AN NAF'AH: **Jurnal Pengabdian Masyarakat**
Vol. 4, No.2, Agustus 2026
E-ISSN : 2987-1093
DOI: DOI : https://doi.org/10.54437/annafah.v4i2.3702
Journal Page: https://pondokjurnal.uwj.ac.id/index.php/annafah/index

Improving Reading Comprehension Through Cooperative Integrated Reading And Composition (CIRC) Model

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Received: August 30, 2026	Revised: September 16, 2026	Accepted: September 17, 2026	Online: September 18, 2026

Keywords:
CIRC; collaborative learning; mentoring; reading comprehension; reading skills

Abstract

Reading comprehension is an essential competence for university students because it enables them to access information, broaden their knowledge, and support their academic development. However, third-semester students of Class B in the Islamic Education Study Program at IAI Al-Urwatul Wutsqo Jombang experienced difficulties in understanding English texts, identifying main ideas, answering comprehension questions, and mastering vocabulary. This community engagement program aimed to improve students' reading comprehension through mentoring using the Cooperative Integrated Reading and Composition (CIRC) model. The program involved 18 students and was conducted at least three times a week through heterogeneous group formation, text-based reading activities, identification of main ideas, discussion and writing of comprehension results, presentations, reinforcement, evaluation, and reflection. The program was evaluated using a pre-test, post-test, participant activity observations, and a paired-samples t-test. The results showed that the participants' mean score increased from 28.89 on the pre-test to 62.28 on the post-test. The statistical analysis yielded a Sig. (2-tailed) value of 0.000 < 0.05, indicating

a significant difference in reading comprehension before and after the mentoring program. Observations also revealed high levels of student engagement in group discussions, identifying main ideas, responding to texts, and reflecting on learning outcomes. These findings demonstrate that CIRC-based mentoring effectively improves students' English reading comprehension while promoting active participation and collaborative learning.

Kata kunci:
CIRC; kemampuan membaca; membaca pemahaman; pendampingan; pembelajaran kooperatif

Abstrak

Kemampuan memahami teks berbahasa Inggris merupakan kompetensi penting bagi mahasiswa untuk memperoleh informasi, memperluas pengetahuan, dan mendukung pengembangan kemampuan akademik. Namun, mahasiswa semester III B Program Studi Pendidikan Agama Islam IAI Al-Urwatul Wutsqo Jombang mengalami kesulitan dalam memahami teks berbahasa Inggris, menemukan gagasan utama, menjawab pertanyaan, dan menguasai kosakata. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kemampuan membaca mahasiswa melalui pendampingan menggunakan model Cooperative Integrated Reading and Composition (CIRC). Pendampingan melibatkan 18 mahasiswa dan dilaksanakan sekurang-kurangnya tiga kali dalam seminggu melalui pembentukan kelompok heterogen, pemberian teks, kegiatan membaca, identifikasi gagasan utama, diskusi dan penulisan hasil pemahaman, presentasi, penguatan, evaluasi, dan refleksi. Evaluasi kegiatan dilakukan melalui pre-test, post-test, observasi aktivitas peserta, dan analisis paired sample t-test. Hasil kegiatan menunjukkan bahwa rata-rata nilai peserta meningkat dari 28,89 pada pre-test menjadi 62,28 pada post-test. Hasil uji statistik memperoleh nilai Sig. (2-tailed) sebesar 0,000 < 0,05, yang menunjukkan adanya perbedaan signifikan antara kemampuan membaca sebelum dan sesudah pendampingan. Hasil observasi juga menunjukkan tingginya keterlibatan peserta dalam diskusi kelompok, menemukan gagasan utama, memberikan tanggapan terhadap teks, serta melakukan refleksi terhadap hasil pembelajaran. Dengan demikian, pendampingan menggunakan model CIRC efektif dalam meningkatkan kemampuan memahami bacaan bahasa Inggris sekaligus mendorong keterlibatan aktif dan kolaborasi mahasiswa dalam proses pembelajaran

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Introduction

Reading skill is a very important ability for students because they can help them gain knowledge in various fields around the world. In addition, reading can also help students improve and enhance other language skills. Students will be able to achieve all of these goals if they can understand the texts they read. In addition, understanding will occurred when new information connects with existing information in their memory. According to Harmer in the Thamrin Journal, "reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain must then understand the

meaning of these messages[1]. In the reading process, learners need the ability to understand the message. It shows that the readers should pay attention to the text.

