 1–13.
- Indriani Hasibuan, & Afrita Afrita. (2023). Pengaruh Model Pembelajaran Kooperatif Tipe CIRC (Cooperative Integrated Reading And Composition) Terhadap Keterampilan Membaca Teks Persuasi Siswa Kelas VIII SMP Negeri 3 Pariaman. *Jurnal Bintang Pendidikan Indonesia*, 1(2), 229–237. <https://doi.org/10.55606/jubpi.v1i2.1411>
- Jahiu, E. (2021). TEACHERS' PERSPECTIVES AND PRACTICES ON EFFECTIVE TEACHING METHODS AND STRATEGIES AT A PRIMARY SCHOOL IN PRISHTINA. *TARBIYA: Journal of Education in Muslim Society*, 8(1), 82–95.
- Janah, A. R., Ansori, A. A., Maghfirah, S. N., & Tiara, D. P. (2022). Problematika Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab di Kelas X IPA MA Al-Mukarom Ponorogo. *Proceeding of 2nd Annual Interdisciplinary Conference on Muslim Societies (AICOMS)*, 2, 17–24.
- Juryatina, J., & Amrin, A. (2021). Students' interest in Arabic language learning: The roles of teacher. *Journal of Educational Management and Instruction (JEMIN)*, 1(1), 40–49. <https://doi.org/10.22515/jemin.v1i1.3459>
- Kaharuddin, A. (2018). the Communicative Grammar Translation Method: A Practical Method To Teach Communication Skills of English. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2), 232. <https://doi.org/10.24252/eternal.v42.2018.a8>
- Khusnul Khotimah, N. A. (2024). Pengembangan Media Komik Terintegrasi Model Pembelajaran Circ Untuk Meningkatkan Literasi Sains Peserta Didik Pada Mata Pelajaran Ipas Kelas 4 Sd. *Jurnal Ilmiah Pendidikan Dasar*, 9(2), 2749–2762.

Rita Diana, Agung Setiyawan, Saariah, Bobby Purnama, Siska Nanda Safitri, Mumammad Ziad Al-Fain, Hanif Wazkia, Riskiyah.

- Kosim, N., Ardiansyah, A. A., & Hikmah, H. S. (2024). *The Use of The Task-Based Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills*. 5(2).
- Marinu Waruwui. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Bhineka Tunggal Ika: Kajian Teori dan Praktik Pendidikan PKN*, 9(2), 99–113. <https://doi.org/10.36706/jbti.v9i2.18333>
- Maruf, N., & Anjely, A. M. R. (2020). Utilizing Cooperative Integrated Reading and Composition (CIRC) with mobile Learning to Enhance Students' Reading Comprehension. *British (Jurnal Bahasa dan Sastra Inggris)*, 9(2), 10. <https://doi.org/10.31314/british.9.2.10-19.2020>
- Munir, D. R., Fajar, A., & Maftuhah, M. (2023). Student Pantomime Techniques in Learning Arabic Vocabulary. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 9841–9847. <https://doi.org/10.54371/jiip.v6i12.2776>
- Mutamimah, M., Aedi, K., & Iman, M. D. (2021). Pengaruh Penerapan Cooperative Learning Tipe CIRC (Cooperative Integrated Reading And Composition) dalam Keterampilan Membaca (Studi Eksperimen di MTs Madinatunnajah Cirebon). *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, 10(2), 127. <https://doi.org/10.24235/ibtikar.v10i2.9306>
- Nadya, A., Shiddiq, S., & Gusmaneli, G. (2024). Efektivitas Penggunaan Teknologi dalam Meningkatkan Strategi Pembelajaran Interaktif di Kelas. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(2), 334–341.
- Prayitno, H., Rahmad, I. N., Amalia Chusna, C., Saryanto, S., & Wiliyanti, V. (2024). Analysis of The Influence of Effective Teaching Methodology, Knowledge of Curriculum Design and Class Mastery on The Effectiveness of Teaching and Learning Activities. *Journal on Education*, 6(4), 20641–20646. <https://doi.org/10.31004/joe.v6i4.6156>
- Putri, P. (2022). Mafhum Maharah Qiraah Dan Maharah Kitabah. *Islamic Education*, 2(2), 1–5. <https://doi.org/10.57251/ie.v2i2.376>
- Rahmasari, B., & Swasti, A. E. (2017). Teaching Reading Using Circ Method: The Challenges and the Benefits. *Journal Of English Language And Pedagogy*, 5(85), 462986.
- Satyaningrum, R., Ihsan, M., & Daroini, S. (2024). Efektivitas Penggunaan Media Jeopardy Game dalam Evaluasi Maharah Qira'ah. *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 5(2), 157–166. <https://doi.org/10.52593/klm.05.2.03>
- Soegiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. ALFABETA, CV. ISBN J1. Gegerkalong Hilir No. 84 Bandung.

