

ABSTRACT

Developing Reading Comprehension Teaching Material Based *Cooperative Integrated Reading And Composition (CIRC)* Strategy as an Effort to Build Educational Character at Class IV of Elementary School

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This research is due to the importance of developing reading comprehension teaching material in order to improve students' reading comprehension and as an effort to build the value of character toward the students. It is expected that, appropriate and effective reading comprehension teaching material would foster students' interest in reading, so that students can participate actively in learning, and to support the students to master reading comprehension and as to improve students' achievement, and finally to change students' characteristics. Hence, in order to overcome those problems, developing reading comprehension teaching material based Cooperative Integrated Reading and Composition (CIRC) strategy as an effort to build the value of character at the elementary school level is of vital importance.

This is a research and development study. This research employs 4-D development model which consist of four stages: define, design, development and disseminate. The research data which is taken from validity test is originated from teaching material validation sheet. Practicality data was collected through observational sheet of Lesson Plan, questionnaire responses for both teacher and students and interview with the teacher. The effectiveness can be seen from students' learning and activity in the form of character and students' reading skill assessment. The collected data were analyzed descriptively.

The validity test of Lesson Plan indicated 91.3 on average with very valid category. The teaching material validity test indicated 90 on average with very valid category. The result of practicality test and the implementation of Lesson Plan indicated 95.3 on average with very practical category. The validity of teacher questionnaire responses indicated 92.5 on average with very practical category. Students' questionnaire responses indicated 90.2 on average with very practical category. Based on the effectiveness test, the value of character at the experiment yielded 82.8 on average, meanwhile at the distribution of students' characteristic indicated 81 on average. The reading skill at the experiment indicated 85% on average, meanwhile the distribution indicated 89. According to these data, it can be concluded that developing reading comprehension based CIRC strategy is valid, practical and effective.

ABSTRAK

Pengembangan Bahan Ajar Membaca Pemahaman Berbasis Strategi *Cooperative Integrated Reading And Composition (CIRC)* Sebagai Upaya Membangun Karakter di Kelas VI SD

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Penelitian ini dilatarbelakangi oleh pentingnya pengembangan bahan ajar membaca pemahaman yang mampu meningkatkan keterampilan membaca siswa dan upaya penanaman nilai karakter pada siswa. Bahan ajar membaca pemahaman yang baik dan efektif hendaknya mampu menumbuhkan minat baca siswa, mampu berpartisipasi aktif dalam pembelajaran, mampu membantu siswa dalam penguasaan pemahaman bacaan, dan mampu meningkatkan prestasi siswa serta bisa merubah karakter pada siswa. Mengatasi permasalahan di atas, diperlukan solusi berupa pengembangan bahan ajar membaca pemahaman berbasis strategi *Cooperative Reading Integrated and Composition (CIRC)* sebagai upaya membangun karakter di SD.

Jenis penelitian adalah penelitian pengembangan (*research and development*). Model pengembangan yang digunakan adalah model 4-D yang terdiri dari tahap pendefinisian (*define*), perancangan (*design*), pengembangan (*development*), dan penyebaran (*disseminate*). Data penelitian ini dari uji validitas diperoleh melalui lembar validasi bahan ajar. Data kepraktisan dikumpul melalui lembar observasi keterlaksanaan RPP, angket respon guru dan siswa, dan wawancara dengan guru. Keefektifan dilihat dari aktivitas dan hasil belajar siswa berupa penilaian karakter dan keterampilan membaca siswa. Data yang terkumpul dianalisis secara deskriptif.

Berdasarkan penilaian dan masukan yang diberikan validator maka validitas RPP diperoleh rata 91,3 dengan kategori sangat valid. Hasil uji validitas bahan ajar diperoleh rata-rata 90 dengan kategori sangat valid. Hasil uji praktikalitas dari keterlaksanaan RPP diperoleh rata-rata 95,3 dengan kategori sangat praktis. Validitas angket respon guru diperoleh rata-rata 92,5 dengan kategori sangat praktis. Angket respon siswa diperoleh rata-rata 90,2 dengan kategori sangat praktis. Dilihat dari uji efektivitas, nilai karakter pada uji coba rata-rata 82,8, sedangkan pada penyebaran nilai karakter siswa rata-rata 81 dengan kategori membudaya karna karakter selalu muncul dalam selalu berulang. Pada keterampilan membaca, sewaktu uji coba rata-rata 85%, sedangkan pada penyebaran 89. Berdasarkan jbaran di atas, dapat disimpulkan bahan ajar membaca pemahaman berbasis strategi CIRC yang dikembangkan dapat dinyatakan valid, praktis dan efektif.