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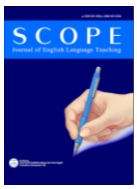

Research Article

Insights into Reading Comprehension: A Qualitative Exploration of STAD and CIRC Learning Models among Students

Juhana

Universitas Terbuka, Tangerang Selatan, Indonesia

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CORRESPONDING AUTHOR(S):

E-mail: juhana@ecampus.ut.ac.id*

A B S T R A C T

This qualitative study investigates the impact of two cooperative learning models—STAD (Student Teams Achievement Divisions) and CIRC (Cooperative Integrated Reading and Composition)—on students' reading comprehension and motivation. The research involved observing and analyzing student interactions and engagement within these models, using semi-structured interviews and classroom observations as data collection methods. A total of 20 participants, 10 from each learning model group, were interviewed to capture their experiences and perceptions. The results indicated that both models were effective in enhancing students' reading comprehension; however, the effectiveness varied due to differences in how each model fosters collaboration and individual responsibility. The STAD model, with its structured team roles and competitive framework, significantly increased student motivation and engagement, as students felt accountable to their peers. On the other hand, CIRC's more flexible and interactive group discussions were beneficial but required clearer task distribution to ensure balanced participation. Students in CIRC groups showed varying levels of engagement, which impacted overall effectiveness. Despite these challenges, both models provided valuable insights into collaborative learning strategies and their potential for improving reading comprehension. The study suggests that a combination of the structured approach of STAD and the flexible interaction in CIRC may offer a more holistic solution to fostering both motivation and reading skills in students. The findings highlight the need for teachers to adapt learning models to suit the needs of their students to optimize learning outcomes.

INTRODUCTION

Reading comprehension is a critical component of literacy that plays a pivotal role in students' academic success and lifelong learning. As global educational standards continue to rise, the need for effective pedagogical strategies to enhance reading skills has become increasingly urgent. In this context, collaborative learning models have gained prominence as viable approaches to improve student engagement and comprehension (Martin & Borup, 2022). Among these models, Student Teams-Achievement Divisions (STAD) and Cooperative Integrated Reading and Composition (CIRC) stand out for their emphasis on

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peer interaction and cooperative learning, which are essential for fostering deeper understanding of reading materials.

The STAD model, developed by Slavin, is designed to promote student achievement through small-group collaboration and individual accountability (Guterres, 2024) . In STAD, students work in diverse teams, where they collectively undertake reading assignments and are subsequently assessed on their understanding. This approach encourages students to support each other's learning, thereby enhancing comprehension through discussion and peer explanations (Jacobs & Renandya, 2019; Janice F. Almasi, 2014). Conversely, the CIRC model, which integrates reading and writing instruction, promotes cooperative learning by allowing students to work in pairs or small groups on reading activities, with an emphasis on developing composition skills alongside comprehension (Klang et al., 2022; Sulistyawati, 2018). Research indicates that collaborative learning can significantly enhance comprehension skills. For instance, a study by Khori & Ahmad, (2019) demonstrated a significant impact on the reading comprehension of the students' reading comprehension in the reading class. Similarly, study by Solanki & Acharya, (2019) indicate statistically significant differences in favor of Collaborative learning instruction on English reading comprehension. These findings underscore the potential of models like STAD and CIRC to create effective learning environments.

Reading comprehension is a fundamental skill crucial for academic success and lifelong learning since it enables students to engage with content deeply, make inferences, and critically analyze information across various subjects. It involves not only the ability to decode words but also to construct meaning from text, interpret information, and critically evaluate content (Paige et al., 2024; Salmerón et al., 2018). Through proficient reading comprehension, students develop higher-order thinking skills that are vital for interpreting complex ideas in disciplines like literature, science, and history. Beyond the classroom, reading comprehension is crucial for lifelong learning and professional success. It helps individuals critically assess written information, fostering skills such as problem-solving and informed decision-making. Mastery of reading comprehension equips learners to synthesize knowledge, engage in critical thinking, and excel in both academic and professional environments (Sambayon et al., 2023).

