Effectiveness of Child-Friendly Schools Based on the CIRC Method toward Learning Outcomes in Arabic Language Education at MI Tarbiyah Islamiyah Palembang

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Keyword	ABSTRACT
Child-friendly School; Arabic Language; CIRC Method; Learning Outcomes	The lack of reading references is one of the factors contributing to the low level of student interest in writing. Therefore, the CIRC method enables students to collaborate in small groups to assist one another by combining reading, writing, and discussion activities into a single learning activity. Where this is consistent with the fundamental values of a child-friendly school, which emphasizes the safety, comfort, health, friendliness, and enjoyment of children. The objective of this research is to investigate how Arabic language learning using the CIRC method can be adapted to the principles of child-friendly schools. This study uses the sequential explanatory method, also known as the mixed method, which in its implementation employs a one-group pre-test and post-test design, which means that only one experimental class is used, without a comparison class. The results show that this treatment can improve students' Arabic language skills as indicated by an average pre-test score of 35.33 and a post-test score of 80.67. This implies that students' proficiency in the Arabic language has improved. This learning can also provide motivation and facilitate developing of students' social skills. Through group study, students will acquire the ability to respect and appreciate one another, which is consistent with the values of a child-friendly, anti-discriminatory institution.

INTRODUCTION

School is a primary component in the life of a child besides home and the surrounding environment. School is a social environment or place that influences the child's cognitive, affective, and psychomotor development.[1] Violence that occurs in the school environment is one of the causes of children dropping out of school, which contradicts the Convention

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[1] Hidayah, "CEFR Pada Materi Bahasa Arab."

on the Rights of the Child (CRC).[2] Which is the child's right to education, including the right to receive basic, secondary, and higher education using proper resources, ensuring children's attendance to school, and reducing the dropout rate.[3]

The implementation of the Child-Friendly School (SRA) program organized by KPPPA, which aims to encourage educators and educational staff to be more attentive to child-friendly teaching and learning processes, it could decrease violence at schools, increase children's attendance, and reduce dropout rates.[4] A child-friendly school is an educational environment in that the rights of children are fulfilled, as the place is safe, comfortable, healthy, friendly, and enjoyable for children.[5] As stated in Law Number 35 in the year of 2014 about child protection in Article 54 stated that "children within and around the educational unit in mandatory to obtain protection from physical violence, psychological violence, sexual crimes, and other crimes practiced by educators, educational staff, fellow students, and/or other individuals or organizations".

Arabic has to be taught to students at Madrasah Ibtidaiyah for improved knowledge[6] and beneficial learning, which lead to better academic outcomes that support students' understanding in the next educational levels[7]. Arabic, as part of religious education, can contribute to the development of character education that includes moral, ethical, and attitudinal aspects[8], aiming to produce responsible, empathetic, and moral individuals. Arabic Arabic language learning, the focus is not only on cognitive skills but also on providing an enjoyable learning experience[9], and maintaining that all students, without regard for their abilities, needs, or backgrounds, have the opportunity to learn together in the same lesson.[10]

Language learning is a term used to describe an assumption that a second or foreign language can be mastered intentionally and consciously, where the person consciously learns it for usage.[11] Arabic language learning is often considered boring and monotonous, which can be caused by several factors such as the lack of an interactive method where educators only use traditional teaching methods.[12] excessive focus on grammar and not paying sufficient attention to other aspects such as comprehending, speaking, and writing, failing to encourage active participation by learners so that students become disengaged and less motivated.[13] This can also happen due to a lack of adapting to the preferences and needs of students, such as the use of teaching materials that are less interesting and relevant to daily

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[2] Muhammad, Irmansyah, dan Febiola, "Analysis of Students' Reading Strategies in Shaping Academic Success."

[3] Irmansyah dan Pratiwi, "Model Pembelajaran Seven Power Key dalam Pembelajaran Bahasa Arab di SMP IT Fathonah Palembang."

[4] Kalangi, Waha, dan Gerungan, "Perlindungan Hak–Hak Anak Dalam Status Pengungsi Menurut Konvensi Hak-Hak Anak Tahun 1989 Dan Implementasinya Di Indonesia."

[5] Hidayah dan Amelina, "Evaluasi Program Intensif Bahasa Arab pada Kelas Akselerasi di Pondok Pesantren."

[6] Prasetyo and Aziza, "تعليم اللغة العربية باستخدام طريقة التعليم والتعلم السياقية".

[7] Muslimah, "Persepsi mahasiswa terhadap fenomena dan tantangan dalam pembelajaran bahasa arab di madrasah ibtidaiyah."

