



DEVELOPMENT OF TEACHING MATERIALS READING COMPREHENSION BASED ON COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) STRATEGY AS CHARACTER EDUCATION IN CLASS VI ELEMENTARY SCHOOL

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ABSTRACT

This study aims to develop learning to read understanding based on CIRC strategies as an effort to instill character education in grade VI elementary schools that is valid, practical, and effective. This type of research is research and development. The development model used is a 4-D model consisting of the stages of defining, designing, developing and disseminating. This research data from the validity test was obtained through the validation sheet of teaching materials. Practicality data was collected through observation sheets of the implementation of the lesson plans, teacher and student response questionnaires, and interviews with teachers. Based on the validity test obtained the percentage of RPP 91.3% with a very valid category. This means that the RPP component is in accordance with the Ministry of Education Regulation No. 41 of 2007. The results of the validity of teaching materials with a percentage of 90% with a very valid category, this means that teaching materials that have been developed are in accordance with curriculum demands. The practicality test results of the implementation of lesson plans with a percentage of 95.3% with the category of very practical, during the trial teacher has no difficulty in implementing learning. The percentage of teacher responses to the questionnaire was 92.5% with a very practical category, the teacher stated the teaching material developed was different from the previous teaching material, easy to use in learning. The percentage of questionnaire responses of students was 90.2% with a very practical category, teaching materials were also interesting for students because they were designed with more interesting colors and drawings. Judging from the effectiveness test, the character values in the trials averaged 82.8%, while in the distribution of the students' character values 81%. In reading skills, the percentage while testing is 85%, while in the spread is 89%. Based on the above description, it can be concluded that the reading materials for understanding CIRC-based strategies developed can be declared valid, practical and effective.

Keywords: teaching material, reading comprehension, CIRC strategy

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan pembelajaran membaca pemahaman berbasis strategi CIRC sebagai upaya penanaman pendidikan karakter di kelas VI SD yang valid, praktis, dan efektif. 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. Berdasarkan uji validitas diperoleh persentase RPP 91,3% dengan kategori sangat valid. Hal ini berarti komponen RPP telah sesuai dengan Permendiknas Nomor 41 Tahun 2007. Hasil uji validitas bahan ajar dengan persentase 90% dengan kategori sangat valid, hal ini berarti bahan ajar yang telah dikembangkan telah sesuai dengan tuntutan kurikulum. Hasil uji praktikalitas dari keterlaksanaan RPP dengan persentase 95,3% dengan kategori sangat praktis, selama uji coba guru tidak kesulitan dalam melaksanakan pembelajaran. Persentase angket respon guru 92,5% dengan kategori sangat praktis, guru menyatakan bahan ajar yang dikembangkan berbeda dengan bahan ajar sebelumnya, mudah digunakan dalam pembelajaran. Persentase angket respon siswa 90,2% dengan kategori sangat praktis, bahan ajar juga menarik bagi siswa karena didesain dengan warna dan gambar yang lebih menarik. Dilihat dari uji efektivitas, nilai karakter pada uji coba rata-rata 82,8%, sedangkan pada penyebaran nilai karakter siswa 81%. Pada keterampilan membaca, persentase sewaktu uji coba 85%, sedangkan pada penyebaran 89%. Berdasarkan jабaran di atas, dapat disimpulkan bahan ajar membaca pemahaman berbasis strategi CIRC yang dikembangkan dapat dinyatakan valid, praktis dan efektif.

Kata Kunci: bahan ajar, membaca pemahaman, strategi CIRC

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INTRODUCTION

Indonesian language learning in elementary schools contains four language skills, namely listening, speaking, reading and writing. Among the four skills revealed, one of the main highlights was reading skills. This is by what was expressed by Somadayo (2011: 1) that reading is one of the language skills that are very important in learning Indonesian. Reading can expand knowledge and explore written messages in reading material. According to Tarigan (2008: 7), reading is a process used by the reader to obtain the message to be conveyed by the author through words or written media. Meanwhile according to Anderson (in Abidin, 2012: 148) reading is a process that forms the meaning of written texts. This means that the result of the reading process is to understand the contents of the reading text.