The main goal of reading is to understand the text being read. Everyone agrees that reading comprehension is not simply recognizing individual words, or even understanding each individual word as the eye passes over it. By mastering reading comprehension skills, students can better understand the texts they read, think critically and analyze the information they read, expand their vocabulary, and understand newly learned words[2].

Understanding text, especially English text as a foreign language, can be achieved thru hard work to reach reading goals. This means students must be able to construct the message contained in the reading text by connecting it to prior knowledge and experiences the reader has had in order to understand an idea and the core of the reading[3]. With such abilities, students can be considered comprehensive in their understanding of the text's content. As the teacher is the one in control of achieving reading goals, they must find suitable strategies for the students. Teaching reading should focus on improving students' comprehension abilities. This process involves the reader in the activity of constructing meaning from the text. Therefore, it is very important to have an understanding of the content and appropriate strategies to help students understand better.

Reading is one of the positive thinking processes. Through reading readers can know other thinking which are then absorbed and processed by the brain. Reading is more than just interpreting written language symbols; it's also about understanding, accepting, rejecting, comparing, and defending the author's opinions[4]. Through reading, there's a thinking process involved, leading to the formation of pros and cons regarding what is read. This process stimulates and trains the brain to think. Reading habits are one of the fundamental factors in developing higher-order thinking skills[5]. By reading, individuals can develop understanding, perspectives, and knowledge from the experiences of others. After reading, students will reflect on the content and consider

[1] M. Husni Thamrin and Taufiq Kurniawan, "Students' Perception On Teacher's Teaching Reading Through Local Folktale," *Jurnal Pendidikan Dan Sastra Inggris* 3, no. 1 (2023): 155–67, https://doi.org/10.55606/jupensi.v3i1.1504.

[2] Indana Zulfa and Ibnu Muthi, "Peningkatan Kemampuan Membaca Peserta Didik dengan Menggunakan Media Komik," *Nian Tana Sikka : Jurnal ilmiah Mahasiswa* 3, no. 4 (2025): 148–60, https://doi.org/10.59603/niantanasikka.v3i4.968.

[3] Safira Nur Rahma et al., "Peran Membaca dalam Meningkatkan Kemampuan Berpikir Kritis di Kalangan Mahasiswa," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya* 2, no. 1 (2024): 100–108, https://doi.org/10.47861/jdan.v2i1.750.

[4] Abdar Azmi Affandi et al., "Inovasi Pembelajaran Literasi: Strategi Efektif untuk Meningkatkan Pemahaman Membaca di Sekolah Dasar," *Abdira. Jurnal Pengabdian Masyarakat* 5, no. 3 (2025): 459–65.

[5] Natasya Devirli Fajri et al., "Pengaruh Kebiasaan Membaca Terhadap Kemampuan Berpikir Kritis Mahasiswa PGSD," *KAMPUS AKADEMIK PUBLISING Jurnal Ilmiah Nusantara (JINU)* 2, no. 6 (2025).

applying it, especially since students need high reading literacy to gain extensive knowledge and conduct beneficial research and they are agent of change[6].

Reading is closely related to writing, and from writing, many words are found that can miraculously come together to form sentences and be united into a book in a complete whole. From that reading, many new words can be found that we easily encounter and become new knowledge. The more reading material explored, the more vocabulary acquired[7].

According to Saddhono and Slamet (2012:66), the benefits of reading are: gaining a wealth of life experiences, acquiring general knowledge and various specific information that is very useful for life, learning about major events in a nation's civilization and culture, keeping up with the latest developments in science and technology worldwide, enriching the mind, broadening perspectives and thinking, improving the standard of living and culture of families, communities, regions, and nations, solving various life problems, helping someone become intelligent and wise, enriching vocabulary, expressions, terms, and others that greatly support listening, speaking, and writing skills, enhancing the potential of each individual and strengthening existence and so forth[8].

However, reading English texts is very difficult for university students in Indonesia because English is a foreign language[9]. Reading is considered a complex skill because it requires readers to comprehend what the writer is trying to convey[10]. Vaughn explains that reading comprehension refers to understanding text that has been read, a complex skill that requires the use of various strategies to activate one's prior knowledge, monitor understanding, self-question, distinguish between the main idea, supporting details and summarize[11].