Collaborative learning models, such as Student Teams-Achievement Divisions (STAD) and Cooperative Integrated Reading and Composition (CIRC), are widely implemented in educational contexts to boost student engagement and academic performance. These approaches promote active learning by encouraging peer interaction and collaboration toward shared academic goals. Research has consistently demonstrated the effectiveness of collaborative learning in creating a positive learning environment, increasing motivation, and improving learning outcomes (Qureshi et al., 2023; Uz Bilgin & Gul, 2020). Among these models, STAD focuses on cooperative learning while ensuring individual accountability. In STAD, students work in diverse teams to master academic content, followed by individual assessments to measure their understanding. Studies have shown that STAD not only enhances academic performance but also improves interpersonal skills and creates a stronger sense of community among students. For example, Dorji et al., (2021) found that STAD significantly improved reading comprehension scores, while students reported greater motivation and enjoyment in learning through this model.

CIRC integrates reading and writing instruction within a cooperative learning framework. Through mutual teaching and collaborative writing, students in CIRC enhance their comprehension and writing abilities. Research highlights the effectiveness of this model, particularly in improving reading comprehension among elementary students. CIRC's emphasis on the integration of reading and writing fosters a more comprehensive literacy development, as it helps students connect comprehension with written expression, essential for their overall literacy growth (Patty, 2023). STAD and CIRC both offer valuable frameworks for cooperative learning, each with unique emphases and benefits. STAD's combination of cooperation and competition fosters individual accountability within a team setting, potentially enhancing motivation and personal achievement. Meanwhile, CIRC's focus on collaborative reading and writing activities nurtures a supportive learning environment that can lead to significant gains in language skills. Educators should consider the specific needs and dynamics of their classrooms when selecting the most appropriate model to implement.

These distinctions between STAD and CIRC suggest that each model may impact student engagement and learning outcomes in different ways. STAD's competitive nature may drive individual performance, while CIRC's collaborative framework supports a more holistic approach to literacy by integrating comprehension and expression. Understanding these differences is crucial for educators who seek to tailor instructional strategies to meet diverse student needs. Choosing the appropriate model depends on various factors, including the specific goals of the lesson, the students' learning styles, and the classroom environment. By analyzing the unique advantages of both STAD and CIRC, educators can make informed decisions

about which model best supports their students' academic growth and engagement in reading comprehension.

Despite the theoretical benefits of these models, there is a need for empirical exploration to understand how they function in real classroom settings and their impact on student comprehension. This qualitative study aims to fill that gap by investigating the experiences of students who engage with STAD and CIRC in the context of reading comprehension. By examining student perspectives, this research seeks to uncover the nuanced ways in which these instructional strategies affect their understanding of texts, motivation levels, and overall engagement in the learning process.

METHOD

This qualitative study aimed to explore the reading comprehension experiences of students participating in Student Teams-Achievement Divisions (STAD) and Cooperative Integrated Reading and Composition (CIRC) learning models. The research was conducted in a selected senior high school where both models were implemented in English reading classes. A purposive sampling technique was employed to select 20 students from the second grade, ten from each learning model group. The criteria for selection included students who had participated in at least one complete cycle of the respective model and demonstrated a range of reading comprehension abilities. This ensured a diverse representation of experiences and perspectives. Data were collected through two steps: first, classroom observations were conducted during the implementation of both learning models to understand the students' interactions, engagement, and responses in group activities. Observations focused on specific aspects, such as participation, collaboration, and how tasks were approached within the group. Detailed field notes were taken to capture key behaviors and interactions. Second, semi-structured in-depth interviews were carried out with all participants to gain deeper insights into their personal experiences. The interview guide comprised open-ended questions that prompted discussions on comprehension strategies, group collaboration, and reflections on their learning experiences. Thematic analysis was utilized to interpret the interview data. Following transcription, the data were analyzed in several steps: (1) familiarization with the data through repeated reading of transcripts and field notes, (2) generating initial codes by identifying significant patterns and phrases relevant to the research objectives, (3) organizing codes into broader themes that represented the key experiences of participants, (4) reviewing and refining themes to ensure alignment with the data, and (5) defining and naming themes to encapsulate their core meanings. This process, guided by both inductive and deductive reasoning, ensured a comprehensive and nuanced understanding of the students' experiences and perspectives.

RESULTS AND DISCUSSION

The data obtained from the in-depth interviews revealed the key findings regarding the participants' experiences with the STAD (Student Teams Achievement Divisions) and CIRC (Cooperative Integrated Reading and Composition) learning models. These findings focused on four main areas: learning experience, reading comprehension, peer interactions, and motivation. Specifically, students reported improvements in their reading comprehension, although the extent of these improvements varied between the two models. Additionally, students shared their experiences of peer interactions, highlighting both positive and challenging aspects of collaboration within each model. Motivation levels also differed, with students in the STAD group reporting higher engagement due to the competitive nature of the model, while motivation in the CIRC group varied depending on the group dynamics and structure of the discussions.