[8] Zaidar, "Pembelajaran Bahasa Arab dalam Pengembangan Karakter Anak di Era Modern."

[9] Hidayah dan Apriyani, "Kemampuan Abad 21 Siswa Pendidikan Menengah di Sumatera Selatan."

[10] Bustami, "Penerapan Model Pembelajaran Kooperatif Tipe Team Games Tournament Dengan Menggunakan Media Puzzle Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswi Kelas Vii Mts Ummul Quro Al-Islami Bogor."

[11] Hidayah, "Ragam Perfomansi Siswa Pondok Pesantren Al-Ittifaqiyah Sumatera Selatan dalam menulis bahasa Arab."

[12] Suryati Dan Nazarmanto, "Optimalisasi Peran Masyarakat Dalam Pemberdayaan Masyarakat Melalui Pendidikan Non Formal."

[13] Hidayah, Mukmin, dan Marfuah, "The Correlation between Arabic Learning Motivation and Arabic Language Competence of Education Study Program Students in Post-COVID-19 Pandemic."

life.[14] Equal to other types of learning, Arabic language learning can't exist independently and requires many components. These components include learning objectives, teaching materials, learning resources, teaching methods, learning media, and evaluation of learning outcomes.[15] All these components are interconnected and influence the achievement or failure of Arabic language learning. In Arabic language learning, the selection of suitable and effective teaching methods is necessary to enhance students' interest and motivation to learn.[16]

Learning outcomes are commonly measured by transformations in student behavior after the learning process, such as students acquiring new knowledge, improved skills, and more positive attitude changes. Teachers can conduct observations and give written and oral tests to measure students' learning outcomes.[17] Through comprehensive preparation regarding the content of the material taught, the methods used, and the evaluations designed, students are not just forced to just quickly finish reading the material, but instead are going to be challenged to master the Arabic language.[18] Therefore, an effective and efficient learning method is needed; efficient and enjoyable learning can be achieved by using group-based and student-centered learning methods.[19]

One of the learning methods that can be adapted to the principles of child-friendly schools is the CIRC method (Cooperative Integrated Reading and Composition), a learning method strongly related to linguistic intelligence.[20] By integrating reading, writing, and discussion activities into a single learning activity, which allows students to work together in small groups to help each other.[21]

The cooperative learning model or teamwork makes the learning process active and independent, thus making it more meaningful for the students.[22] This research aims to determine how the implementation of the Cooperative Integrated Reading and Composition (CIRC) method in Arabic language learning and to find out whether the CIRC method aligns with the principles of a Child-Friendly School.

United Nations Convention on the Rights of the Child (UNCRC), also known as the Convention on the Rights of the Child (CRC), is an international agreement aimed at protecting the rights of children worldwide.[23] This convention has been ratified by almost all countries in the world, including Indonesia, through the forum of the United Nations General Assembly (UNGA). The international community successfully formed the CRC, which was proclaimed on November 20, 1989, and officially took operation on September 2, 1990.[24]

The principles of the CRC are as follows: 1. The right to life, survival, and development as mentioned in Article (6), 2. The right to non-discrimination as mentioned in Article (2), 3.

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[14] Thohir dkk., "Metode pembelajaran bahasa Arab."

[15] Yuniar, Mukmin, dan Imron, "Kualitas Pembelajaran Bahasa Arab di MAn KOta Palembang."

[16] Al Bathothiy, Prasetyo, dan Syahputra, "تعليم اللغة العربية لغير الناطقين بها باستخدام كتاب تعليم اللغة العربية."

[17] Irmansyah, Qaaf, dan Jumhur, "Istikhdām Kitāb Qowā'id al-I'lāl bi ṭarīqah Tamyīz fī Ta'līm as-Ṣarf."

[18] Hidayah, "CEFR Pada Materi Bahasa Arab."

[19] Irmansyah, Qaaf, dan Yuslina, "Pengembangan Media Pembelajaran Bahasa Arab Menggunakan Aplikasi Canva Berbasis SAVI (Somatis, Auditori, Visual Dan Intelektual)."

[20] Nurani dkk., "Kurikulum Merdeka Belajar-Kampus Merdeka Perspektif Pendidikan Humanis Religius."

[21] Rahmi dan Marnola, "Peningkatan Kemampuan Membaca Pemahaman Siswa Melalui Model Pembelajaran Cooperative Integrated Reading And Compotion (Circ)."

[22] Utami dan Hidayah, "Cooperative Learning in Arabic Writing Skill with Media Chain Word Flag."

[23] Sugiharto dan Nurani, "Ki Hajar Dewantara."