The above also applies to IAI UW semester 3 B students. As the group to be mentored, according to the researcher's observations, it was found that their English 2 reading scores were very low. They answered the questions carelessly, and their exam papers were full of apologies for not understanding the meaning of the reading and questions. This issue needs immediate follow-up with the implementation of community service (PKM), which aims to equip students, especially those in the 3B PAI semester, to improve their reading abilities, which have been problematic due to difficulties in understanding and answering questions.

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[6] Rahmat Hidayat et al., "Investigasi Tingkat Literasi Membaca Mahasiswa: Studi Kasus di Perguruan Tinggi Swasta Yogyakarta," *Journal of Education Research* 5, no. 4 (2024): 6557–67, https://doi.org/10.37985/jer.v5i4.1866.

[7] Safira Nur Rahma et al., "Peran Membaca dalam Meningkatkan Kemampuan Berpikir Kritis di Kalangan Mahasiswa."

[8] K. Saddhono and Slamet, *Meningkatkan Keterampilan Berbahasa Indonesia (Teori Dan Aplikasi)* (Karya Putra Darwati, 2012).

[9] Ayu Sonia Habibah Fisher, "STUDENTS' READING TECHNIQUES DIFFICULTIES IN RECOUNT TEXT," *Journal of English and Education* 4, no. 2 (2016): 1–12.

[10] Yulianah and Lasim Muzammil, "The Effectiveness Of Listen–Read–Discuss (Lrd) Strategy For Students' Reading Comprehension," *Jurnal Ilmiah Bahasa Dan Sastra* 7, no. 2 (2020).

[11] Estika Satriani, "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau," *Jounal of English For Academic J-SHMIC* 5, no. 2 (2018).

Because of the reading comprehension difficulty, a method suitable for students' characteristics is needed, and one of these is using the CIRC (Cooperative Integrated Reading and Composition) learning model. The CIRC learning model is a form of cooperative learning model that was initially implemented thru integrated cooperative teaching, such as reading and writing[12].

The stages of CIRC learning model are: the first is orientation. The teacher conducts an apperception and assesses students' prior knowledge about the material to be presented. The teacher also explains the learning objectives to the students. The second is organization. The teacher divides the students into heterogeneous groups and distributes reading materials about the topic to be discussed. The teacher also explains the mechanism of group discussions and the tasks that must be completed during the learning process.

The third is concept introduction. The teacher introduces a new concept related to the learning process/group activity by assigning students to read the distributed reading material, either silently or aloud. This is done to find the main idea and content of the text, the forth is publication. Students presented the results of their group discussions to the class. Fifth is reflection. At this stage, the teacher provides reinforcement related to the material being studied thru explanations or by giving real-life examples. And the last is the students were given opportunity to reflect and evaluate their learning outcomes[13].

According to Slavin, CIRC learning model is characterized by students completing learning material in groups cooperatively. The group must have members with high, medium, and low abilities. All group members have significant responsibilities. Each group must be heterogeneously composed. Emphasis is placed more on teamwork than individual effort[14]. This learning model can also help students develop their abilities and capacities. This is because in this learning model, students will be able to develop the foundation of thinking, development, and evaluation of the material that has been presented[15]. This aligns with the statement that implementing the CIRC model is effective in improving the reading abilities of 3rd grade students at SDN Muncar 01[16]. Students are able to easily understand reading texts[17].

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[12] D. W. Johnson et al., *Cooperative Learning Methods: A Meta-Analysis.* (University of Minnesota Minneapolis, 2000).
[13] M. Mandagri, *Model-Model Pembelajaran Inovatif. In R. Widyani (Ed.), Book Chapter Inovasi Pembelajaran Di Pendidikan Tinggi* (Deepublish, 2020).
[14] Robert. E. Slavin, *Effects Of Bilingual Cooperative Intergrated Reading and Composition On Students Transitioning From Spanish To English Reading* (Hopkins University, 2016).
[15] R. E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd ed. (Massachussets: Allyn & Bacon., 1995).
[16] Melania Laura Melati Putri and Suhandi Astuti, "Efektifitas Model Pembelajaran CIRC dalam Meningkatkan Keterampilan Membaca dan Hasil Belajar Bahasa Indonesia pada Siswa Kelas 3 Sekolah Dasar," *Jurnal Pendidikan dan Kewirausahaan* 12, no. 1 (2023): 178–93, https://doi.org/10.47668/pkwu.v12i1.1080.
[17] Umar Al Faruq A Hasyim et al., "Applying of Cooperative Integrated Reading and Composition (CIRC) Strategy on Students' Reading Comprehension," *Anglophile Journal* 1, no. 1 (2020): 41, https://doi.org/10.51278/anglophile.v1i1.80.

