

Implementation of CIRC Strategy in Writing National and International Journal Articles

Syamsurrijal¹, Dedi Febrianto² Lalu Zazuli Azhar Mardedi³ Muhammad Fathoni⁴ Ni Putu Sinta Dewi⁵
Muhammad Zaki Pahrul Hadi⁶

E-mail: syamsurrijal@universitasbumigora.ac.id¹, dedyfebry@universitasbumigora.ac.id²,
pujutsega@gmail.com³, muhammad.fathoni@universitasbumigora.ac.id⁴,
sintadewi@universitasbumigora.ac.id⁵, zakipahrul@universitasbumigora.ac.id⁶

^{1,2,3,4,5,6} Universitas Bumigora, Indonesia

Abstract: *Buruknya dan rendahnya kemampuan menulis mahasiswa dan guru di Indonesia perlu mendapat perhatian serius dari pemerintah. Sebagai seorang pendidik dan calon pendidik, mereka harus dibekali kemampuan menulis yang baik dan benar. Pembelajaran berbasis pengalaman hidup menantang guru dan mahasiswa untuk memperoleh keterampilan yang diperlukan dalam memecahkan permasalahan kehidupan yang semakin kompleks. Pemilihan program Collaborative Integrated Reading and Writing (CIRC) didasarkan pada pertimbangan bahwa lahirnya sebuah ide memerlukan rangsangan. Untuk itu dilakukan pelatihan penulisan karya ilmiah standar nasional dan internasional. Tujuan pengabdian ini adalah menguji keefektifan penerapan tehnik CIRC dalam penulisan karya ilmiah berstandar nasional dan internasional. Metode pelaksanaan yaitu dengan membagi peserta menjadi beberapa kelompok, kemudian melakukan asesmen dan terakhir mengidentifikasi keberhasilan metode atau tehnik CIRC dalam penulisan karya ilmiah. Hasil penelitian menunjukkan bahwa dengan tehnik CIRC kemampuan menulis siswa dan guru mengalami perubahan yang cukup baik, sebanyak 17 dari 37 siswa dan guru (45,95%) mampu merumuskan masalah dengan benar. Ada 86,5% siswa dan guru yang sudah baik dan rapi dalam hal mekanik penulisan dan sistematika penulisan. Dari segi pengorganisasian ide, meskipun belum optimal, dapat dikatakan bahwa siswa dan guru sudah banyak mengalami peningkatan dibandingkan dengan siklus sebelumnya.*

Keywords: *CIRC; Karya ilmiah; Internasional; Nasional.*

Introduction

In the Republic of Indonesia's Law (Law of the Republic of Indonesia Number 20, 2003) regarding the National Education System, it is stipulated that the role of a teacher as an educator constitutes a professional position. Consequently, teachers are expected to fulfil their

duties with professionalism. A person can be deemed professional if they adhere to work ethics, work independently, produce work efficiently and effectively, and innovate while keeping in line with the principles of excellent service, systematic science or theory, professional authority, public recognition, and a code of ethics. Being productive and accurate are also essential traits. Syamsi in (Nurul Anriani^{1*}, Sholeh Hidayat², 2020) argues that government policies have long been in place concerning the professional development of teachers. According to Decree (li, 1993) by the Minister of State for the Empowerment of State Apparatus, teacher activities comprise key components of education, teaching, learning, and professional development, as well as supplementary elements. Later, the Minister of National Education's regulation number (u cuenca admicion, 2007) regarding teacher certification also stated that professional development work is one of the components evaluated in the portfolio assessment. The purpose of teacher professional development activities is to improve the quality of teachers to be more professional in carrying out their duties and responsibilities. The professionalism of a teacher does not occur automatically, but will increase gradually based on the ability and willingness of teachers to improve professionalism (Ermiana et al., 2019).

