

The Effect of the Cooperative Integrated Reading and Composition (CIRC) Method Assisted by Visual Media on the Writing Skills of Class V Students

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Abstrak

Tujuan penelitian adalah untuk mengetahui pengaruh metode CIRC berbantuan media visual terhadap keterampilan menulis pada siswa kelas V. Jenis penelitian ini quasi eksperimen. Jumlah sampel dalam penelitian ini adalah 2 sekolah dasar, yang terdiri dari 20 orang kelas kontrol dan 20 orang kelas eksperimen. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur keterampilan menulis serta dokumentasi. Tehnik analisis data yang digunakan yaitu pendekatan statistik deskriptif dan analisis inferensial, dan uji hipotesis. Hasil penelitian yang didapatkan adalah Uji hipotesis manova adalah $0,00 > 0,05$ yang berarti bahwa H_1 ditolak H_0 diterima yaitu tidak terdapat pengaruh metode CIRC berbantuan media visual terhadap keterampilan menulis pada siswa kelas V. Maka dapat disimpulkan bahwa pembelajaran dengan menggunakan metode pembelajaran CIRC berbantuan media visual berpengaruh terhadap Keterampilan Menulis Siswa Kelas V.

Kata Kunci: Cooperative Integrated Reading and Composition; visual; keterampilan menulis.

Abstract

The research objective was to determine the effect of the CIRC method assisted by visual media on writing skills in fifth grade students. This type of research was quasi-experimental. The number of samples in this study were 2 elementary schools, which consisted of 20 people in the control class and 20 people in the experimental class. The data collection method used was a learning achievement test to measure writing and documentation skills. Data analysis techniques used are descriptive statistical approaches and inferential analysis, and hypothesis testing. The research results obtained were the Manova hypothesis test was $0.00 > 0.05$ which means that H_1 was rejected H_0 was accepted, that is, there was no effect of the CIRC learning method assisted by visual media on writing skills in class V students. So it can be concluded that learning using the CIRC learning method the aid of visual media has an effect on the Writing Skills of Class V Students

Keywords: Cooperative Integrated Reading and Composition; visual; writing skills.

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PENDAHULUAN

Indonesian is one of the main subject matters in a 2013 curriculum theme, at the elementary level Indonesian has an important role in the process of developing students' knowledge. According to (Laily, 2018), Indonesian is a subject that teaches students to be able to communicate properly and correctly, both orally and in writing. Indonesian language learning has a very important role in shaping the abilities, habits, and attitudes of students in their developmental stages. As well as through language, students are also able to learn various branches of knowledge.

The process of learning Indonesian in elementary schools is not only knowledge but also skills are taught to improve students' abilities. Indonesian language learning according to (Ali, 2020) contains four skills that must be mastered by students, namely skills 1) listening, 2) reading, 3) speaking, and 4) writing. Listening skills and reading skills are productive skills, listening is a receptive skill because these skills understand other people's speech, as well as reading which understands other people's writing (Tarman, 2022). Speaking is a productive skill because speaking always produces a speaking product, namely speech or conversation, as with writing, it always produces a product, namely writing. (Nurhasanah,

2016) During the learning process at school, especially in the advanced classes, every student is not only required to be able to read, but students must also be skilled at reading. Acquiring skills in reading requires understanding what is read. Reading comprehension activities will increase creative and innovative ideas and ideas which can be translated into written form into written works as a form of achievement.

Writing has the main function as an indirect medium of communication (Sumarno, 2009). Writing also helps to think critically, solve problems through writing that is able to explain true thoughts and feelings (Suparno, 2008). Through Writing Skills, students are expected to be able to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials so that they can assist students in developing language skills in their environment, not only for communicating, but also for absorbing various values and the knowledge he has learned (Amaliya dan Fathurohman, 2022).