Before conducting mentoring, the researcher conducted a pre-test to determine the participants' abilities before the mentoring, which would then be compared to the results after the mentoring. Their scores can be seen at table 1 as follows:

Table 1. The result of pretest:

No	Name	Score
1	Ahmad Lukman Hakim	20
2	Adi Saputra	25
3	Aditya Afrizal Yusuf H.	20
4	Ahmad Baidowi	19
5	Ahmad Habib	23
6	Ahmad Julian	20
7	Ahmad Nuruddin	30
8	Ahmad Royahin	45
9	Alvigo Saputra	35
10	Fathul Alim	55
11	Ivan Galih Setyawan	15
12	Lalu Rahmadian Muharraman	15
13	Moch Jakfar Shodiq	20
14	Mohamad Andik	20
15	Mohammad Fahmi Baihaqi	26
16	Muhammad Andrik Santoso	37
17	Muhammad Nur Raihan Ramadani	65
18	Vicki Nurrahman	30

The above table showed that the students reading comprehension 3 B classes were very low and must be overcome to be increased. After joining the mentoring, it is hoped that they are able to understand reading text well, with some indicators as finding main idea, summarizing, answer the reading questions, and increasing their vocabulary.

Method

Before the researcher went into the field for mentoring activities, they first informally identified problems related to the reading abilities of lecturers and students.

After identifying the issues, the researcher openly observed the students reading ability, then discussed with the team and created an action plan.

The implementation method for this mentoring was carried out by preparing simple material with basic vocabulary, giving the extension participants the opportunity to learn first, and conducting mentoring sessions at least 3 times a week. The result of this planning is that the researcher, as the mentor, chose the CIRC method with the following reading learning mentoring steps:

a. Forming groups of 4 members each, with heterogeneous composition.
b. The teacher provides a text relevant to the learning topic.
c. The students work together, reading aloud to each other, identifying the main ideas, and responding to the text, writing their responses on paper.
d. Presenting/reading the group's results.
e. The teacher provides reinforcement.
f. The teacher and students collaboratively draw conclusion.
g. Closing.

And the implementation of mentoring can be seen from the following picture:







Result and Discussion

Result

a. The steps for implementation of the model are as follow:

1) The mentor presents the learning material and objectives. The mentor presents all the reading material and learning objectives with the theme of describing a football player. The material includes the player's name, physical appearance (body shape, hair, eyes, skin, face), and personality (traits or behavior).
2) Dividing heterogeneous grouping. The mentored participants were divided into several groups, with each group consisting of 3 or 4 students.
3) The mentor conveyed the purpose and objectives of the CIRC learning strategy. This presentation was intended to ensure that the teaching and learning process aligned with the learning objectives.
4) Providing descriptive text The mentor provided descriptive text about describing football players to all groups.
5) Reading Activity All students were given about 5 minutes to read the text silently, and then they read in groups or in pairs, taking turns. The partners had to listen to each other's reading so they could correct any mistakes.
6) Understanding Text The purpose of understanding text is to know the meaning of words or vocabulary, the intrinsic elements of the text, the content of each paragraph, character identification, and drawing conclusion.
7) Writing Activity This activity is conducted by having each group write what they understand about the content of the text, both explicit and implicit.
8) Evaluation After understanding the content of the text, the mentoring participants are given essay questions to measure their understanding of the text.
9) Quiz The teacher gives quizzes or comprehension tests on the story (suggestive descriptive text), such as asking questions, writing meaningful sentences for each vocabulary word, and asking students to read a list of words aloud to their companion.
10) Giving awards. Each group that answers correctly receives 1 point; the group with the most points wins the quiz, along with praise and extra credit.