The ability to write for teachers is very important because it is a professional demand (Mujianto et al., 2017) So, the activity aims to increase the number of professional teachers, not to accelerate or slow down the promotion or class. Furthermore, as an award to teachers who can improve their professional quality. One of the efforts to improve professionalism that is also related to promotion efforts is writing scientific papers. Writing scientific papers is often a difficult activity for teachers to do. Besides being a requirement for career development, writing is also a means for a teacher's self-development (Amelia Zulianti siregar, 2019). It has been previously explained that one way to improve professionalism is through writing scientific papers. Other ways that can be taken are by (1) finding technology in the field of education, (2) making teaching aids or guidance tools, and (3) participating in curriculum development activities (Republik_Indonesia, 2001). Of these ways Writing scientific papers for most teachers, including students, is an activity that is still difficult to do so there needs to be a lot of guidance Sumardi in (Tagela & Sanoto, 2021).

In general, there are still many teachers who find it difficult to advance in rank and class from IV a/coaching to IV b / Pembina level I and above, the obstacle is the making of scientific papers required to be fulfilled with a minimum credit score of 12 from the professional

development under which includes, among others, conducting written or scientific work activities in the field of education. Recently, the difficulty has been increasingly felt by teachers with lower ranks with ministerial decree no. (PermenPANRB, 2009) concerning scientific papers that have become a requirement for promotion from class III b to III c. Therefore, current strategy or method in writing scientific papers of national and international standards for teachers and students is needed. Although now the Minister of Education and Culture Nadim Makarim has not required students to write a thesis but replaced it with scientific work that must be published in an accredited journal Sinta 1 or Sinta 2 (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tentang Penjaminan Perguruan Tinggi, 2023) (Permendikbudristek) Number 53 of 2023. From the results of discussions with teachers and students participating in the workshop who were classified III b and IV a at Hamzanwadi University, it was illustrated that many teachers and students experienced problems in writing scientific papers, especially determining the subject matter, research methodology and theories to be used. Therefore, researchers applied CIRC strategy in writing training workshop will be aimed at teachers and final semester students who will be compiling their final project.

The unrest experienced by teachers and students, in making scientific papers was caused by the low ability of teachers in writing scientific papers, determining the subject matter in research, research methodology and theories used in analyzing data and the motivation of teachers and students participating in workshops is still low. They view scientific papers as something difficult to do or create. Teachers tend to label themselves as incapable of doing it. This situation is certainly very unfortunate, therefore it is fitting that the motivation and understanding of teachers regarding written works should be improved. One of the ways that can be done is through scientific writing training for teachers and students by applying CIRC strategies (Syamsurrijal et al., 2021). The type of cooperative chosen, Cooperative Integrated Reading and Composition (CIRC), is based on the consideration that the birth of an idea requires a stimulus. One of the most effective stimuli for generating new ideas is reading. The life-skills based CIRC referred to here is that the text chosen as a stimulus for students and teachers to write essays is a text that deals with life issues that require solutions or resolutions, such as youth, education, environmental and community issues.

Khuzaemah & Herawati (2017a) asserts that the low level of students' writing skills is

caused by the lack of students' activity in reading. Therefore, he argues that in order to improve students' writing skills, reading learning must be followed. Reading and writing in an integrated way can help students to improve their writing skills. According to (Widiati, 2008) writers learn different writing techniques through reading activities.

(Khuzaemah & Herawati, 2017b) also asserts that the reading-writing experience can mutually influence and support the development of individual skills in reading, writing and thinking, so that the reading-writing experience will strengthen the writer's ability to read and the reader's ability to write. In order to improve students' literacy skills, it is necessary to integrate the teaching of literacy skills through activities that explore and extend text comprehension in order to develop writing skills.

Thus, the choice of the Cooperative Integrated Reading and Composition model, which is based on life skills, is very appropriate to be applied in developing students' essay writing skills so that they become a generation that is concerned about life problems, has good skills and can express their ideas and thoughts systematically in writing.

