

## Application of The Circ Learning Model to Improve Student's Reading and Writing Skills in The Yellow Kitab Subject

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### ABSTRACT

*The application of the Circ (Cooperative Integrated Reading and Composition) learning model to improve students' reading and writing skills in the yellow kitab subject at Madrasah Al-i'dadiyyah Bahrul Ulum is said to be successful if the activities that are part of the madrasa program can be carried out properly and in accordance with expectations . Based on this, previously at Madrasah Aliyah Al-I'dadiyyah using the sorogan or listening method, so that students' reading and writing skills are still low. In an effort to improve reading and writing skills in the yellow kitab subjects, the teacher applies a cooperative model. This study uses qualitative research. Based on the results of the research that in an effort to apply the Circ learning model to improve reading and writing skills in the yellow kitab subjects, students are more active in learning the yellow book and helping students who are weak in understanding the yellow kitab due to the method used. been around all along. This can be proven by the majority of students who have achieved the KKM score of 80.0 with the Circ learning model. The role of teachers and students is very important in order to become graduates who are useful in the community and in accordance with the vision and mission of the madrasah.*

**Keywords:** Learning Model; Student's Reading and Writing Skills; The Yellow Kitab Lesson.

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### INTRODUCTION

Reading is an activity to absorb various data as well as new knowledge and insights that can increase a person's intelligence so that they can respond to life's challenges in the future. Every aspect of life relates to reading activities. Likewise with students in Madrasah (Muchlis & Maizora, 2020).

Teachers as educators have the authority to design learning. The teacher can determine the objectives and content of the lesson to be delivered, determine the model, procedures and learning strategies. Teachers can develop a curriculum according to the characteristics, vision and mission of the school, and according to the student's learning experience (Ma'arif & Meishanti, 2020). The implementation of the teacher's role in developing this curriculum can be seen in the development of a local content curriculum which is fully submitted to each educational unit that is tailored to the needs of certain schools (Widyaningsih, 2018).

Madrasah Aliyah Al-I'dadiyyah is one of the existing educational institutions under the auspices of the Bahrul Ulum Foundation Tambakberas Jombang. MA.Al-i'dadiyyah organizes education unlike high school education in general, this madrasa focuses more on its students to explore the yellow kitab. But it is still guided by school standards as usual, such as the subjects that will be tested at the end of the semester or the National Examination (Ismail et al, 2019) . In learning the yellow book at Madrasah Aliyah Al-I'dadiyyah the method used is the sorogan or listening method, so that the ability to read and write in the yellow kitab subjects is still low. In an effort to improve reading and writing skills in the yellow kitab subjects, the teacher applies a cooperative model with the hope that students' reading and writing skills in the yellow kitab subjects can increase (Prihatiningtyas & Sholihah, 2020).

One way that can be used to improve students' reading comprehension skills in studying the yellow book is to use the method CIRC (Cooperative Integrated Reading and Composition). CIRC aims to improve students' ability to understand the content of the reading material while at the same time fostering the ability to write reproduction of the reading material they read. CIRC (Cooperative Integrated Reading and Composition) in this study is an integrated learning method between reading and writing skills that involves students actively (physically and mentally) in the learning process to help students understand the content of reading that is carried out individually or in groups. The method CIRC can help teachers integrate reading and writing activities as an integrative activity in the implementation of reading learning.

Understanding CIRC (Cooperative Integrated Reading And Composition) is one type of cooperative learning model which is an integrated composition of reading and writing cooperatively (groups). That is reading the material being taught from various sources and then writing it down in written form which is done cooperatively. Cooperative learning model type Cooperative Integrated Reading and Composition (CIRC) is a learning model that aims to train students' abilities in an integrated manner between reading and finding the main idea of a discourse/material and providing written responses. (Christina & Kristin, 2016) Through this model learning the yellow kitab that was previously considered boring and a lot of theory can be learned easily and more fun. This learning model will train students to be able to think critically by reading to find the main idea of a discourse/material. Learning using the model Cooperative Integrated Reading and Composition (CIRC) is done by forming groups so that students are able to work together with their group mates to find the main idea of a material. Each group member conveys his/her ideas/ideas regarding a material being discussed and exchanges opinions to complete their group assignments.

While the Yellow Kitab is often referred to as the classic book (*Al Polar Al Qadimah*), these books refer to the traditional works of classical scholars with an Arabic style that is different from modern books. (Hanani, 2017) yellow because it is written on yellow paper. So, if a book is written on white paper, it will be called a white book, not a yellow book.<sup>10</sup> According to Azyumardi Azra, yellow books are religious books in Arabic, Malay, Javanese or other local languages in Indonesia using Arabic script, which besides being written by scholars in the Middle East, were also written by Indonesian scholars themselves. This understanding, according to Azra, is an extension of the terminology of the yellow book that has developed so far, namely Arabic religious books, using Arabic script, which were produced by scholars and other Muslim thinkers in the past, especially those from the Middle East.

From the above background, the researcher wants to take a deeper look to examine the application of circ (Cooperative Integrated Reading and Composition) learning at MA Al-I'dadiyyah Bahrul Ulum Jombang with several problem formulations, namely: 1. What is the teacher's role in improving students' understanding of the yellow book subject at Madrasah Al-I'dadiyyah Bahrul Ulum by using the Circ learning model (Cooperative Integrated Reading and Composition)? 2. How is the application of the Circ learning model to improve reading and writing skills in the yellow kitab learning at Aliyah Aliyah Madrasah Al-I'dadiyyah Bahrul Ulum? 3. How do students respond to improving the quality of reading and writing in the yellow kitab subject with the Circ learning model at MA Al-I'dadiyyah Bahrul Ulum?