Learning to read in elementary school consists of two types of reading, namely beginning reading for elementary grades I, II, and III. While further reading for class IV, V, and VI. Early reading is reading that is focused on the introduction of consonants and vowels, so that it is done by reading aloud. Whereas further reading is interpreted the same as reading comprehension, where students must have the ability to understand the contents of the reading text which is not merely read. Reading comprehension according to Somadoyo (2011: 10) is a process to obtain the meaning of reading actively by involving the knowledge and experience of the reader. This means that the main purpose of reading comprehension is to understand the contents of the text, both explicit and implied. The purpose of reading comprehension conveyed by Agustina (2008: 15) is to capture the content or meaning of ideas contained in the reading, in the form of understanding and interpretation that do not deviate from the reading. Detention can be born or re-expressed if necessary.

The benefits of reading comprehension according to Dalman (2014: 90) are (1) students can produce an accurate summary of the content of the reading, (2) students can convey the results of their understanding in front of the class with their own language, (3) students can connect the content of the reading with their experiences.

This means that learning to read comprehension contains many activities that can be carried out to support the effort to inculcate character education in students. Such an honest character; students do not want to cheat in writing a summary of the contents of the reading that has been read, the character of discipline; students follow the rules in the school and in the classroom, the character of hard work; students do their assignments carefully and neatly. For this reason, learning requires the cultivation of character education in students such as religious, honest, disciplined, hard work, creative, responsibility, and others.

Based on a preliminary study conducted by researchers at SD Negeri 001 Koto Peraku, Cerenti Subdistrict, Kuantan Singingi Regency, the researcher found problems with reading comprehension teaching materials. Namely, learning has not described the process of learning to read effective understanding. So that learning to read comprehension is not done according to the reading process, namely pre-reading, when reading, and post-reading. Learning tends to directly ask students to read the reading text contained in the teaching material used, without beginning with the process of predicting reading first. This means that learning is still not started by predicting the reading content. Then in the learning process, students still do not see positive characters, such as; pray before and after learning students are still playing or not serious in praying, not following school rules, such as being late for school and not wearing school uniform.

Seen in the post-reading activities, which are applied in teaching materials to reading comprehension in schools, there are activities to answer questions about the text being read. However, in addition to these activities, there are also other activities that must be included. Namely the activity of looking for words that have not yet understood the meaning. The activity of searching for difficult words is an important activity in understanding the entire reading read by students. Because if students do not understand difficult words in the reading text, students will quickly feel bored with the reading process. This is the same as the results of a study

conducted by Ernest (2011) (How do children deal with inconsistencies in the text) which states that students do not understand the contents of reading texts, so that when reading students pacing back and forth in reading texts. Students are distracted when understanding difficult words so students feel bored in reading. Students cannot answer questions about reading text, so students must read the text again.

Teaching materials used for reading comprehension lessons used in grade VI elementary school, also still lack applying good and correct reading comprehension techniques. So it is found students who do not apply good and correct reading comprehension techniques. Students tend to understand the contents of the reading text by reading out the sound, so that his mouth moves, his hands point to the text that is read, the head moves to follow the text that is read. This means that the reading technique is still not applied by students, causing the level of skills to understand the contents of students' reading texts still low.

Teaching materials used during the process of learning to read comprehension are still bound. This means that the reading text used when the process of reading comprehension is less adopting the comprehension of reading comprehensively. This happens because the reading texts are still focused on books that are scattered and used in schools without seeing the current text. This happens continuously and repeatedly. So students do not like reading because reading materials are still long and boring students. This is in line with the results of a study conducted by Ludo Verhoeven and Jan Van Leeuwe (2011) (The simple view of second language reading throughout the primary grades) states that the process of understanding students' reading comprehension is influenced by the structure underlying the text (text models/text forms), global text (the present situation model of the text). In addition, the authors analyzed three books circulating in the field that was used by the teacher in the process of learning to read comprehension. From 7 indicators of learning to read, it was found from a book I, namely, book Y with the title Easy Learning Indonesian by MD et al. Only 57% were in accordance with the

indicator. Book II, namely the book by I et al, titled Indonesian, is only 57% in accordance with the indicators. Book III which is a book I P titled Learning Indonesian Language and Literature written by N.Y et al., only 42% is in accordance with the indicator.