Based on the analysis of the community service team, the problems faced by teachers and Hamzanwadi University students are 1. Lack of understanding of the problem under study, limited references, lack of mastery of theory, and reluctance to start writing. 2. Students cannot determine relevant factors so they cannot write national and international journals. 3. Lack of supporting media for students to improve the quality of writing national and international journals. Before conducting community service activities, the team first conducted research on various problems faced by its partners. The methods used include direct observation and interviews. From the observation, the team found that the problems faced by students in writing scientific articles are due to intellectual factors, generally less successful in mastering concepts when trying to learn them. Lack of understanding of basic concepts can make it difficult for students to complete their research.

Based on the above problems the aim of this community service is to examine the effectiveness of implementation of CIRC Strategy in Writing National and International Scientific Articles.

Methodology

The implementation process of the CIRC technique

This study aims to see the effectiveness of using the CIRC technique in writing national and international scientific articles. The steps and implementation of the CIRC technique are introduced by the lecturer: First, the lecturer gives basic information to the students in the class.

Group work: 4 or 5 groups of students are formed. Worksheets and other materials prepared by the teacher are distributed to the group members. Depending on the content of the task, the students can answer the questions together and the answers can be checked by each member and shared with other groups. Other members can also check the answers and the process continues. Assessment: Depending on the characteristics of the technique chosen, the skills or information learned by the students in relation to the course content will be assessed by the students individually or collaboratively.

Identification of successful groups: Individual and group assessments of students' marks are entered into a group scoreboard and the resulting marks are totaled. The group with the highest final score is rewarded (Durukan, 2011).

The internal structure of the CIRC technique consists of elements such as knowing individuals well, forming appropriate groups, ensuring communication between groups, using appropriate materials in a timely and regular manner, supporting groups, encouraging cooperation, group and individual assessment. The teacher is the main actor who implements, organizes and supports these phases. The teacher's experience and knowledge are crucial to the success of these activities. Skilled performance of reading comprehension activities (silent and oral) and expressive activities (such as written composition and grammar) through worksheets structured according to the principles of the CIRC technique is comparable to teacher guidance and close collaboration (Stevens & Slavin, 1995).

The dedication to the use of CIRC techniques in the field of linguistics shows that cooperative learning techniques are used to investigate a variety of issues and are recognised as having positive effects in this area (Doymus, 2007). Given the results of the research on cooperative learning, the CIRC technique can be suggested as an effective language pedagogy.

Discussion

This activity includes the design of the life-skills based Cooperative Integrated Reading and Composition (CIRC) learning model, a description of the implementation of the learning, a description of the improvement in students' and teachers' writing skills, and a description of

the life-skills values in their writing.

Table 2.

Learning design in the application of the life skills based Cooperative Integrated Reading and Composition (CIRC) model.

Phases	Lecturer Behaviour
Phase 1: Present goals and set (Present goals and motivate students and teachers)	The speaker conveyed the learning objectives to be achieved in the lecture and motivated students and teachers to read and write a lot. In accordance with the RPS that has been prepared,
Phase 2: <i>Present information</i>	Presenters conveyed information to students and teachers about reading and writing.
Provide information	Provide some examples of texts/readings that contain life skills.
Fase 3: <i>Organize students info learning teams</i>	The speaker explained to students and teachers how to form a solid learning group in order to efficiently transition into writing activities to produce quality written work.
Phase 4: <i>Assist team work and study</i>	The presenter guides student and teacher study groups as they engage in writing activities.
Phase 5: <i>Tes on the materials Evaluasi</i>	The speaker evaluates the learning outcomes of each group and assigns them to present their papers.
Phase 6: <i>Provide recognition penghargaan</i>	The trainer looks for ways to reward both individual and group effort and learning outcomes.