In order for learning to be successful in accordance with the expected competencies, the teacher should try to develop the teaching and learning process from conventional-traditional media towards creative, innovative, so that learning can be effective, efficient and students feel happy in learning. (page 1 to here is an overview)

However, in reality, in the process of learning Indonesian, teachers often teach with one-way learning methods. The teacher uses the story lecture method about knowledge of Indonesian. The learning process like this causes students not to be motivated to learn and makes students less creative so that students are less active in expressing opinions. Learning activities in class V based on the results of interviews with teachers and students from class V on October 23, 2022 and continued with another observation on October 25, 2022, it is known that students have not fully involved themselves in the learning process designed by the teacher, students have not been actively involved. This is evidenced by students who are less active, rarely ask questions and express opinions. Based on this, it can be said that the learning method used to implement the lesson plan that has been prepared in the form of real and practical activities does not achieve the learning objectives. Other information obtained from one of the students said that one of the materials that was difficult for them to understand was KD 3.3 material. Summarize the text clarification (explanation). By summarizing clarification texts, students will read to understand the intent of the text they read, then students will be skilled in writing summaries or summarizing.

Student learning outcomes tend to be low on material summarizing clarification tests (explanations), due to a lack of students' understanding of how to summarize, including that students do not read the text in depth and are less able to understand the contents of the text, so that what they get during the learning process is usually just writing a summary by scanning, this is evidenced by the acquisition scores of students who do not reach the KKM score of 75.

According to the fifth-grade teacher in the material for summarizing explanatory texts, he gave an explanation of how to read with understanding so that students could write a summary of the text, so the material presented was easily accepted by students. But in reality, students do not quite understand how to read by understanding the contents of the text properly. The teacher further stated that in the teaching and learning process some students were less precise in answering questions from the teacher related to how to summarize text. The obstacle in summarizing clarification texts (explanations) is that not all students who read can understand the contents of the text so they have not been able to write a summary of what they have read, because the teacher has not been able to accustom students to independent learning in reading (reading comprehension).

Apart from reading, students also cannot write explanatory clarification texts because understanding in writing is still lacking. Various attempts have been made to improve how to read so that

students can understand the contents of the text so that students can summarize the text they have read in Indonesian subjects, such as making reading corners in each class, and scheduling routine reading in the library so that students enjoy reading comprehension and are skilled at writing. . Because students who like to read are able to write using their own ideas and words based on experience from what they have read.

The author is of the view that at this time what needs to be done is to pay attention to problems and provide innovations to overcome the lack of writing skills in Indonesian lessons, such as applying learning methods and media that make students actively involved in writing activities and can understand subject matter using the Cooperative Integrated learning method Reading and Composition (CIRC) assisted by visual media.

The CIRC method is a cooperative learning method intended for elementary to junior high school students, namely grades 2-8. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive learning program to teach writing skills to elementary school students at a higher level and also in secondary schools (Slavin, 2013). In addition, the Cooperative Integrated Reading and Composition (CIRC) learning method is a comprehensive curriculum designed for use in reading lessons in grades 2-8 (Slavin, 2013; Salmia & A. Muhammad Yusri, 2021).

CIRC, a comprehensive program to teach reading, writing and language arts to higher grades in elementary schools (Mariadani, Suarni dan Putrayasa, 2019). The development of CIRC is focused on teaching methods, which is an attempt to use cooperative learning as a means of introducing the latest techniques in the practical teaching of learning writing skills. The cooperative learning approach emphasizes group goals and individual responsibilities

The CIRC learning method is a cooperative learning method that integrates a reading as a whole which then composes it into important parts. The strength of the CIRC learning method can support the emergence of active, creative, effective and fun learning. Through the CIRC method students are not only taught to recognize the concept of reading and writing but can emphasize the development of students' analytical abilities with various types of reading and how to understand them. So that students are invited to participate actively in learning both in groups and individually in understanding reading. Same opinion (Slavin, 2013) Reading is one of the foundations of Cooperative Integrated Reading and Composition (CIRC) in the form of a comprehensive program to teach reading, writing and language arts to high school students in elementary school. (learning model)

CIRC development resulted from an analysis of traditional problems in teaching reading, writing, and language arts (Mariadani, Suarni dan Putrayasa, 2019). As a follow up, Cooperative Integrated Reading and Composition (CIRC) uses heterogeneous cooperative teams (reading groups) of 4 students with the same level of performance. Thus, motivated and conscientious students work in groups in understanding reading and can write explanatory texts with the help of visual media, receive feedback from their reading activities, and help students who have difficulty understanding the contents of the reading and also write explanatory texts. Based on research that has been conducted by (Mariadani, Suarni dan Putrayasa, 2019) that there are differences in writing ability between students who take lessons with the CIRC learning model assisted by picture stories and conventional learning.