[24] Mukmin, Hidayah, dan Marpuah, "Reorientation of The Arabic Language Curriculum for Secondary Education in The Endemic Era."

The right to freedom of opinion and expression as mentioned in Article (13), 4. The right to protection from violence, neglect, and exploitation as mentioned in Article (19), 5. The right to an adequate standard of living for the physical, mental, and social development of the child as mentioned in Article (27),6.The right to education as mentioned in Article (28).[25] Child-friendly schools are promoted to build a new paradigm in educating students to create a new generation without violence.[26] And fostering community awareness to protect students' rights and ensure the fulfillment of these rights without discrimination.[27] As same as the formulation of the Child-Friendly School (SRA) policy aims to fulfill, guarantee, and protect children's rights, as well as to produce a generation with intellectual, emotional, and spiritual intelligence.[28] By ensuring that educational institutions are capable of developing children's interests, talents, and abilities, and preparing to have a sense of responsibility, mutual respect, and the ability to cooperate for progress and the spirit of peace.[29]

One of the cooperative learning models is Cooperative Integrated Reading and Composition (CIRC), developed by Stevans, Madden, Stavin, and Farnish in 1987.[30] This model teaches the student to read and write cooperatively in groups or teams. Cooperative learning is a teaching model that allows students to work together in small groups to help one another.[31] CIRC is also considered as cooperative learning strategy that integrates reading and composing, which is closely related to linguistic intelligence such person's ability to read, write, argue, and even debate.[32]

In the implementation of the CIRC model, there are several stages, including: Orientation Stage: the teacher conducts an apperception and then assesses the students' prior knowledge regarding the material to be taught. The teacher also explains the learning objectives that need to be accomplished by the students. Organizational Stage: Students are divided into several groups by the teacher, taking into consideration the various backgrounds or differences in academic abilities of each student. The teacher additionally provides reading materials to each group that relate to the topic to be discussed and explains the group discussion procedures as well as the tasks that need to be completed during the learning process. Idea Introduction Stage: This section starts by introducing new ideas based on the findings found during the exploration. Teacher explanations, textbooks, films, clippings, posters, and other media can provide this understanding. Publication Stage: the step in which students present their research findings on the discussed topic, either in groups or in front of the class. And finally, The Reinforcement and Reflection stage is a time where teachers motivate pupils to reflect on the topics they have learned through explanations or by providing practical examples from everyday life. Students also have the opportunity to reflect on and evaluate their learning outcomes.[33]

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[25] Bahter, "Peranan Unicef Dalam Aspek hukum Internasional Terhadap Perlindungan Atas Hak-Hak Anak."

[26] Wasilah, Faisal, dan Imtihana, "Pentingnya Pendidikan Karakter Dalam Islam."

[27] Akhyar, "Implimentasi Program Sekolah Ramah Anak Di Tingkat Sekolah Dasar."

[28] Muhammad, Irmansyah, dan Febiola, "Analysis of Students' Reading Strategies in Shaping Academic Success."

[29] Mukmin, Hidayah, dan Marpuah, "Reorientation of The Arabic Language Curriculum for Secondary Education in The Endemic Era."

[30] Nasution, Netriwati, dan Dewi, "Pengaruh Model Pembelajaran CIRC Dengan Strategi MURDER Terhadap Kemampuan Koneksi Matematis Peserta Didik Di SMA Negeri 1 Sungkai Utara."

[31] Rahmi dan Marnola, "Peningkatan Kemampuan Membaca Pemahaman Siswa Melalui Model Pembelajaran Cooperative Integrated Reading And Compotion (CIRC)."

[32] Waruwu, "Peningkatan Kemampuan Menulis Paragraf Argumentasi Dengan Menggunakan Model Pembelajaran Cooperative Integrated Readning And Compotition (CIRC)."

[33] Shoimin, "68 model pembelajaran inovatif dalam kurikulum 2013."

The advantages of the CIRC model according to Slavin are: CIRC, which is a type of cooperative learning, is very suitable for helping students better understand the material being taught. The reduced dominance of the teacher in the learning activities, Students are more motivated to work carefully because they work in groups or teams.[34] Students are able to comprehend the deeper implications of the questions and evaluate each other's assignments that can assist students who have difficulty understanding the tasks that have been assigned.[35]

Learning outcomes have improved, particularly when completing assignments given by the teacher. Students can respond voluntarily that are trained to work together, and appreciate others' opinions.[36]