Stage 1: Presenting and setting goals (Presenting goals and motivating students and teachers), at this stage, the lecturer conveys the learning objectives of essay writing and motivates students and teachers to write diligently and make writing their routine activity. The lecturer also explained the benefits of writing essays and instructed students and teachers on how to have good writing skills. The lecturer also explained the benefits of writing essays and

instructed students and teachers on how to have good writing skills, the criteria for writing essays, choosing an interesting topic, creating an interesting essay title and developing an essay. At this stage, the lecturer also presents examples of essays that can inspire and awaken students to have good skills and abilities in living life so as not to become people left behind by the times. Through the presentation of essays by lecturers, students and teachers can use the sample essays as a model so that they have an idea of a good example of essay writing. In addition, the model can also be a stimulus for students and teachers, so that they are provoked to get ideas from the materials they read.

Stage 3: Organizing students into info learning teams (organize students and teachers into cooperative groups), at this stage students and teachers are divided into several small groups of 4-5 people. From the results of this individual writing, they then return to group discussions in order to combine and harmonise several writings into one. Although students and teachers are mature and able to behave and be active in the discussion process, lecturers still need to guide them to be able to give direction and explanation if there are things that students and teachers are questioning. At this stage, students and teachers work in groups to share the preparation of essays, both in terms of themes, outlines and development of writing content. The written results of the student and teacher essays were also assessed and graded using the pre-designed grading rubric. In addition, a special independent team was set up to assess the performance of the reading of student and teacher essays. The best work submitted is awarded a prize by the lecturer based on the assessment of the lecturer and the assessment team appointed by the lecturer. The description of students' and teachers' essay writing skills was analyzed according to the assessment rubric used by the researcher to analyse students' and teachers' essay writing skills, which included: students' and teachers' ability to choose topics and formulate titles, students' and teachers' ability to organize ideas, students' and teachers' ability to analyze and synthesis problems, and students' and teachers' ability to apply EYD and writing mechanics. The following section presents the final skills of students and teachers after applying the CIRC life-skills-based learning model in two cycles Students' and teachers' ability to choose a topic and formulate a title in the second cycle improved significantly. Students and teachers were generally able to choose specific topics, the topics they chose are also quite interesting and are currently being discussed. Students were able to choose a specific topic and formulate a title. There were 28 out of 37 students and teachers

(75.67%) who were able to choose themes and formulate interesting titles.

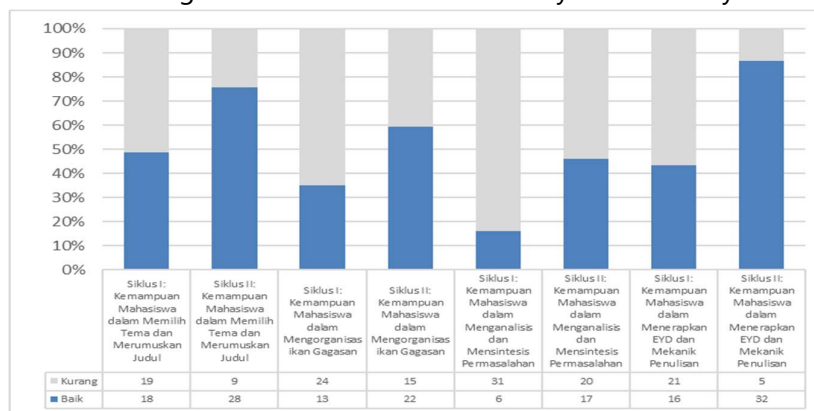
In this second cycle, the flow of reasoning in the writing of students and teachers has improved quite well. Then the content, which offers ideas and ways of solving them. And the conclusion, which concludes the content of an essay. They have been able to write with good organization, so that in general the ideas of students and teachers are well organized. There are 22 students and teachers or 59.46 students and teachers who were able to organize their ideas well. The remaining 15 students and teachers out of 37 students and teachers (40.54%) were not able to organize their ideas well.