Transformation of the CIRC (Cooperative Integrated Reading and Composition) Model to Enhance Qira'ah.

- Sofiana, N. (2016). Cooperative Integrated Reading and Composition (Circ) – Based Interactive Cd in Teaching Reading. *Language Circle - Journal of Language and Literature*, 11(1), 25–36.
- Sulistianingsih, E. (2018). Developing Students' Participation in a Mixed-levels Reading Class via Cooperative Integrated Reading and Composition (CIRC). *Vision: Journal for Language and Foreign Language Learning*, 7(1), 1–10. <https://doi.org/10.21580/vjv7i12200>
- Susiawati, I., Mardani, D., & Syahda Nissa, F. (2022). Pembelajaran Maharah Qiraah Untuk Penguasaan Makna Teks Tentang Pendidikan Karakter. *Edukasi Islami: Jurnal Pendidikan Islam*, 21–33.
- Susilawati, R. Y., Hayu, W. R. R., & Kurniasari, D. (2023). Pola Keterampilan Komunikasi Berbasis Model Pembelajaran Cooperative Integrated Reading Composition (CIRC) Siswa Kelas III SDIT Green Bhakti Insani. *Jurnal Pengajaran Sekolah Dasar*, 2(2), 191–200. <https://doi.org/10.56855/jpsd.v2i2.871>
- Syafitri, C. R., & Mansurdin. (2020). Model Cooperative Integrated Reading and Composition sebagai Upaya Meningkatkan Kemampuan Membaca Pemahaman Siswa di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 4(2), 1335–1346.
- Syamsia, N., & Aziz, A. (t.t.). Analisis Kesalahan Penyebutan Huruf dalam Membaca Teks Bahasa Arab pada Siswa Kelas VIII di Mts Darul Mukhlisin Kendar. *FUSHA: JURNAL PENDIDIKAN BAHASA ARAB*, Vol. 1 No., 1–6.
- Tasrif, E., Abubakari, M. S., & Hidayat, H. (2022). Analysis of quality implementation and supervision of vocational high schools using a qualitative approach. *Jurnal Pendidikan Vokasi*, 12(1), 1–11. <https://doi.org/10.21831/jpv.v12i1.47454>
- Udin, S., & Sholehuddin, M. (2024). Efektivitas Strategi Cooperative Integrated Reading and Composition (CIRC) terhadap Kemampuan Memahami Teks Editorial Siswa Kelas XII IPA SMA Negeri 1 Parengan Tahun Pelajaran 2023 / 2024. 3(April), 150–160.
- Ulin Nuha, M. A. (2022). The Effectiveness of Using the SQ3R Method in Improving Maharah Qira'ah in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang. *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, 10(2), 278–303. <https://doi.org/10.21274/tadris.2022.10.2.278-303>
- Wargadinata, W., Maimunah, I., Febriani, S. R., & Humaira, L. (2020). Students' interest in Arabic language learning: The roles of teacher. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(1), 59–78. <https://doi.org/10.22219/jiz.v3i1.11862>
- Wibisono, Y. (2024). Analisis Faktor Kesulitan Belajar Bahasa Arab Pada Siswa Kelas XI-IPS Madrasah Aliyah Al-Bairuny Sambongdukuh Jombang. 3(2), 15–26.

Rita Diana, Agung Setiyawan, Saariah, Bobby bagas purnama, Siska Nanda Safitri, Mumammad Ziad Al-Fain, Hanif wazkia, Riskiyah.

Wijaya, M., & Hikmah, F. (2023). Problematika Pembelajaran Maharah Qiro'ah Dalam Pembelajaran Bahasa Arab Pada Siswa Madrasah Ibtidaiyah. *Jurnal Educatio FKIP UNMA*, 9(2), 858–864. <https://doi.org/10.31949/educatio.v9i2.4880>

Yuningsih, N. (2024). *ANALISIS MODEL COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TERHADAP HASIL BELAJAR SISWA MADRASAH IBTIDAIYAH (MI) dunia Pendidikan. Dalam Arifah Budarti , point pendidikan Composition (CIRC), tujuan dan manfaat Integrated pengendalian diri. 4(2).*

Yuwana, S., Indarti, T., & Faizin. (2023). *Metode Penelitian Dan Pengembangan (Research & Development) Dalam Pendidikan Dan Pembelajaran.* UMMPress.

Copyright holder:

© Rita Diana, Agung Setiyawan, Saariah, Bobby bagas purnama, Siska Nanda Safitri, Mumammad Ziad Al-Fain, Hanif wazkia, Riskiyah. (2025)

First publication right:

Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