11) Group presentations. Each group presents the results of their group work, which includes answers to essay questions, text analysis, answering questions from the teacher, and retelling.
12) Vocabulary. The mentored participants are asked to record newly learned vocabulary, which is then practiced in the form of simple sentences that are written and read.

b. The result of the post-test
Based on the implementation of the above-mentioned mentoring, the results of the reading test as a post-test can be seen from table 2 as follows:

Table 2. The result of post test

No	Name	Score
1	Ahmad Lukman Hakim	60
2	Adi Saputra	60
3	Aditya Afrizal Yusuf H.	70
4	Ahmad Baidowi	55
5	Ahmad Habib	45
6	Ahmad Julian	60
7	Ahmad Nuruddin	65
8	Ahmad Royahin	70
9	Alvigo Saputra	70
10	Fathul Alim	80
11	Ivan Galih Setyawan	50
12	Lalu Rahmadian Muharraman	55
13	Moch Jakfar Shodiq	60
14	Mohamad Andik	65
15	Mohammad Fahmi Baihaqi	50
16	Muhammad Andrik Santoso	66
17	Muhammad Nur Raihan Ramadani	85
18	Vicki Nurrahman	55

c. The result of observation

Table 3. Data of observation result about students activities on learning reading through model of Cooperative Integrative Reading and Composition (CIRC)

No.	The aspects to be observed	Expalnation			
		Very high	High	Low	Very low
1.	The seriousness of the mentoring participants in listening to the mentor's explanation of the activities to be carried out.		√		
2.	Participants' activities in introducing concepts.				
3.	Participants' readiness to receive the learning materials.		√		
4.	Participants' enthusiasm in participating in group discussions	√			
5.	Participants' enthusiasm in sitting in groups.		√		
6.	Mentoring participants' activities in working on reading texts provided by their mentors.		√		
7.	Mentoring participants' activities in discussing to find the main idea and providing responses to the discourse/text written on their own worksheets.	√			
8.	Mentoring participants' activities in responding to the discourse/text written on other mentoring participants' worksheets.		√		
9.	Mentoring participants' activities in presenting or reading the results of their group discussions.		√		
10.	Mentoring participants' activities in paying attention to material explanations and providing responses related to the discussion results from other groups.		√		
11.	Mentoring participants and their mentors reflect and conclude the learning outcomes.	√			

d. Hypothesis Test Result

The result of hypothesis test can be explained as follows:

1) The result of paired sample statistics can be seen from table 4

Table 4. The result of paired sample statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	28.89	18	13.907	3.278
	Post-Test	62.28	18	10.340	2.437

From the output in table 4 above, it can be seen that the pre-test mean is 2.89, and the post-test is 62.28 and the difference between the pre-test and post-test is 32.39, and the pre-test value is 29.89 < 62.28. This shows descriptively that there is a difference in the mean of the assisted participants between before and after using the CIRC learning model, it can also be said that the use of the CIRC model for reading learning is very effective.

2) Result of Paired samples correlations

Table 5. Paired samples correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	18	.793	.000

The output above shows a significant value of 0.000, and is less than 0.05 (0.000 < 0.05), this means that there is a relationship between the pre-test and post-test values.

3) The result of hypothesis test

The result of hypothesis test can be seen from table 6.

Table 6. The result of hypothesis test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-33.389	8.507	2.005	-37.619	-29.158	-16.652	17	.000

Table 6. The result of hypothesis test

Based on the implementation of the above-mentioned mentoring, the results of the reading test as a post-test can be seen as follows:

Table 6 shows the results of hypothesis testing using SPSS from data collected during the mentoring process, which yielded a significant analysis: there is a difference between the average posttest and pretest results, as can be seen from the Significance (2-tailed) value, which is 0.000.

This result is considered significant if the significance value is less than 0.05 (Sig. < 0.05), and since (0.000 < 0.05), the comparison of means between the pre-test and post-test is different significantly at 5% significant level.

From the explanation above, it can be said that the Cooperative Integrated learning model can increase the students reading ability of the third semester of B class PAI IAI al Urwatul Wutsqo Jombang.