Learning Experience

The findings from the in-depth interviews reveal distinct learning experiences students engaging with the STAD (Student Teams Achievement Division) and CIRC (Cooperative Integrated Reading and Composition) models, highlighting both the strengths and challenges inherent in each approach. For many students, the structured framework of STAD was particularly beneficial, as it provided clear objectives and a sense of direction throughout the learning process. One student shared, *"I liked how in STAD, the tasks were clear, and I knew exactly what I needed to do. It made learning easier and more focused."* The well-defined roles within STAD groups and the clear, measurable goals created an environment where students could focus on specific tasks and work collaboratively towards achieving success (Barokah, 2020). This structure fostered a sense of responsibility and accountability, which is consistent with research on cooperative learning that emphasizes the importance of clear task structuring for effective student engagement. Additionally, the competitive element of STAD proved to be a key motivator for students, as the challenge of earning rewards for their teams spurred active participation and an increased effort to excel. One student noted, *"The competition in STAD made me more excited to participate because I wanted my team to win."* The competitive aspect not only added excitement but also contributed to maintaining student focus, as it encouraged them to stay on task and strive for mastery. This aligns with existing literature that underscores the role of competition in

enhancing motivation and performance, particularly in group settings (David et al., 2021).

On the other hand, while CIRC also aimed to foster cooperative learning, its effectiveness was hindered by the lack of clear structure and defined roles within the groups. Students appreciated the opportunities for collaborative learning and idea exchange but reported that the open-ended discussions often became disorganized. As one student explained, *"I liked sharing ideas with my group in CIRC, but sometimes it felt like we didn't have a clear direction, and the discussions became messy."* This lack of structure led to confusion and hindered comprehension, especially when group discussions veered off-topic or when some students dominated the conversations. One participant shared, *"It was hard to share my thoughts because others would talk over me, and the group didn't always stay on topic."* Such challenges are consistent with previous research, which suggests that the success of cooperative learning models like CIRC depends heavily on clear guidelines and structured roles that ensure equitable participation and facilitate focused discussions (Gillies, 2016). Without these elements, the effectiveness of the collaborative environment can be compromised, as seen in the interviews, where some students struggled to engage meaningfully due to the imbalance in participation.

Despite these challenges, students still valued the opportunity to interact with their peers in CIRC, as it provided a platform for exchanging ideas and perspectives. One student remarked, *"Even though it wasn't always organized, I learned a lot from listening to my friends' ideas and sharing my own."* This reflects the positive aspects of cooperative learning, where peer interactions can enhance understanding and foster a deeper connection with the material (Dzemidzic Kristiansen et al., 2019; Tran, 2019). The opportunity for peer-to-peer learning, even in less structured settings, remains a strength of the CIRC model, as it encourages students to share insights and learn from one another. However, to maximize the benefits of this approach, clearer role definitions and guidelines for group discussions are essential. As suggested by students, implementing smaller groups and assigning specific roles could help to mitigate the issues of disorganization and ensure that all students have an equal opportunity to participate. In conclusion, while STAD's structured framework and competitive elements contribute significantly to student engagement and motivation, the success of CIRC hinges on creating a more organized and balanced group dynamic. The feedback from students underscores the importance of clarity, structure, and equitable participation in cooperative learning models. By refining these elements, educators can enhance the effectiveness of both STAD and CIRC, ensuring that students experience meaningful learning and motivation through collaboration.