The researcher's prediction that the CIRC learning method assisted by visual media can have a positive impact on writing skills because it encourages students to actively and carefully analyze reading sources, students are also motivated in learning because they work in groups. This research was implemented in class V Cluster 1 region 1 Barru District. The description above made researchers feel interested in conducting research on one of the cooperative learning methods with the title "The Effect of Visual Media-Assisted Cooperative Integrated Reading and Composition (CIRC) Methods on Writing Skills of Grade V Students".

RESEARCH METHODS

Types of research

The type of research used is quasi-experimental research. Quasi-experimental research can be interpreted as research that approaches experiments or quasi-experiments (Sukardi, 2013). This research was conducted by giving treatment to the experimental group and providing a control group as a comparison. Determination of this type of quasi-experimental research on the grounds that this research is in the form of educational research using humans as research subjects.

Research design

The research design used was nonequivalent control group design. This design consisted of two groups each given a pretest and posttest which were then given treatment using the CIRC learning method assisted by visual media and without using the CIRC learning method. This was done after paying attention to the characteristics including that students received material based on the same curriculum and students sat in the same class, the subjects (students) who were the sample in this study could not be carried out by grouping subjects randomly, because in a school situation, class schedules cannot be contested, classes have been organized according to applicable regulations so that subjects in the form of students cannot be grouped as experimental and control according to the wishes of the researcher's study. So, researchers use groups in the form of classes as they are (Sugiyono, 2014).

Both groups were then given a pretest to determine the initial abilities of each group. Furthermore, after being given treatment (learning) with a predetermined method, the two groups were given a posttest. Posttest results are used to determine the final state of each group (Sukmawati, Salmia, 2023). Data collection techniques used in this study are observation, questionnaires, and tests and documentation.

Data analysis technique

The collected data will be processed and analyzed using two types of analysis, namely descriptive statistical data analysis and inferential statistical data analysis (Sukmawati, Sudarmin, 2023). To assist the calculation of descriptive statistical data analysis and inferential statistics, the SPSS version 25.0 application program is used.

1. Descriptive Statistical Data Analysis

Descriptive statistical data analysis is used to analyze data by describing or describing the data that has been collected as it is without intending to make generalizations (Sugiyono, 2015). Analysis of descriptive statistical data in this study was intended to describe the writing skills of fifth grade students. Data on students' writing skills were analyzed descriptively. The data obtained from the results of the pretest and posttest were analyzed to determine the score before and after treatment.

2. Inferential Statistical Analysis

Inferential statistics are intended to analyze data by making generalizations on sample data so that the results can be applied to the population or in other words intended to test research hypotheses. Prior to testing the hypothesis, the data prerequisites were tested first. In the data prerequisite test, the data normality test and data homogeneity test were carried out. Meanwhile, in the hypothesis test, the Paired Sample T-Test was carried out.

RESULTS AND DISCUSSION

Results

This research was conducted in class V Cluster I Region I Barru District, using a control class and an experimental class. The two classes carried out different learning processes. For the experimental class using the Cooperative Integrated Reading and Composition (CIRC) method assisted by visual media. And for the control class using conventional learning methods. In the teaching and learning process this research was conducted during four meetings for each class.

During the initial stage of the study, the control class underwent a pretest in the first meeting. This was followed by two subsequent sessions, the second and third meetings, where students were engaged in the learning process using conventional methods. The aim was to understand the baseline Writing Skills of class V students. The fourth meeting culminated in a posttest to assess any shifts in their writing competence.

In contrast, the experimental class, right from the outset, had a pretest to gauge the students' initial abilities. This was crucial to ensure the effects of the subsequent treatment could be effectively measured. The second and third meetings introduced students to the teaching and learning process utilizing the Visual Media Assisted Cooperative Integrated Reading And Composition (CIRC) method. Their final aptitude in Writing Skills was then assessed during the fourth meeting via a posttest. All the data gathered from these sessions were meticulously analyzed using SPSS v.25, which facilitated the normality test, homogeneity test, and hypothesis testing. It is noteworthy to highlight the differential impact on students' writing skills in both the control and experimental class, especially after the implementation of the visual media-assisted CIRC learning method in comparison to conventional teaching techniques.