The results of the analysis of the 3 books above can be seen that the teaching materials are still lacking, among others: (1) The teaching materials are not in accordance with the specified competencies and do not contain the entire indicator. (2) Teaching materials are not suitable with the needs and characteristics of students, because elementary school students like teaching materials that are full of color gradations and interesting drawings and can support learning (3) Most of the teaching materials currently available do not contain the stages of the process reading, namely pre-reading, when reading and post-reading. (4) The approach used in teaching materials is still classified as traditional or has not used the latest strategic innovations that can attract students' interests and can develop students' reading skills ideas. (5) the types of texts are still bound, which is still focused on books used in schools. Thus, it can be said that the process of learning to read has not been developed effectively and needs to be improved.

Overcoming the above problems, it is necessary to develop reading comprehension teaching materials that support the formation of reading skills and character of students according to the criteria for the preparation of teaching materials. Development of teaching materials is carried out by considering appropriate learning strategies so that the expected goals can be achieved. Answering these problems, one of the strategies in learning to develop reading teaching materials that are religious, honest, disciplined, creative, responsible, and others is to use the Cooperative Integrated Reading and Composition (CIRC) strategy. According to Slavin (2009: 200), CIRC type of cooperative learning is a comprehensive program that can be used in learning to read, write, and speak the language in high school grades. The main objective of the CIRC is to use cooperative teams to help students learn reading comprehension skills that can be applied broadly. In CIRC the teacher uses reading

material that contains reading texts and worksheets. Students are involved in the team to read reading texts, make predictions at the beginning of the reading, summarize reading

texts, write responses to reading texts, revise, write and other matters related to reading comprehension skills.

LITERATURE REVIEW

CIRC combines the development of listening, speaking, reading and writing skills through learning so that it will indicate the improvement of the four language skills of students. CIRC also develops students' social skills, such as how to do activities in groups, divide tasks into groups, and so on. Learning can train cooperation among students. In addition, CIRC is also able to foster self-confidence

because students have the opportunity to do activities as assessors and correctors of group members' mistakes. CIRC learning steps according to Warsono and Hariyanto (2012: 202) are as follows: (1) Teacher presentation, (2) students are divided into heterogeneous groups, (3) reading texts, (4) reading comprehension skills, (5) writing and literature, and (6) tests.

MATERIAL AND METHODS

Research conducted is a research and development (R&D) according to Syaodih (2006: 164), research and development (R&D) is a process or steps to develop a new or improve existing products, which can be accounted for. Then Sugiyono (2009: 297), said that development research is research that produces certain products and tests the effectiveness of these products. Products developed in research development are teaching materials. This has an impact on the level of validity and effectiveness of the products produced.

The development model used in this research is a 4-D development model consisting of four stages, namely defining, designing,

developing, and disseminating. For more details, it can be seen in the following description: a) define stage, aims to define and define learning requirements that begin with an analysis of the objectives of the boundaries of the material being developed, b) design stage, aims to prepare teaching materials which will be developed. c) develop stage, aims to produce teaching materials that have been revised based on the results of validation by experts, simulations, and trials. d) dissemination stage, aims to test the effectiveness of teaching materials developed in the learning process. Thus, the distribution phase is the stage of using teaching materials on a broader scale, for example in another class or another school.