In this second cycle, students and teachers experienced good changes, as many as 17 out of 37 students and teachers (45.95%) were able to formulate the problem correctly. The stated problem was supported by valid data showing that the problem needs to be addressed immediately, even if it is not yet optimal. Furthermore, the feasibility of the proposed solution is almost clear. The ability of students and teachers to analyze and synthesise problems in this second cycle still has many shortcomings. They still need guidance and improvement.

The mechanical writing skills of students and teachers in this second cycle underwent a very good change. Only a few students and teachers, 13.5%, i.e. 5 out of 37 students and teachers, still need improvement. Their writing skills are seen in the orderliness of the typography, the layout, almost no mistakes. The number of pages they wrote was also adequate. There were 86.5% of students and teachers who were good and neat in terms of writing mechanics and writing system. From the point of view of organizing ideas, although not yet optimal, it can be said that students and teachers have improved a lot compared to the previous cycle. Similarly, the ability of students and teachers to analyze and synthesis problems still requires further coaching. The coaching of students and teachers in analyzing and synthesizing is still taking place in the next learning of writing materials. The comparison of students' and teachers' abilities in essay writing in cycles one and two can be seen in the following figure.

Figure 1. Comparison of student and teacher writing skills in cycles 1 and 2

Students and teachers in Indonesia are demonstrating an optimal revision process when corrected by lecturers or through mutual correction. While they have not fully mastered analysis