Tabel 1. Statistical Data on Control Class Writing Skills

		Statistics	
		pretest kontrol	posttest kontrol
N	Valid	20	20
	Missing	0	0
Mean		52.40	62.20
Std. Error of Mean		1.001	1.281
Median		52.00	64.00
Mode		52	64 ^a
Std. Deviation		4.477	5.727
Variance		20.042	32.800
Range		20	20
Minimum		44	52
Maximum		64	72
Sum		1048	1244

a. Multiple modes exist. The smallest value is shown

In the control class, which utilized the conventional method, an analysis of the pretest scores reveals a range between a minimum score of 44 and a maximum of 64. The average score for this group settled at 52.40, cumulating to an aggregate score of 1048. Transitioning to the posttest results, there's a noticeable increase, with scores spanning from a minimum of 52 to a maximum of 72. The mean posttest score further confirms this improvement, reaching 62.20, and amassing a total score of 1244. Despite this progress, it's worth noting that the mean value of the control class's posttest still falls short of the established KKM score benchmark of 75.

For the experimental class, which presumably employs a different instructional strategy or intervention, the statistical insights are elaborated in the subsequent table below. This table aims to juxtapose the performance differences, if any, between the control and experimental groups, giving a holistic view of the study's outcomes.

Tabel 2. Experimental Class Writing Skill Statistical Data

		Statistics	
		pretset eksperimen	posttest eksperimen
N	Valid	20	20
	Missing	0	0
Mean		63.00	81.80
Std. Error of Mean		2.264	1.846
Median		62.00	82.00
Mode		56	76 ^a
Std. Deviation		10.126	8.256
Variance		102.526	68.168
Range		32	28
Minimum		48	68
Maximum		80	96
Sum		1260	1636

a. Multiple modes exist. The smallest value is shown

The experimental class uses the CIRC learning method assisted by visual media. In carrying out the pretest the minimum score is 48 and the maximum value is 80. The total value is 1260 and the mean value in the pretest is 63.00. after being given a pretest and the average score of students did not reach the KKM limit value, the research gave treatment using CIRC learning media assisted by visual media. In the implementation of the posttest, the minimum score for students is 68 and the maximum score is 96. The total number of student scores is 1636 with a mean value of 81.80.

a) Normality test

The normality test in this study was carried out using the Statistical Package for Social Science (SPSS) system version 25 of the Kolmogorov-Smirnov method, with the test criterion that the data is normally distributed if the significance obtained is greater than 0.05. Conversely, it is said that the data is not normally distributed if the significance obtained is less than 0.05.

Tabel 3. Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.25447195
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.072
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the normality test of the One-Sample Kolmogorov-Smirnov Test above, the Asymp Sig value is obtained. (2-tailed) of 0.200 is greater than 0.05, it can be concluded that this study has a normal distribution. Thus, the assumptions or data requirements are normally distributed.

b) Homogeneous Test

The homogeneity test in this study used the Statistical Package for Social Science (SPSS) version 25 system with Levene's test. If the significance obtained is greater than 0.05, it is said that the variance of the data groups is the same. Conversely, if the significance obtained is less than 0.05, it can be said that the variances of the data groups are not the same

Tabel 4. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Unstandardized Residual	Based on Mean	.099	3	35	.960
	Based on Median	.072	3	35	.975
	Based on Median and with adjusted df	.072	3	31.973	.975
	Based on trimmed mean	.096	3	35	.962

Based on the results of data analysis on learning activities, the significant value based on the mean of 0.962 is greater than 0.05 with a statistical leverage of 0.096. The homogeneity test of the dependent variable has a significant value greater than 0.05, so it can be concluded that the variable is homogeneous.

c) Hypothesis testing

The hypothesis test uses the Manova test to measure the effect of independent variables on a categorical scale on several dependent variables at once on a quantitative data scale. This statistical analysis was assisted by the SPSS 25.0 for windows program at a significantly lower level than (0.05). By taking into account the hypotheses that have been made before. Decision making is based on the test results obtained, i.e. if the Significance or Sig (2-tailed) value is > 0.05, then H0 is accepted and H1 is rejected, and if the Significance or Sig (2-tailed) value is <0.05, then H0 rejected and H1 accepted.