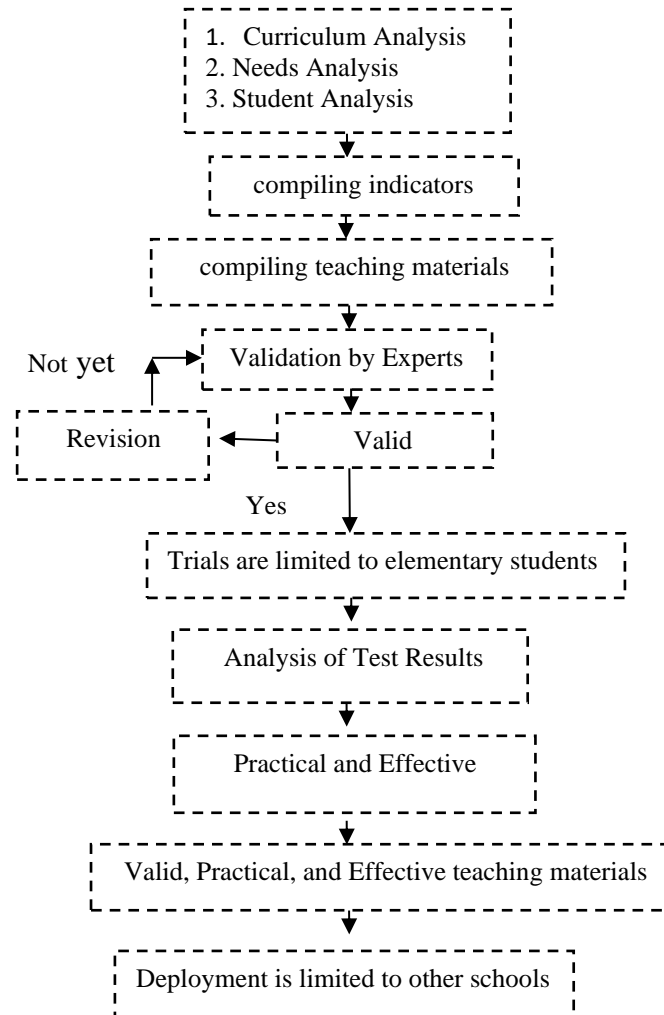


Figure 1. Schema of Teaching Material Development

The definition stages aims to establish and define the conditions needed in the development of teaching materials. This stage is done by analyzing the objectives within the limits of the developed subject matter. At this stage there are three steps carried out at the definition stage, namely: 1) curriculum analysis; Curriculum analysis is the first step to setting learning goals and conditions. This stage is examined by the Education Unit Level Curriculum (KTSP) for Indonesian language subjects in grade VI elementary school. Curriculum analysis is needed to study the scope

of material, learning objectives, selection of appropriate strategies, to develop expected teaching materials based on the CIRC strategy; 2) needs analysis; needs analysis aims to find out the basic problems needed in the development of reading learning materials based on CIRC strategy-based understanding; 3) student analysis; Student analysis is carried out to find out the teaching material desired by students and the supporting books used in learning. Student analysis is a study of student characteristics which include the level of language development, reading skills, and other background knowledge.

The design stage is designing CIRC-based teaching materials for reading strategies in grade VI elementary school. At this stage the researcher draws up a design for the development of teaching materials which includes: 1) The suitability of the material with the curriculum (SK and KD); 2) Selection of learning resources (text according to the conditions of students in the surrounding environment); 3) Determination of the sequence of the learning process of reading comprehension based on CIRC strategies; 4) The draft RPP is based on the steps and principles of developing the RPP in accordance with Ministry of Education No.41 of 2007; 5) The design of reading learning materials that are appropriate to the stages of the reading process. 6) How to present material that influences the development of reading materials based on CIRC strategies and their implications for student character education.

The development stage aims to produce revised teaching materials based on expert input. This stage includes the validation of teaching materials by experts who aim to get input on the overall contents of the material contained in the design of developed teaching materials. If the teaching material developed is not yet valid, then a revision is made, but if the teaching material is valid then a limited trial is carried out to see the practicality or use of the CIRC strategy-oriented teaching material that has been produced.