Discussion

The implementation of community service refers to theory develop by Mandagri and Finje which includes 6 phases such as: orientation, organization, concept introduction, exploration, application, publication and reflection[18]. The results of the mentoring on improving reading thru the CIRC learning model with 18 participants showed that before the counselling using the CIRC model was given, the average score was 2.89, and after the mentoring was implemented, their average score became 62.28. This indicates that the Cooperative Integrative Reading and Composition model can improve the reading abilities of third-semester B PAI students at IAI al Urwatul Wutsqo Jombang. This is in line with the following opinions that the CIRC model has been proven effective in improving students' reading comprehension skills[19]. The CIRC model is a learning model specifically for language subjects, designed to help students read and identify the main idea, central though or theme of discourse[20].

According to the observation results, especially during the reflection activity, it was found that their reading improvement was greatly supported by group work. Thru group work, they could help each other and compete to gain an understanding of English reading texts. This aligns with the statement that in the CIRC type of cooperative learning approach, students are grouped and given the opportunity to actively collaborate within a team. In this model, the teacher only needs to assist the group when they are having difficulty completing the task. Thus, this self-learning process does not always depend on the role of a teacher. The CIRC method is specifically designed to strengthen students' understanding of reading content[21].

The SPSS test results show a sig value < 0.05, which is 0.000, with a significance level of 5% (0.000 < 0.05). This means there is a significant influence of using the CIRC learning model on students' reading ability. This is in accordance with the theory stating that CIRC has a significant impact on students' reading comprehension abilities, and

[18] Mandagri, *Model-Model Pembelajaran Inovatif. In R. Widyani (Ed.), Book Chapter Inovasi Pembelajaran Di Pendidikan Tinggi*.
[19] Nuryani Nuryani et al., "Analisis Model Cooperative Integrated Reading Composition dalam Meningkatkan Pemahaman Membaca Siswa Kelas 5 SD," *Cetta: Jurnal Ilmu Pendidikan* 8, no. 1 (2025): 25–41, https://doi.org/10.37329/cetta.v8i1.3832.
[20] Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurukulum 2013* (ArRuzz Media, 2017).
[21] Siti Jamilah et al., "Penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) dalam meningkatkan kemampuan membaca siswa," *COLLASE (Creative of Learning Students Elementary Education)* 6, no. 3 (2023): 493–99, https://doi.org/10.22460/collase.v6i3.17134.

demonstrates a strong correlation between the effectiveness of the CIRC model and the students reading comprehension of fourth-grade students at SDN 2 Tulakan Jepara[22].

Based on the observation results conducted by the mentoring team, it was shown that the level of seriousness of the mentoring participants in listening to the mentor's explanation of the activities to be carried out was high. Other activities with a high level were the mentoring participants' activity in recognizing concepts and their readiness to receive the Lesson material. In addition to the statements above, some items on the observation sheet with high categories are: Enthusiasm of mentoring participants to sit in groups, work on reading texts provided by the mentor, respond to the discourse/ text written on other mentoring participants' worksheets, present or read the results of group discussions, pay attention to the material explanation, and provide feedback on the results of discussions from other groups.

Meanwhile, those with very high categories are when mentoring participants participate in group discussions, discuss to find the main idea and respond to the discourse/text written on other mentoring participants' worksheets, and when reflecting and summarizing learning outcomes. When the facilitator gave a quiz with questions related to the text, the participants also seemed enthusiastic to answer the facilitator's questions. Based on the above observation results, it shows that the CIRC model is able to increase the reading learning motivation of IAI UW students. This is supported by the research results of Winda, the Cooperative Integrated Reading and Composition (CIRC) learning model utilizing the quizzes learning media can increase the motivation and learning achievement of 4th-grade students at SD Negeri 2 Banjarsari Wetan[23], and the CIRC learning model with quiz media can increase students' motivation and learning achievement in physic[24].

The advantages and disadvantages of the CIRC learning method are: able to help students better understand readings/discourse/clippings and not rely on specific texts; improving students' ability to provide solutions to problems given by the teacher; able to be used for students with low ability levels; increasing activity during learning, and boosting students' self-confidence because they can find the concepts and materials, studying own self, and express their idea in the classroom.