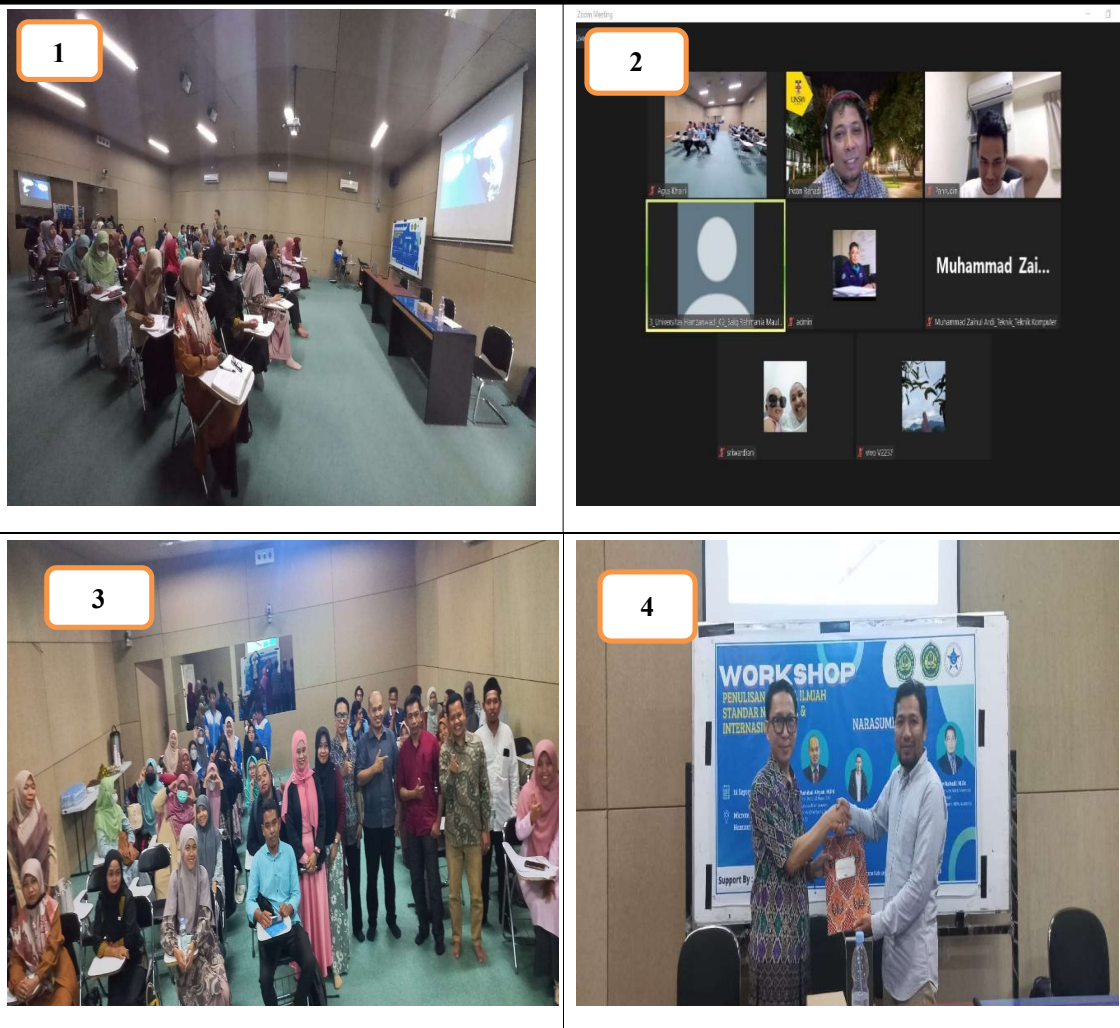


and synthesis, their improvement is quite high compared to the previous cycle. The analysis of life-skills values in students' and teachers' writing was only conducted in the second cycle, as the first cycle's writing was not considered for life skills values.

The writings of students and teachers express various life skills values, such as personal skills like self-awareness and rational thinking, as well as social skills like empathy for the state of Indonesian society. They also address the issue of online shopping and unscrupulous individuals, as well as the role of political elites in the world of television.

Academic skills, such as those of Shofuroh and Septiyani, are also expressed in the writings. They highlight the potential of the agricultural sector in Indonesia, which aligns with the country's natural conditions. These skills are associated with specific areas of work found in the community.

The values of life skills expressed in the writings of students and teachers are evident, and their awareness of these values is evident. They recognize that life skills are necessary for living a fulfilling life and playing their roles as caliphs on earth. Continuous development and nurturing of these values can help students and teachers better understand the meaning of life.



No. 1 The head of LPPM gave a speech on the first day of community service, which was attended by 60 UNHAM students and teachers in the Lombok area. No. 2 On the second day, speakers who live in Australia and Hong Kong provided community service material through online zoom. No. 3. Closing speech by the committee chairman and group photo. No. 4. Presentation of speaker certificates by the Chairman of Hamzanwadi University Alumni.

Conclusion

The Cooperative Integrated Reading and Composition (CIRC) learning model aims to improve the writing skills of students and teachers through three stages: setting goals, organising students into learning teams, and analysing results. In the first stage, the lecturer communicates the learning objectives and motivates students and teachers to write diligently, explains the benefits of writing essays, the criteria for writing essays, selects interesting topics, creates interesting essay titles, and develops essays. In the second stage, students and teachers

are divided into small groups, which work together to prepare essays, including theme, outline, and content development. The writing was assessed using a pre-designed assessment rubric, and a special independent team was formed to assess the essay reading performance. The study found that the ability of students and teachers to write scientific papers of national and international standards significantly improved in selecting topics and formulating titles in the second cycle, but still needed guidance and improvement in analysis and synthesis skills. Mechanical writing skills also improved, with only 13.5% still needing improvement. Students' and teachers' writings express various life skill values, such as self-awareness, social skills, and academic skills.

Acknowledgements

The team has received a great deal of guidance and input from a number of people in the preparation of this service. Based on the above, the team would like to express its gratitude to 1) The Rector of Hamzanwadi University and his staff for their cooperation in the community service and training in writing scientific papers of national and international standards; 2) The LPPM institution of Hamzanwadi University which has given permission and assistance in the form of facilities during the implementation of the community service; 3) IKA UNHAM and the team of lecturers who have supported and participated in this community service; 4) Family and friends who have always supported the implementation of this community service activity.