The distribution phase is the stage of using teaching materials that have been developed in other subjects, for example in another class, or another school. The aim is to test the effectiveness of the use of these teaching materials on different subjects. At this stage of the deployment, a further trial will be carried out

on a limited scale to the revised teaching material based on previous trials. At this stage, evaluation is carried out on whether teaching materials can be used to achieve effective goals in improving the quality and student learning achievement. Teaching material is said to be effective if it can provide good results on the development of character values and reading skills of students. The effect of the use of teaching materials on student competencies is seen from the completeness of KKM obtained by students as a whole in class.

The analysis technique used is descriptive data analysis, which describes the level of validity of teaching materials, the practicality of teaching materials, student competencies that show the effectiveness of teaching materials. The validity analysis technique of teaching materials is carried out to see the results of the validation of the teaching materials developed. Data validation results of teaching materials obtained were analyzed for all aspects presented in tabular form using a Likert scale. Calculation of the final value data of the validation results analyzed on a scale (0-100) is carried out with the formula adapted from Purwanto (2011: 207) below.

$$\text{Validity Value} = \frac{JS}{SM} \times 100\%$$

(adaptation of Sungkem 2016)

Information:

- PS : Score acquisition
- SM : Maximum score

The validity category of teaching materials with CIRC based on the final value obtained can be seen in the following table.

Table 1. Criteria for Establishing Validity Levels

Level of Achievement (%)	Category
0-20	very invalid
21-40	invalid
41-60	less valid
61-80	valid
81-100	very valid

(Modified from Riduwan, 2012:15)

The practicality category of teaching materials based on the final value obtained can be

seen in the following table.

Table 2. Categories of Practicality of Teaching Materials

Interval	Category
0-54	Not Practical
55-59	Less Practical
60-74	Practical Enough
75-84	Practical
85-100	Very Practical

The observation sheet for the use of teaching materials contains a description of the use of teaching materials by students in terms of several aspects of assessment. The data obtained are presented using descriptive techniques. The steps taken in the analysis of student character

assessment data. Grading values for each aspect of the character in accordance with the indicators developed, with the provisions of the assessment. Categories of student character assessment can be determined based on the following table.

Table 3. Categories of Student Character

No.	Level of Achievement (%)	Category
1.	0-25	BT
2.	26-50	MT
3.	51-75	MB
4.	76-100	SM

As for the assessment data the results of reading skills are obtained from the results of the evaluation questions. Data analysis was performed using the calculation of the percentage of students who met the minimum completeness

criteria (KKM). For the development of reading teaching materials, it is said to be effective, if more than 70% of students get a value of ≥ 70 . (KKM learning the Indonesian language at school will do a trial).

RESULTS AND DISCUSSION

The results of research on the development of teaching materials for reading comprehension based on Cooperative Integrated Reading and Composition (CIRC) strategies as an effort to inculcate character education in grade VI elementary school by using the 4-D models development model, the description of the results of the study is divided into 4 parts, namely: the stage of defining, design stage, development stage, and deployment stage. The format and preparation of this teaching material is modified from the instructional material structure according to the Ministry of National Education which consists of: (1) cover, (2) foreword, (3) table of contents, (4) instructions for use, (5) concept map, (6) competence which will be achieved, (7) tasks

or activities, (8) supporting information, (9) bibliography. The results of the development of teaching materials based on Cooperative Integrated Reading and Composition (CIRC) strategies can be seen as follows:

The teaching material cover is designed in orange and has a mixture of green and yellow. Because the colour of the orange looks bright and refreshing to the eye, especially if combined with a little colour of yellow and yellow. On the right side of the cover is made curved, the goal is to make it seem unique, interesting, and help turn on the colour of the cover of teaching materials. In addition, the cover also contained 5 pictures of students who were reading, some were reading in class, or in the library. The aim is to attract the

attention of students so that they are actively reading. The cover design of the developed

teaching material can be seen in figure 2 below:



Figure 2. Cover Design of Teaching Materials

The exercises or assignments contained in this teaching material are the reading process exercises, which consist of pre-reading,

and post-reading. The design of tasks or activities can be seen in figure 3 below:

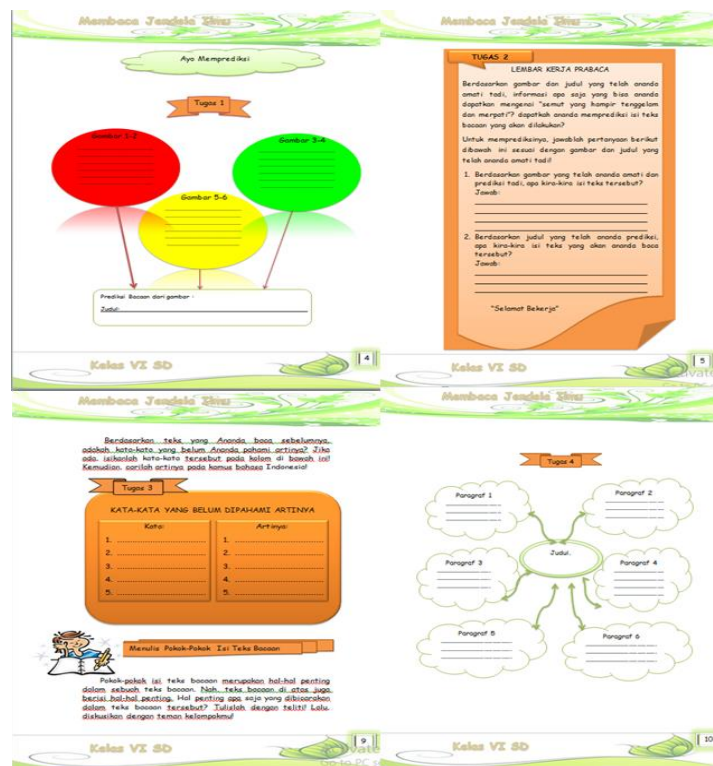


Figure 3. Tasks or Activities

To get a valid data collection instrument,

an instrument was assessed by 3 experts. The

instrument assessment conducted consisted of the RPP validation instrument, the teaching material validation instrument, the RPP validation instrument implementation, the teacher response validation instrument and the student response to the teaching material practicality, the student activity instrument, and the observation instrument for the use of teaching material. The results of the assessment of 3 expert validators of data collection instruments can be analyzed that

the data collection instruments have been declared valid with an average ranging from 88.5 to 96.3. So it can be concluded that research data collection instruments can already be used to validate lesson plans and teaching materials, and are used to collect data on the implementation of lesson plans, teacher and student responses, and observation of student activities. The results of the validation of data collection instruments in detail can be seen in the following table:

Table 4. Results of Validation Instruments for Data Collection by Experts

No	Instrument	Total Score Rating From Validator			Average (%)	Category
		V1	V2	V3		
1	RPP Validation	84.4	100	90.6	91.6	very valid
2	Teaching Material Validation	83.3	100	83.3	88.8	very valid
3	RPP implementation sheet	91.7	100	97.22	96.3	very valid
4	Teacher response sheet to the practicality of teaching materials	75	100	94.4	89.8	very valid
5	Student respos sheet for the practicality of teaching materials	75	100	90.63	88.5	very valid
6	Validation of student activity observations	84.4	100	96.9	93.7	very valid

The validation of teaching materials is carried out on several aspects which include aspects of content eligibility, linguistic aspects, presentation aspects, and graphic aspects. Validation as a whole can be analyzed, the average value of the overall score on the validation of teaching materials is 90 which falls

into the very valid category. So it can be concluded that the reading learning materials based on CIRC strategy as an effort to instil character education have been valid. The details of the results of the overall teaching material validation can be seen below:

Table 5. Teaching Material Validation Results

No.	Rated aspect	Total Score from Validator						Total	Validation Value
		V1	V2	V3	V4	V5	V6		
1.	Content decent	37	42	36	39	43	42	239	89.3%
2.	Linguistic	16	20	18	17	17	20	108	90%
3.	Presentation	17	20	17	17	16	17	104	86.6%
4.	Graphical	17	20	18	19	19	20	113	94.1%
Total Score								360	
Average								90%	