Reading Comprehension

Regarding reading comprehension, the findings illustrate the distinct advantages and challenges presented by the STAD and CIRC models, highlighting their potential in fostering understanding of textual materials. STAD's structured approach emerges as a particularly effective strategy, as it creates an environment where tasks are clearly defined, roles are well-established, and accountability is embedded in the group dynamic (Jemberie, 2021). These elements ensure that students remain focused and actively engaged in their learning. One student shared, *"I understood the material better with peer explanations. It was easier to learn when we worked together and could help each other."* The emphasis on peer explanations within STAD further enhances comprehension by facilitating collaborative problem-solving and the exchange of ideas. This mirrors the cooperative learning principles outlined by Bjørke & Mordal Moen, (2020), which emphasize the role of structured peer interactions in breaking down difficult materials into easier components. The collaborative discussions in STAD also provided a platform for students to address their doubts and share interpretations, leading to a more nuanced understanding of the texts. One participant remarked, *"When I had doubts, I could ask my friends, and they explained it in a way I could understand better."* This aligns with Vygotsky's theory of social constructivism, which highlights the value of peer-mediated learning in constructing knowledge (Pierson, 2022). However, despite these advantages, the findings suggest that particularly challenging or abstract materials may require additional instructor guidance. As one student noted, *"Sometimes the text was too hard, and I needed more help from the teacher to understand it fully."* Providing targeted support for such content could bridge the gap for students struggling to comprehend more complex texts, ensuring that the benefits of the structured approach are fully realized (Vaughn, S., Boardman, A., & Klingner, 2024).

Conversely, CIRC's contribution to reading comprehension lies in its ability to foster a cooperative and inclusive learning environment. By encouraging students to engage in shared reading tasks and discussions, CIRC creates opportunities for the exchange of diverse perspectives and collaborative problem-solving. One student remarked, *"I liked discussing the texts with my group, but sometimes it was hard to stay focused because there wasn't much structure."* This cooperative approach promotes creativity and peer learning, enabling students to explore different interpretations of texts (Telaumbanua et al., 2022). However, the less structured nature of CIRC presents a notable limitation. The absence of clearly

defined roles and a guided process often leads to uneven participation, with dominant individuals overshadowing quieter peers. One participant explained, *"Some people in my group talked a lot, and it was hard for me to share my thoughts."* This imbalance can hinder the collective learning process and reduce the overall effectiveness of the model. What's more, the lack of structure in CIRC sometimes made it difficult for students to navigate complex materials, resulting in missed learning opportunities. One student commented, *"The texts were challenging, and without a clear plan, it was hard to know how to approach them."* These findings reinforce the importance of balancing flexibility with structure in collaborative learning models. Integrating clear guidelines and assigning specific roles within CIRC could ensure equitable participation and better focus, enhancing its potential to support reading comprehension. McKenzie et al., (2022) emphasize that effective group work requires a framework that provides clarity and direction, allowing students to benefit fully from the collaborative process. In summary, while STAD's structured and role-oriented design makes it highly effective for improving reading comprehension, CIRC's cooperative learning environment offers valuable opportunities for peer engagement but requires greater facilitation to address its challenges. Combining the structured elements of STAD with the collaborative freedom of CIRC could create a hybrid model that optimizes both approaches. Such an integration would support diverse learning needs, fostering deeper comprehension and active engagement in the classroom.

Interaction with Peers

Significant differences arise in the peer interactions and group dynamics between the STAD and CIRC models, influencing the students' learning experiences and outcomes. The findings underscore the critical role of structured group dynamics in fostering positive peer interactions, which can significantly enhance student engagement and confidence. In the STAD model, the well-defined group structure played a pivotal role in ensuring that students felt a sense of belonging. One student in the STAD group shared, *"In STAD, the roles were clear, and I knew exactly what I was supposed to do. This made me feel like an important part of the team."* The collaborative and supportive nature of the groups encouraged active participation, as students were more likely to contribute when their efforts were recognized by their peers. This environment promoted not only academic success but also social-emotional growth. The acknowledgment of each student's contributions likely boosted their self-esteem and sense of agency in the learning process. One student mentioned, *"Knowing that my contributions were appreciated made me want to participate more, and I felt good about helping my team."* This result aligns with previous research on cooperative learning, which emphasizes the importance of positive interdependence and individual accountability for enhancing student outcomes (Yasmin & Naseem, 2019).