The disadvantages of the CIRC method include collaborative tasks in which do not consistently perform according to plan, relatively long presentation times, and only active students participating. However, there is another issue with the implementation of the Cooperative Integrated Reading and Composition (CIRC) model. For example, when a teacher is teaching one group of students to read, the other students in the class should be given activities that they can complete independently without much guidance from the teacher. If the teacher can manage time and the class effectively, this problem can be prevented.[37]

The CIRC method and child-friendly schools are related to certain principles such as the formation of study groups that encourage students to respect and help each other, creating a feeling of belonging. Group learning can be organized heterogeneously according to students' abilities which assist struggling learners avoid feeling disadvantaged. Students also learn to discuss to foster tolerance, empathy, and prevent discrimination.[38]

Arabic language learning includes materials that are relevant to daily life and adapted to the developmental level of the students to make it easier to understand. The process of teaching and learning Arabic allows students to be active through language games, singing, and simple dialogues, which can boost their self-confidence which is compatible to the principles of a child-friendly school.[39]

RESEARCH METHODS

This research is an experimental research to test the effectiveness of child-friendly school based on CIRC method on students' Arabic learning outcomes. The population in this study were students of MI Tarbiyah Islamiyah Palembang, while the sample taken was class IV students totaling approximately 15 people as a class that would be given treatment.

The data collection method is by using a test to measure the effectiveness of CIRC in its implementation using a one-group pre-test and post-test design, which involves only one experimental class without a comparison class.40 and interviews were used to elaborate on students' perceptions during the treatment using the CIRC method in Arabic language learning. Data analysis used quantitative data analysis with normality tests, t-tests, and descriptive statistics using SPSS.

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[34] Sabana, Imron, dan Ulayya, "Pengembangan Materi Qiraah Berbasis Pendekatan Saintifik Dengan Media Pixton Komik di MTsN 1 Palembang."

[35] Jumhur dan Wasilah, "Constitute-Based Religious Moderation Education."

[36] Imron dkk., "A New Direction of Arabic Language Teaching."

[37] wati, "Cooperative Intergrated Reading And Composition."

[38] Fahrurrozi, Edwita, dan Totok Bintoro, *Model-model pembelajaran kreatif dan berpikir kritis di sekolah dasar.*

[39] Mansyur, "Pendidikan Bahasa Arab Berbasis Ramah Anak."

[40] Sabana, "Monitoring Management of Arabic Language Teaching in Al-Azhar Cairo Islamic Elementary School Palembang."

RESULTS AND DISCUSSION

Arabic language learning using the CIRC method is focused on *'amali* material, from this material researchers make the reading materials and exercises that will be used in the research process. To find out whether the CIRC method can be applied in Arabic language learning in MI, the researchers conducted the following tests.

Normality Test

Research that uses average parameters to draw conclusions on the benchmark for the success of a study needs to do a normality test, besides that the normality test is carried out to determine what type of statistics will be used parametric or non-parametric statistics, the data is said to be normally distributed if the sig value> 0.05.

Table 1. Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.205	15	.091	.900	15	.096
posttest	.206	15	.086	.888	15	.063

a.Lilliefors Significance Correction

Because the number of samples is smaller or less than fifty data, researchers will take the significance value of the Shapiro Wilk test. Based on the output table of the normality test results, the pre-test sig value = 0.096 and the post-test sig value = 0.063, which means that both significance values are greater than 0.05, this means that the distribution of data in the pre-test and post-test is normally distributed. . And thus it meets the requirements for use in parametric statistical tests.

T test

After conducting a normality test the conclusion is the data would use parametric data, then conduct statistical hypothesis testing to determine whether a hypothesis about population parameters is accepted or rejected to determine whether there is a difference in average using the t test with the provisions of reject Ho if sig <0.05 then Ha is accepted.[41] The hypothesis in this study is:

Ho: there is no difference in the value of students' Arabic learning outcomes before and after being given the CIRC method.

Ha: there is a difference in the value of students' Arabic learning outcomes before and after being given the CIRC method.

Table 2. Paired Samples Test

Paired Samples Test									
		Paired Differences						Significance	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			One-Sided p	Two-Sided p
		Mean			Lower	Upper	t	df	
Pair 1	pretest - posttest	-39.333	10.328	2.667	-45.053	-33.614	-14.750	14	<,001	<,001

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[41] Waluyo dkk., "Analisis data sample menggunakan uji hipotesis penelitian perbandingan menggunakan uji anova dan uji t."

Based on the output table of the t test results, the sig value = <0.001 which means it is smaller than 0.05. Thus Ho is rejected and Ha is accepted or it can be said that the hypothesis states that there is a difference in the value of students' Arabic learning outcomes before and after being given the CIRC method.