Character assessment data obtained from observation sheets filled by 2 observers to observe student attitudes during the learning

process. The character values that arise in the learning process take place are religious, honest, disciplined, hard work, creative, and

responsibility. The results of observations on student characters can be analyzed on average the overall student character that appears is 82.3 which is in the category of already entrenched. This means that CIRC strategy-based teaching materials are able to support efforts to instil

character values in students. Thus the developed teaching materials can be said to be effective. The results of the student character assessment analysis can be seen as follows:

Table 6. Results of Student Character Assessment

No.	Character Value Developed	Value(%)		Average	Category
		P1	P2		
1.	Religious	85	88	87	SM
2.	Honest	84	86	85	SM
3.	Discipline	88	89	89	SM
4.	Hard work	78	77	78	SM
5.	Creative	69	70	69	MB
6.	Responsible	85	86	86	SM
Average				82.8%	MB

The assessment of reading skills results in the form of an understanding test given to students at the end of the meeting. This assessment can be measured through evaluation questions provided related to the content of the reading text. The evaluation questions provided are an evaluation component of the lesson plan and teaching material developed. The questions given are 10 multiple choice questions and 5 essay questions. After the recapitulation of student value data, it can be analyzed that, obtained by the reading learning comprehension based on CIRC strategy as an effort to inculcate character education can help students understand the contents of the reading as a whole. This can be obtained from the acquisition of learning evaluation results. Where in learning 1 as many as 20 students who followed the evaluation of learning, obtained an average value of 86.7. With a percentage of 80% or 16 students who scored above the KKM while 4 students under the KKM. In learning 2 the average grade obtained was 83. With a percentage of 85% or 17 students who scored above the KKM while 3 students under the KKM. Furthermore, in learning 3 obtained an average grade of 92.2. With a percentage of 95% or 19 students who scored above the KKM while 1 student under the KKM. Then completeness is obtained 85% classically, meaning that from 20

students there are 17 students who have completed and 3 students who have not yet completed.

Seeing the explanation above, the CIRC strategy-based reading teaching material that has been developed has been effectively used in class VI SDN 001 Koto Peraku. Effectiveness can be seen from the acquisition of learning outcomes that are above the KKM with 85% completeness classically. Meanwhile, the minimum limit of teaching material is said to be effective if classical learning completeness is obtained ≥ 75 . Thus, it can be concluded that the learning that has been carried out using the developed teaching material has been successfully applied. Data obtained from observation sheets filled by 2 observers to observe student attitudes during the learning process. The character values that arise in the learning process take place are religious, honest, disciplined, hard work, creative, and responsibility. The results of the analysis of the numbers obtained can be concluded that the average overall character of students that appears is 81 which is in the category of already entrenched. This means that CIRC strategy-based teaching materials are able to support efforts to instil character values in students. Thus the developed teaching materials can be said to be effective.

CONCLUSIONS AND RECOMMENDATIONS

This research is a research development of reading teaching materials based on CIRC strategy-based understanding as an effort to cultivate character education for grade VI elementary school. Based on the development, testing, and limited dissemination conducted, the researcher can conclude several things, as follows: 1) teaching material reading comprehension based on CIRC strategy as an effort to instil character values in the form of lesson plans and teaching materials produced in this research development are very valid in terms of content and construct. The lesson plans and teaching materials produced in this research development can be declared practical in terms of implementation and usage. 2) CIRC strategy-based reading teaching materials as an effort to instil character values in the form of lesson plans and teaching materials produced in

this research development have been declared effective for students' reading skills and positive character.

Teaching material developed is reading comprehension teaching material that contains the CIRC strategy. This study provides an overview and input, especially in educational practitioners because it can improve the quality of reading comprehension learning. The developed reading comprehension teaching material can make reading comprehension learning more meaningful in situations that are appropriate to the stages of reading correctly. Suggestions for other education practitioners are expected to be able to use this CIRC strategy-based reading teaching material in a larger scope, for the sake of the use of teaching material that has been developed.

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