## **METHOD**

The research approach used is qualitative with the type of case study research. This research study was conducted to find and obtain data that match the field conditions accurately regarding the titles used in the research at Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum (MAIBU) Tambakberas Jombang. The data generated from the qualitative method are in the form of descriptive narratives of written words or verbal statements from sources and people who have been determined by the researcher in advance. Data collection methods in this study were observation, interviews and documentation. The location of this research is Madrasah Aliyah Al-i'dadiyyah Bahrul Ulum (MAIBU) Tambakberas Jombang. The subjects in this study were in the headmaster's room, the teacher's room and the classroom and for the informants studied were the principal, teachers and students of Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum (MAIBU) Tambakberas Jombang.

## **RESULT AND DISCUSSION**

Madrasah Aliyah Al-i'dadiyyah Bahrul Ulum (MAI-BU) Tambakberas Jombang is one of the formal educational institutions under the auspices of the Bahrul Ulum Islamic Boarding School Tambakberas Jombang Foundation. Founded by KH. Ah. Nasrullah AR. (founder and caretaker of the

As-sa'idiyyah Bahrul Ulum Islamic boarding school). MAI-BU has lofty ideals, educates and educates its students with its trademark, namely providing religious knowledge based on the yellow kitab (salaf) with a contemporary approach. In addition, MAI-BU is also intense in equipping students with Arabic and English language skills. With the status of Accreditation A (excellent), in the 2020-2021 school year, MAI-BU is more ready to participate in educating the sons and daughters of the nation's hopes to be more faithful, knowledgeable, have good morals, dynamic, creative and ready to serve..

MA-AL I'DADIYYAH has a vision of "the formation of students who are faithful, knowledgeable, moral, dynamic, creative and ready to serve. While the mission of MA-AL I'DADIYYAH are: 1. Equipping students with religious knowledge based on the yellow kitab (salaf) with a contemporary approach. 2. Equip students with Arabic and English language skills. 3. Equip students to pass the exam with satisfactory scores. The same is the case with other madrasas, Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum (MAIBU) Tambak Rice Jombang, strategies in applying learning methods and outside learning. The implications of this research are divided into two parts, namely theoretical and practical. The theoretical implication is specifically discussing the role of teachers in improving reading and writing skills in the yellow book subjects. While the practical implications are the success in improving reading and writing skills in yellow book learning because it is supported by two factors, namely internal and external factors.

The teacher's efforts in applying the Circ (Cooperative Integrated Reading and Composition) learning model to improve reading and writing skills in the yellow kitab subjects in madrasas can be through optimizing the teacher's role in these subjects. Teachers have many roles that have broad dimensions in carrying out the vision and mission of the madrasa for the progress of the madrasa. From the analysis of teacher interviews at Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum (MAIBU) Tambak Beras Jombang, they have activities such as matriculation at the beginning of the semester and extracurricular reading the yellow book which is done once a week. But the results of previous studies that have been carried out by class X female students of MA AL-I'DADIYYAH, in the yellow kitab subject there are still some students who get scores below the KKM, the average grade obtained is 70-75, while the KKM that must be achieved is 80. This is influenced by several factors, one of which is the lack of students' understanding of the yellow kitab reading method. This affects the low student learning outcomes. Another factor experienced by students is that there is no special method for understanding the yellow kitab, only using classic books which incidentally use terms that are difficult to understand. In order to improve reading and writing skills in the yellow kitab subjects, a learning model is needed which is expected by students to more easily understand the yellow kitab. the teacher applies the cooperative/group learning model in order to complete the given task and cooperate with each other. With the learning model, the teacher also expects student learning outcomes to reach a value above completeness and achieve learning objectives, because during the learning process the results achieved have not yet reached a value above completeness which is above 80.0.

Learning Steps for Cooperative Integrated Reading and Composition (CIRC) The learning steps using the model CIRC are the formation of small groups consisting of 4-5 heterogeneous students, the teacher provides discourse/reading according to the theme, students in groups work together to read and convey ideas/ideas based on discourse/reading, each group prepares a written report, presentation of the results of each group's discussion, closing. There are several reasons why CIRC type cooperative learning is used, namely (1) Interaction between students allows them to gain knowledge on their own, (2) student learning processes are more focused, (3) student learning motivation can be further improved, (4) heterogeneous group nature and can help each other, (5) can be applied in every discussion (Pratita, 2017).

## **CONCLUSION**

The application of the CIRC method is expected to assist students in improving their reading and writing skills in the yellow book subjects which are carried out in various ways including summarizing, explaining, answering questions, and reading and writing skills. The teacher in this CIRC learning method acts as a facilitator.

The CIRC learning method encourages students to be able to give their responses freely, students are trained to be able to work together and respect the opinions of others, create a cooperative learning atmosphere between students and students, and between students and teachers so that it motivates students to interact more about the existing learning topics. , help each other, discuss and argue. It is

hoped that the source of knowledge received by students is not only from the teacher, but also can increase the active participation of students in studying and studying science.(Halimah, 2014)

This is very relevant to the yellow kitab learning in Madrasah Aliyah Al-I'dadiyyah Bahrul Ulum because it is not enough for students to listen but to practice. so that by choosing the CIRC method, it is hoped that it will be well received by students and will provide better learning outcomes and activities. This can also be proven by the majority of students who have achieved the KKM score of 80.0.

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