Table 3. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	15	20	55	530	35.33	12.022
posttest	15	65	100	1210	80.67	12.659
Valid N (listwise)	15					

Based on the results of descriptive analysis, the average value of students' pretest = 35.33 and on the posttest = 80.67 This means that there is an increase in the learning value of students' Arabic language after the application of the CIRC method, thus it can be concluded that the use of the CIRC method has a significant effect on increasing the value of students' kitabah learning at MI Tarbiyah Islamiyah Palembang.

The results of this analysis above are same as result of interviews conducted to Nl, one of the students who stated that, "Arabic learning material is quite difficult for me to understand by using CIRC learning, but by the group friends I feel easer to learn so that I can understand and remember learning material better", One of the students RS also added "learning by CIRC where we separate into study groups and supported by reading materials other than textbooks makes me more motivated and more confident in learning, I can also discuss to my group friends to understand learning materials" from the statements of the two students above learning Arabic using the CIRC method is in line with the principles of child-friendly schools that can provide a sense of security and comfort for students in learning activities.

GN one of the students also stated "learning with CIRC makes me understand and remember learning material much better than I learn alone because when I have understood the learning material I will try to help my group friends in understanding the material they have not understood" one of the students KA also stated "learning by CIRC makes learning more enjoyable because you can learn in groups of friends". The statements of the two students above also explain that in the Arabic language learning process using the CIRC method can foster empathetic, tolerant and anti-discriminatory attitudes between students where this is important in child-friendly schools.

Based on the interviews that have been conducted, it can be seen that students feel helped and more motivated in the Arabic language learning process after using the CIRC method, this is certainly very good and should always be strived for in order to achieve learning objectives and students feel happy in the teaching and learning process and also in its implementation CIRC suitable to the principles of child-friendly schools in creating a safe school environment, fulfilling children's rights and anti-discrimination.[42]

Schools, as places for education, must cultivate a friendly culture in maintaining their duties in order to achieve educational goals, one of which is by paying attention to teaching

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[42] Akhyar, "Implimentasi Program Sekolah Ramah Anak Di Tingkat Sekolah Dasar."

methods[43]. As Sutomo said the method is a tool used to achieve a goal, the better the teaching method applied, the easier it will be to achieve learning goals.[44] Learning using CIRC is more engaging, interactive, effective, and efficient, which is consistent with the objectives of child-friendly institutions that prioritize the development of a positive learning environment and the enhancement of the quality of education to achieve the best possible outcomes.[45] The group discussion method can enhance students' cooperation skills and increase their engagement in educational activities by allowing them to collaborate on task completion.

Cooperative Arabic language learning can offer advantages that contribute to psychological health by fostering a positive environment and fostering more caring, supportive, and committed relationships. Additionally, it can enhance self-confidence, motivation to learn, and empathy skills.[46] The CIRC method and child-friendly schools are interconnected in their ability to establish a learning environment that is both effective and enjoyable for students. This relationship began with the CIRC learning process, which promotes active participation among students, and continues with the emphasis placed on student participation in the learning process[47], Additionally, the CIRC method assists in the development of social skills, including respect for diversity and individuality, cooperation, communication, and empathy, which are also tenets of child-friendly schools.[48]

CONCLUSION

CIRC-based Arabic language learning, when combined with the theory of child-friendly schools, is an educational innovation that has the potential to enhance the effectiveness of learning. This is proven by the significant increase on the average value of students in statistical tests. The CIRC method and child-friendly schools are both committed to establishing a positive learning environment that is free of discrimination. In different groups, students are given the opportunity to assist their peers, exchange ideas and experiences, and work together to achieve their learning objectives.

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[43] Nurani, "Characteristics of Learning Arabic Using the Totally Physical Response Method at Palembang Elementary School."

[44] Baroroh dan Rahmawati, "Metode-metode dalam pembelajaran keterampilan bahasa Arab reseptif."

[45] Mukmin dkk., "The Contribution of Self-Directed Learning to Arabic Language Materials to the Improvement of Students' Writing Literacy."

[46] Ayumi dkk., "Implementasi Pembelajaran Kolaboratif Dalam Meningkatkan Maharah Kitabah Pada Siswa Kelas VI Di Sekolah Dasar Islam Al-Hilal Kartasura."

[47] Sabana, "Implementation of Collaborative Learning Method on Arabic Language Material at Mts Nasyril Islam Palembang."

[48] Hidayah dan Pd, "Taṣmīm Taʿlīm mahārah Al-Kitābah 'Ala Ḍau'al-Madkhal al-Bināī li al-Ṭālibah bi Qism Taʿlīm al-Lugah al-Arabiyyah."

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