Meanwhile, the weaknesses of the CIRC learning method are requiring a significant amount of time, it is difficult to keep the class quiet, and therefore the classroom

[22] Alyn Rofiatul Himami et al., *Keefektifan Model Cooperative Integrated Reading And Composition (Circ) Dalam Kemampuan Membaca Pemahaman Di Sdn 2 Tulakan*, 9, no. 1 (2025).
[23] Winda Lestari and Asih Ernawati, "Meningkatkan Motivasi dan Prestasi Belajar Bahasa Indonesia dengan Menggunakan Model Pembelajaran CIRC dan Media Pembelajaran Quizizz," *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan* 8, no. 2 (2024).
[24] Uvi Sugianti et al., "Pengaruh Model Pembelajaran Cooperative Integrated Reading Andcomposition (CIRC) Disertai Permasalahan Aplikatif Terhadap Motivasi dan Hasil Belajar Siswa dalam Pembelajaran Fisika di SMAN 2 Tanggul (Studi Pada Materi Kinematika Gerak).," *Jurnal Pembelajaran Fisika* 6, no. 3 (2017).

atmosphere tends to be noisy. This requires teachers to find solutions to minimize the shortcomings of the CIRC model[25].

Conclusion

The CIRC-based mentoring program contributed to improving the English reading comprehension of third-semester Class B students in the Islamic Education Study Program at IAI Al-Urwatul Wutsqo Jombang. The improvement was demonstrated by an increase in the mean score from 28.89 on the pre-test to 62.28 on the post-test, with a statistically significant difference (Sig. 0.000 < 0.05). Beyond the improvement in test scores, the mentoring process encouraged students to participate actively in group discussions, identify main ideas, respond to reading texts, expand their vocabulary, and reflect on their learning outcomes. The main contribution of this program lies in demonstrating a CIRC-based mentoring practice that integrates reading, peer collaboration, discussion, writing, presentation, and reflection to address students' difficulties in understanding English texts. This approach positions students as active participants who construct reading comprehension collaboratively rather than relying solely on individual reading activities. However, the program was limited to 18 students from a single class and was conducted within a relatively limited mentoring context; therefore, the findings should be interpreted within the specific context of the participants involved. Future community engagement programs may involve broader participant groups, longer mentoring periods, and more varied academic reading materials to examine the consistency and sustainability of the outcomes. Thus, CIRC-based mentoring offers a practical approach that can be further developed to support English reading comprehension among university students with relatively low initial reading competence.

Acknowledgments

The authors would like to express their sincere gratitude to the third-semester Class B students of the Islamic Education Study Program at IAI Al-Urwatul Wutsqo Jombang for their active participation and cooperation throughout the CIRC-based mentoring program. The authors also appreciate all parties who supported the implementation and completion of this community engagement program.

Ethical Statement

This community engagement program was conducted with due consideration of ethical principles, including respect for participants, privacy, confidentiality, and the responsible use of information obtained during the mentoring and evaluation processes. Participant data collected through pre-tests, post-tests, observations, and learning activities were used solely for academic and community engagement purposes.

[25] Doddy Hendro Wibowo, "Cooperative Integrated Reading Composition (Circ): Strategi Untuk Meningkatkan Kemampuan Pemahaman Bacaan Bagi Siswa Kelas V SEKOLAH DASAR," *Psikologika: Jurnal Pemikiran dan Penelitian Psikologi* 21, no. 1 (2016): 68–77, https://doi.org/10.20885/psikologika.vol21.iss1.art7.

Artificial Intelligence (AI) Use Statement

The authors used artificial intelligence (AI) tools only for limited language-editing purposes, including improving grammatical accuracy, clarity, and readability of the manuscript. AI was not used to generate or manipulate data, conduct statistical analysis, interpret the findings, or formulate the conclusions. All AI-assisted outputs were reviewed, verified, and edited by the authors, who take full responsibility for the accuracy, originality, and integrity of the final manuscript.

Author Contributions

Khudriyah contributed to the conceptualization, design and implementation of the mentoring program, data analysis, and preparation of the initial manuscript. Mujahidin contributed to the conceptualization, methodology, supervision, validation, and critical review of the manuscript. Nur Alfi Mawaddah contributed to the implementation of the mentoring activities, data collection, and documentation. Siti Zuliani contributed to the mentoring activities, data organization, analysis, and literature review. Moh. Zahiq contributed to data analysis, interpretation of the findings, and manuscript revision. Solikhin contributed to validation, critical review, and final editing of the manuscript. All authors reviewed and approved the final version of the manuscript and take responsibility for the published work.

Funding Statement

This community engagement program received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest Statement

The authors declare that there are no financial, professional, institutional, or personal conflicts of interest that could have influenced the implementation, interpretation, or publication of this community engagement program.

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