

ABSTRAK

Hamid Sarwan, Pengaruh Model Pembelajaran CIRC (Cooperative Integrated Reading and Composition) Terhadap Motivasi Belajar dan Literasi Baca Pada Siswa Kelas V SD Gugus VI Kupang Tahun Ajaran 2024/2025. Tesis, Pendidikan Dasar, Program Pasca Sarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: pembelajaran CIRC, motivasi belajar, literasi baca.

Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran CIRC (*Cooperative Integrated Reading and Composition*) Terhadap Motivasi Belajar dan Literasi Baca pada Siswa Kelas V SD Muhammadiyah 2 Kupang. Populasi dalam penelitian ini adalah siswa kelas V SD gugus VI Kupang Tahun Ajaran 2024/2025 yang berjumlah 158 orang. Penentuan sampel pada penelitian ini menggunakan teknik *random sampling*, yang mengambil sampel siswa kelas V SD Muhammadiyah 2 sebagai kelas eksperimen dan siswa kelas V SD Muhammadiyah 1 sebagai kelas kontrol. Penelitian ini dirancang dalam bentuk penelitian *quasi experiment design* dengan desain penelitian *post test only control group design*. Data dalam penelitian ini dikumpulkan dengan menggunakan tes literasi membaca dan angket motivasi belajar. Data dianalisis dengan menggunakan uji MANOVA. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh antara siswa yang di belajarkan menggunakan model pembelajaran CIRC, model pembelajaran konvensional menghasilkan nilai $F_{hitung} 0,352 > F_{tabel}$ sebesar 2,89, sedangkan nilai taraf signifikan 0,555 maka $p > 0,05$. Hal ini menunjukkan bahwa hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak. (2) terdapat pengaruh literasi membaca antara siswa yang di belajarkan menggunakan model pembelajaran CIRC dan siswa yang di belajarkan dengan model konvensional di dapatkan nilai $F_{hitung} 34,253 > F_{tabel}$ sebesar 2,89, sedangkan nilai taraf signifikan 0,0001 maka $p < 0,05$. Hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. (3) jadi dapat di simpulkan berupa hasil pengukuran nilai motivasi belajar dan literasi baca siswa secara keseluruhan menunjukkan terdapat perbedaan secara simultan dengan nilai $F_{hitung} >$ dari nilai F_{tabel} sebesar 2,89, dengan taraf signifikan sebesar 0,0001 maka dapat di simpulkan bahwa nilai $p < 0,05$. Hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Berdasarkan temuan tersebut dapat disimpulkan, bahwa terdapat pengaruh model pembelajaran CIRC (*Cooperative Integrated Reading and Composition*) terhadap motivasi dan literasi baca pada siswa kelas V SD Muhammadiyah 2 Kupang.

ABSTRACT

Hamid Sarwan, The Influence of the CIRC (Cooperative Integrated Reading and Composition) Learning Model on Learning Motivation and Reading Literacy in Grade V Students of SD Cluster VI Kupang for the 2024/2025 Academic Year. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.

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Keywords: CIRC learning, learning motivation, reading literacy.

This research aims to find out The Effect of the CIRC (*Cooperative Integrated Reading and Composition*) Learning Model on Learning Motivation and Reading Literacy in Grade V Students of SD Muhammadiyah 2 Kupang. The population in this study is 158 students in grade V of Elementary School group VI Kupang for the 2024/2025 school year. The sample determination in this study used *a random sampling technique*, which took a sample of grade V students of SD Muhammadiyah 2 as the experimental class and grade V students of SD Muhammadiyah 1 as the control class. This research was designed in the form of *quasi experiment design* research with *a post test only control group design* research design. The data in this study was collected using a reading literacy test and a learning motivation questionnaire. The data were analyzed using the MANOVA test. The results of the study showed that: (1) there was an influence between students who were taught using the CIRC learning model, the conventional learning model produced a F_{cal} value of $0.352 > F_{table}$ of 2.89, while a significant level value of 0.555 was $p > 0.05$. This shows that the zero hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. (2) there is an influence of literacy between students who are taught using the CIRC learning mode and students who are taught with the conventional model in a F_{cal} value of $34.253 > F_{table}$ of 2.89, while a significant level value of 0.0001 is $p < 0.05$. This shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. (3) so it can be concluded that the results of the measurement of the value of learning motivation and reading literacy of students as a whole show that there is a simultaneous difference with the value of $F_{cal} >$ of the F_{table} value of 2.89, with a level of 0.0001, then it can be concluded that the value of $p < 0.05$. This shows that the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on these findings, it can be concluded that there is an influence of the CIRC (*Cooperative Integrated Reading and Composition*) learning model on motivation and reading literacy in grade V students of SD Muhammadiyah 2 Kupang.