

## ABSTRAK

Faris Maulana Arafli 2025. *Efektivitas Model Pembelajaran Cooperative Integrated Reading And Composition (CIRC) Terhadap Literasi IPS Ditinjau Dari Minat Belajar Siswa Kelas V SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. (I) Pembimbing Dr. Rissa Prima Kurniawati, S.Pd., M.Pd. (II) Dr. Ellys's Mersina Mursidik, S.Pd., M.Pd.

Literasi IPS penting untuk membentuk kemampuan siswa dalam memahami dan menganalisis persoalan sosial. Namun, hasil observasi di kelas V SDN Terung menunjukkan bahwa literasi IPS dan minat belajar siswa masih rendah. Kondisi ini diperburuk oleh metode pembelajaran konvensional yang kurang melibatkan siswa secara aktif. Minat belajar merupakan faktor penting yang memengaruhi pemahaman siswa terhadap materi. Oleh karena itu, dibutuhkan model pembelajaran yang inovatif dan menarik, seperti model pembelajaran CIRC. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran CIRC terhadap literasi IPS ditinjau dari minat belajar siswa kelas V sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experimental tipe post-test only control group design*. Subjek penelitian adalah siswa kelas V SDN Terung sebagai kelas eksperimen dan siswa kelas V SDN Cepoko sebagai kelas kontrol yang dipilih melalui teknik *simple random sampling*. Kelas eksperimen diberi perlakuan model pembelajaran CIRC, sedangkan kelas kontrol menggunakan metode ceramah. Teknik pengumpulan data meliputi tes evaluasi berupa *posttest* untuk mengukur literasi IPS, angket skala likert untuk mengukur minat belajar siswa, serta dokumentasi aktivitas pembelajaran. Angket minat belajar disusun berdasarkan indikator yang sesuai dan telah diperiksa oleh ahli untuk memastikan isi dan kesesuaiannya. Data dianalisis melalui uji validitas, reliabilitas, tingkat kesulitan, daya pembeda, uji prasyarat (normalitas dan homogenitas), serta uji hipotesis menggunakan *two-way ANOVA*. Hasil uji *two-way ANOVA*, diperoleh bahwa model pembelajaran CIRC berpengaruh signifikan terhadap literasi IPS siswa kelas V dengan  $F_{hitung}$  sebesar 50,56 lebih besar dari  $F_{tabel}$  3,28. Minat belajar juga berpengaruh signifikan dengan  $F_{hitung}$  31,72 lebih besar dari  $F_{tabel}$  4,13. Namun, tidak terdapat interaksi antara model pembelajaran dan minat belajar terhadap literasi IPS, karena  $F_{hitung}$  -9,93 lebih kecil dari  $F_{tabel}$  2,88. Dengan demikian, model CIRC terbukti efektif meningkatkan literasi IPS secara umum tanpa dipengaruhi oleh interaksi dengan minat belajar.

Kata Kunci: Model Pembelajaran CIRC, Literasi IPS, Minat Belajar

## ABSTRACT

Faris Maulana Arafli 2025. The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) Learning Model on Social Studies Literacy Examined from the Learning Interest of Fifth Grade Elementary School Students. Undergraduate Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University Madiun. (I) Advisor Dr. Rissa Prima Kurniawati, S.Pd., M.Pd. (II) Dr. Ellys's Mersina Mursidik, S.Pd., M.Pd.

Social Studies literacy is crucial for developing students' ability to understand and analyze social issues. However, observations at SDN Terung's fifth grade revealed low levels of both Social Studies literacy and student learning interest. This condition is exacerbated by conventional teaching methods that do not actively engage students. Learning interest is a critical factor influencing students' understanding of the material. Therefore, an innovative and engaging teaching model is needed, such as the CIRC learning model. This study aims to determine the effectiveness of the CIRC learning model on Social Studies literacy as viewed through the learning interest of fifth grade elementary school students. This research employed a quantitative approach with a quasi-experimental post-test only control group design. The research subjects were fifth grade students at SDN Terung as the experimental group and SDN Cepoko as the control group, selected through simple random sampling. The experimental group received the CIRC learning model treatment, while the control group used lecture methods. Data collection techniques included evaluation tests in the form of a posttest to measure Social Studies literacy, Likert scale questionnaires to measure student learning interest, and documentation of learning activities. The student learning interest questionnaire was developed based on appropriate indicators and validated by experts to ensure its content and suitability. Data were analyzed using validity tests, reliability tests, difficulty levels, discriminant power, prerequisite tests (normality and homogeneity), and hypothesis testing using two-way ANOVA. The results of the two-way ANOVA test showed that the CIRC learning model significantly influenced Social Studies literacy among fifth grade students with an  $F_{\text{value}}$  of 50.56, exceeding the critical  $F_{\text{value}}$  of 3.28. Learning interest also had a significant impact with an  $F_{\text{value}}$  of 31.72, exceeding the critical  $F_{\text{value}}$  of 4.13. However, there was no interaction between the learning model and learning interest on Social Studies literacy, as the  $F_{\text{value}}$  of -9.93 was less than the critical  $F_{\text{value}}$  of 2.88. Thus, the CIRC model proved effective in enhancing Social Studies literacy overall, independent of its interaction with learning interest.

Keywords: CIRC Learning Model, Social Studies Literacy, Learning Interest