Tabel 5. Hypothesis testing

Tests of Between-Subjects Effects					
Dependent Variable: Keterampilan Menulis					
Type III Sum					
Source	of Squares	df	Mean Square	F	Sig.
Corrected Model	3841.600 ^a	1	3841.600	76.095	.000
Intercept	207360.000	1	207360.000	4107.423	.000
kelas	3841.600	1	3841.600	76.095	.000
Error	1918.400	38	50.484		
Total	213120.000	40			
Corrected Total	5760.000	39			

a. R Squared = .667 (Adjusted R Squared = .658)

The Test of Between-Subjects Effects test above was carried out with the help of SPSS v.25 with the decision that the significant value of the CIRC learning method assisted by visual media on students' writing skills was $0.000 < 0.05$ which means that H_0 was rejected H_1 was accepted, that is there is an influence the CIRC learning method assisted by visual media on the writing skills of class V cluster I region I Barru Regency.

Discussion

Implementation of pretest and posttest control class and experimental class to determine writing skills in class V students. Control class and experimental class are given the same test to determine the level of understanding in writing skills, where students are given a test as an example and students can write back with delivery using own language. The value of the experimental class on writing skills increased after being given treatment with the application of the CIRC learning method assisted by visual media. This can be seen in the attachment to this study.

Writing is a process in which skills, implementation, and results are obtained in stages. That is, to produce good writing, people generally do it many times. In line with this opinion, (Tarman, 2018) revealed that writing is a process. By writing students can express or convey an idea. Therefore through this research students are trained to be skilled in writing. In addition, students begin by writing a summary of the story, where students can read the script well, can get the main ideas from the details that are read, with these main ideas can be used to compile a summary so that students can compile or make a summary with new sentences.

This study used the CIRC method assisted by visual media to determine students' writing skills. Based on the results of the hypothesis test that there is an influence on students' writing skills using the CIRC method assisted by visual media. Based on the results of the statistical tests carried out which can be seen in the attachment to this study, the normality test and homogeneity test, the researcher tested the Manova hypothesis with the result that there was an influence of the visual media-assisted CIRC method on Writing Skills in fifth grade students. This research is also supported by (Ilham, Hasanah dan Pratiwi, 2016) there is a significant effect of the use of the CIRC type cooperative learning model loaded with character values on students' short story writing abilities.

Research conducted by (Piliandini, 2022) Classroom action research conducted by researchers can be drawn the following conclusions: 1) Learning Indonesian using the CIRC (Cooperative Integrated Reading and Composition) model can improve students' abilities/achievements. 2) Students' understanding of Indonesian subject matter by implementing the CIRC (Cooperative Integrated Reading and Composition) model experienced a very significant increase for students from initially 46% to 91% in cycle II. 3) Student activities in the CIRC (Cooperative Integrated Reading and Composition) learning model can emerge and develop actively and dynamically. 4) By using the CIRC (Cooperative Integrated Reading and Composition) model, it can train and encourage students to find a fact or relationship that is not yet known precisely and appropriately. As for (Sulfasyah., 2022) in his research identified psychological factors that hinder students' fond of reading, namely students' internal motivation to learn does not exist, students get bored easily, students have physical and psychological limitations. Meanwhile, if you look at the principle of its application, this method has advantages in improving and speeding up the reading process, while at the same time giving students the opportunity to develop their reading skills optimally according to their interests and age. (Basam & Sulfasyah, 2018).

This research has a novelty in that this research was conducted in grade V elementary school with reading comprehension and writing skills. This study also uses the Manova hypothesis test to determine the effect between the dependent variable and the independent variable.

CONCLUSION

In connection with the first objective, it can be concluded that writing skills using the CIRC method are assisted by visual media for class V Cluster 1 students in Barru Regency. The significant value of the visual media-assisted CIRC learning method on students' writing skills is $0.000 < 0.05$, which means that H_0 is rejected H_1 is accepted, that is, there is an influence of the visual media-assisted CIRC learning method on writing skills in class V cluster I region I Barru Regency.

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