References

- Amelia Zulianti siregar, N. H. (2019). *Strategi dan penulisan Karya Tulis Ilmiah dan Publikasi* (T. Yulianti, Ed.; First). Deepublish.
- Doymus, K. (2007). Effects of a cooperative learning strategy on teaching and learning phases of matter and one-component phase diagrams. *Journal of Chemical Education*, 84(11), 1857–1860. <https://doi.org/10.1021/ed084p1857>
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102–109.
- Ermiana, I., Affandi, L. H., & Kusuma, A. S. H. M. (2019). Workshop Implementasi Penelitian Tindakan Kelas (Ptk) Berbasis Lesson Study (Ls) Di Sd Negeri 15 Cakranegara. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 2(1). <https://doi.org/10.29303/jppm.v2i1.991>
- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023 Tentang Penjaminan Perguruan Tinggi, 31 (2023).
- li, B. A. B. (1993). *Keputusan menteri negara pendayagunaan aparatur negara nomor 84 tahun 1993*. 4(1).
- Khuzaemah, E., & Herawati, L. (2017a). Pembelajaran Menulis Esai Menggunakan Model Cooperative Integrated Reading and Composition (Circ) Berbasis Life Skills. *Indonesian Language Education and Literature*, 2(2), 148. <https://doi.org/10.24235/ileal.v2i2.1360>

- Khuzaemah, E., & Herawati, L. (2017b). Pembelajaran Menulis Esai Menggunakan Model Cooperative Integrated Reading and Composition (Circ) Berbasis Life Skills. *Indonesian Language Education and Literature*, 2(2), 148. <https://doi.org/10.24235/ileal.v2i2.1360>
- Law of the Republic of Indonesia Number 20. (2003). Act of the Republic of Indonesia on National Education System 1. *System*, 20, 1–58.
- Mujianto, M., Zubaidi, Z., & Suprpto YM, Y. (2017). Peningkatan kemampuan menulis karya ilmiah mahasiswa program jaringan telekomunikasi digital (JTD) melalui problem based learning. *Prosiding Seminar Nasional #3: Bahasa Dan Sastra Indonesia Dalam Konteks Global*, 177–186.
- Nurul Anriani1*, Sholeh Hidayat2, Y. S. (2020). Digitalisasi Pembelajaran di Era New Normal. *Prosiding Seminar Nasional Pendidikan FKIP*, 3(1), 4.
- PermenPANRB. (2009). Permenpan Nomor 16 tahun 2009 tentang Jabatan Fungsional Guru dan Angka Kreditnya. *Kementerian Negara Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi*, 2009(75), 31–47.
- Republik_Indonesia. (2001). *Keputusan Menteri Pendidikan Nasional tentang Petunjuk Teknis Pelaksanaan Penilaian Angka Kredit Jabatan Dosen*. 216–238.
- Stevens, R. J., & Slavin, R. E. (1995). The Cooperative Elementary School: Effects on Students' Achievement, Attitudes, and Social Relations. *American Educational Research Journal*, 32(2), 321–351. <https://doi.org/10.3102/00028312032002321>
- Syamsurrijal, S., Miswaty, T. C., & Hadi, M. Z. P. (2021). Pelatihan toefl dengan metode cooperative integrated reading and composition untuk mencapai nilai ideal di masa pandemi. *Jurnal Pengabdian Masyarakat Indonesia*, 1(5), 217–226.
- Tagela, U., & Sanoto, H. (2021). Peningkatan Kualitas Karya Ilmiah bagi Guru-guru Sekolah Dasar Negeri 3 Tejorejo, Kabupaten Kendal. *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat*, 1(3), 340–346. <https://doi.org/10.24246/jms.v1i32021p340-346>
- Widiati, U. (Universitas N. M. (2008). Pembelajaran Membaca-Menulis Terpadu Melalui Buddy Journals Untuk Meningkatkan Kemampuan Menulis Mahasiswa Jurusan Sastra Inggris. *Bahasa Dan Seni*, 186–197.