On the other hand, the CIRC model, while also focused on collaboration, showed mixed results due to its less structured group dynamics. Although students appreciated the opportunity to engage in problem-solving and share ideas, one student in the CIRC group explained, *"The discussions were helpful, but sometimes it felt like only a few people were talking, and I couldn't always get my thoughts across."* The lack of clearly defined roles led to unbalanced interactions. In some cases, dominant students overshadowed their peers, reducing the effectiveness of group work. One participant shared, *"Some students spoke too much, and I had a hard time jumping into the conversation."* This finding highlights the importance of creating an inclusive environment where all voices are heard. Research on cooperative learning models has indicated that role ambiguity can lead to disengagement for quieter or less confident students, who may feel excluded or reluctant to contribute (Sun et al., 2022). The suggestions made by students to improve CIRC's peer interactions are critical for optimizing the model's effectiveness. One student recommended, *"I think smaller groups would help because everyone could contribute, and no one would feel left out."* Smaller, more focused groups would help ensure that all students have a chance to participate actively, addressing the issue of unbalanced participation. Assigning specific roles within these groups could also foster a more equitable learning environment, encouraging every member to take responsibility for their learning (Assefa, Easaw Alemayehu, 2024). This aligns with best practices in collaborative learning, which suggest that clear role assignment can help regulate group dynamics and prevent domination by a few individuals (Chen & Kuo, 2019; Herrera-Pavo, 2021). While both STAD and CIRC models have the potential to enhance peer interactions, the key to maximizing their effectiveness lies in the intentional structuring of group dynamics. STAD's clear structure and role definition contributed to a more cohesive and confident group interaction, while CIRC's less structured approach highlighted the need for adjustments to ensure equity and inclusion. By making these adjustments, the benefits of peer collaboration can be fully realized in both models, leading to improved learning outcomes for all students.

Motivation

The results suggest that while CIRC (Cooperative Integrated Reading and Composition) holds potential for motivating students, its impact is more moderate and inconsistent compared to other learning models, such as STAD. The fluctuating levels of student motivation in CIRC can be attributed to the varying group dynamics and the lack of clear structure in task assignments. One student

in the CIRC group shared, *"Sometimes, I felt motivated when we were working together, but at other times, I didn't know exactly what I was supposed to do, and it made it harder to stay focused."* These findings highlight the need for greater attention to how group interactions are managed and how tasks are presented in order to maintain sustained motivation across all students (Järvenoja et al., 2020). The cooperative and inclusive elements of CIRC were appreciated by students, as the model provides opportunities for collaboration and shared learning. However, the lack of clarity in instructions and undefined roles within the groups often led to a decrease in motivation. One participant mentioned, *"When the instructions aren't clear, it's hard to know what's expected of me, and I lose motivation to keep participating."* This finding supports previous research, which indicates that unclear instructions can result in confusion and disengagement, ultimately diminishing the effectiveness of group work (Becker et al., 2023). The inconsistency in group dynamics, where more dominant students overshadow quieter individuals, further contributed to the fluctuating motivation levels. One student remarked, *"In some groups, it felt like the same people were doing most of the talking, and I didn't feel motivated to jump in."* When group interactions were disorganized or unbalanced, students reported feeling less inspired and less inclined to engage fully. This highlights the importance of clear task instructions and equitable participation within group activities to ensure that motivation remains high across the board (Journal et al., 2024).

In response to these challenges, students suggested practical solutions that could enhance motivation within CIRC. One major recommendation was to provide clearer, more detailed instructions for each task. As one student stated, *"If the tasks were more clearly explained, I think I'd feel more confident and motivated to participate."* When students understand their responsibilities and the goals of the activity, they are more likely to feel confident and motivated to participate. This suggestion aligns with existing literature on cooperative learning, which emphasizes the importance of clear guidance in fostering engagement and ensuring all students contribute meaningfully (Pedler, 2020). Furthermore, the recommendation to assign specific roles within groups addresses the issue of unequal participation, creating a sense of accountability for all members. One student suggested, *"We should have roles in the group to make sure everyone is involved, so no one gets left out."* By ensuring that each student has a defined role, it can help balance contributions, promote fairness, and ultimately sustain motivation throughout the task. These findings underscore the necessity of tailoring motivational strategies to suit the specific dynamics of each learning model. While CIRC has the potential to motivate students through collaboration, the lack of structure and clarity can undermine this potential if not addressed. By incorporating clearer instructions and more structured group roles, CIRC could more effectively foster an environment of motivation and sustained engagement for all students. This highlights the importance of refining group interaction strategies and instructional clarity to fully realize the benefits of cooperative learning models.

The students' suggestions for enhancing the learning experiences in both the STAD and CIRC models provide valuable insights into the strengths and weaknesses of each approach, offering practical strategies for improvement. These suggestions not only highlight students' awareness of the dynamics within their learning environments but also emphasize the importance of refining instructional practices to maximize engagement, motivation, and learning outcomes.

For STAD, students' recommendations focused on further streamlining the learning process by incorporating more structured tasks. This suggestion reflects the students' desire for clarity and guidance in their group work, ensuring that all members contribute meaningfully and that learning objectives are met effectively. The need for direct feedback from instructors was another common suggestion, highlighting the importance of timely clarification of misunderstandings. Feedback is essential in cooperative learning environments, as it helps students correct errors, reinforce key concepts, and stay motivated (Namaziandost et al., 2019). Additionally, the proposal to introduce individual accountability within the group framework is significant, as it ensures that students take ownership of their learning while benefiting from the collaborative atmosphere. This aligns with research on cooperative learning, which suggests that individual accountability enhances both group and individual performance (Jaiswal et al., 2021).

Yet, the students' suggestions for improving CIRC focused on addressing its less structured aspects, particularly the group dynamics. The recommendation for smaller discussion groups is a practical response to the challenges of large group settings, which can sometimes lead to unequal participation. Smaller groups allow for more focused, inclusive discussions, offering quieter students a better opportunity to contribute and ensuring that conversations remain on track. This aligns with research indicating that smaller group sizes foster more effective collaboration and allow for deeper engagement (O'Connor et al., 2021). Clearer guidelines were also strongly emphasized by students, suggesting that well-defined instructions are crucial for reducing confusion and enhancing task effectiveness. This recommendation supports previous findings that clarity in task design is vital

for maintaining student motivation and ensuring active participation (Miller et al., 2021).

Furthermore, students from both models expressed a desire for more interactive and diverse lessons. They advocated for learning materials that were not only relevant but also challenging and engaging. This desire aligns with the growing emphasis on student-centered learning, which encourages the use of diverse teaching strategies to cater to different learning styles and preferences. Incorporating multimedia resources, hands-on activities, and real-world applications would not only make lessons more engaging but also provide students with opportunities to apply their learning in practical contexts.

The collective feedback from students emphasizes the importance of continually refining teaching strategies to meet their evolving needs. While both STAD and CIRC offer distinct advantages, the suggestions for improvement provide practical steps for addressing their respective limitations. By incorporating more structured tasks and individual accountability in STAD, and focusing on clearer instructions, smaller groups, and equitable participation in CIRC, educators can create a more dynamic and inclusive learning environment. These adjustments would help leverage the strengths of both models, enhancing their effectiveness and ensuring that all students have the opportunity to succeed. Ultimately, this feedback highlights the critical role of student voice in shaping instructional practices and improving learning outcomes in cooperative learning environments.

CONCLUSION

Based on the analysis of the STAD (Student Teams Achievement Divisions) and CIRC (Cooperative Integrated Reading and Composition) learning models, it can be concluded that each model has its strengths and challenges in promoting student learning, particularly in reading comprehension, peer interactions, and motivation. The STAD model, with its structured framework and clear roles, effectively enhances student engagement, comprehension, and motivation. The competitive aspect of STAD motivates students to participate actively and work towards team success, fostering both academic and social-emotional growth. Additionally, the structured interactions in STAD facilitate peer-mediated learning, leading to deeper comprehension of reading materials.

However, the CIRC model, while fostering collaboration and peer interactions, requires more structure to achieve its full potential. The lack of clear roles and guidance often leads to disorganized group dynamics, which can negatively impact student motivation and engagement. While students appreciated the opportunity for idea exchange, unbalanced participation and unclear task instructions were identified as significant barriers to effective learning in CIRC. The findings suggest that to optimize the CIRC model, it is essential to incorporate clearer role definitions and task instructions to ensure equitable participation and enhance motivation.

Both models have the potential to improve student learning outcomes if properly implemented. STAD's structured approach offers a proven method for promoting comprehension and engagement, while CIRC's cooperative nature requires adjustments to enhance its effectiveness. Educators can benefit from integrating the strengths of both models—combining the structure and competitive elements of STAD with the collaborative flexibility of CIRC—to create a more inclusive, motivating, and effective learning environment for students. Refining these models based on student feedback can lead to better learning experiences and greater academic success. Education that involves student interaction and the use of appropriate learning approaches is key to creating a more productive learning environment. In this regard, this study provides insights into how two different learning models can be combined to create a more comprehensive learning experience that meets the diverse needs of students in the classroom.

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