

Application of Synergetic Teaching Type Cooperative Learning Model to Improve Students' Reading Comprehension Ability

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ABSTRACT

This study aims to improve the reading comprehension ability of grade IV students of State Elementary School 007 Rimbo Panjang through the application of a Synergetic Teaching type cooperative learning model. This model provides students with the opportunity to learn collaboratively by comparing their understanding of the same material. The research method used is Classroom Action Research (PTK) with two cycles, where each cycle consists of planning, action, observation, and reflection. Data was collected through observation, learning outcome tests, and interviews. The results showed that before the implementation of the Synergetic Teaching model, students' reading comprehension ability was relatively low with an average of 65.3%. After the first cycle, there was an increase to 73.3% (medium category). In the second cycle, the average score increased significantly to 86.1% (high category). In addition, observations show that student activity and engagement in learning also increase. The conclusion of this study is that the Synergetic Teaching type cooperative learning model is effective in improving students' reading comprehension skills. Therefore, it is recommended that teachers apply this model in learning to read and understand and adapt it to other subjects to improve student learning outcomes.

Keywords: *Synergetic Teaching, cooperative learning, reading comprehension, classroom action research*

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INTRODUCTION

Education has a major role in improving the quality of human resources. This is in line with the goals of National Education as stated in Law Number 20 of 2003 concerning the National Education System, namely developing abilities and shaping the character and civilization of the nation with dignity in order to educate the life of the nation. Education aims to develop the potential of students to become individuals who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of Education and Culture, 2021). However, the world of education today still faces two major challenges, namely low quality of education and a suboptimal learning system. This challenge is contrary to the demands of the globalization era which demands an education system that is adaptive to global competition and able to form critically thinking individuals (OECD, 2022).

In the updated 2013 Curriculum, language skills include four main aspects, namely listening, speaking, reading, and writing skills. These four skills have a close relationship and complement each other (Ministry of Education and Culture, 2023). One of the most important skills in the learning process is reading. Through reading, students can obtain information, understand ideas, and infer various perspectives from written sources. A deep understanding of written texts is indispensable to improve students' competencies in various subjects (Nation, 2020). Reading comprehension has been included in the school curriculum from elementary to secondary levels, especially in Indonesian subjects. At the elementary school level, especially grade IV, students are expected to have the ability to understand the content of the text read, hear, and interpret information from various written sources. The 2013 curriculum also emphasizes the importance of reading aloud, reading intensively, and reading stories as part of reading comprehension skills (Ministry of Education and Culture, 2023).

However, based on the results of observations during the research at Sekolah Elementery Negeri 007 Rimbo Panjang, several obstacles were found in learning to read comprehension, including students' difficulties in answering questions and retelling the content of the text that has been read, low interest in students in the material presented by the teacher, lack of courage for students in expressing opinions or ideas during learning, and lack of variety in learning methods applied by teacher. These obstacles show that students' reading comprehension skills are still relatively low. One of the factors that is suspected to be the main cause is the lack of proper use of learning models. The lecture and recording method alone is not enough to improve students' understanding of the reading text. Therefore, a more active and collaborative learning strategy is needed to improve student understanding. One of the strategies that can be applied is the Synergetic Teaching type cooperative learning model.

The cooperative learning model is a teaching approach that emphasizes cooperation between students in small groups to achieve shared learning goals. According to Johnson and Johnson (2022), cooperative learning helps students improve social skills, deepen their understanding of concepts, and foster an attitude of responsibility for their own learning. One of the effective cooperative learning models in improving reading comprehension skills is the Synergetic Teaching model.

Cooperative learning has several key principles that support its effectiveness, such as individual and group responsibility, face-to-face interaction, social skills, and reflection on group performance. In this model, students are not only required to learn on their own, but also share knowledge with their peers so that a deeper understanding is created.

According to Slavin (2021), cooperative learning can increase students' motivation to learn because they feel more comfortable in an atmosphere that favors cooperation rather than individual competition. In addition, this learning also strengthens students' communication and cooperation skills, which are important aspects of their social development.

Various studies have shown that cooperative learning is more effective compared to conventional learning methods. This is due to the active involvement of students in understanding and processing the information provided. Therefore, the application of the cooperative learning model can be a solution to the problem of low reading comprehension of students at the elementary level.

According to recent research, cooperative learning models can improve reading comprehension by engaging students in group-based activities, where they can share comprehension and discuss the content of reading with their peers (Slavin, 2021). Zaini et al. (2020) stated that the Synergetic Teaching type cooperative learning model is a strategy that combines two different learning approaches, where students are given the opportunity to share learning outcomes with each other and compare their notes against the same material. This strategy not only improves students' understanding but also strengthens their cooperation and social skills.

Several previous studies have proven the effectiveness of the Synergetic Teaching type cooperative learning model in improving students' reading comprehension. Slavin (2021) in his research stated that students who learn with a cooperative learning model show a higher increase in reading comprehension compared to students who study individually. Zaini et al.

(2020) also found that the application of the Synergetic Teaching model can increase students' motivation to learn and encourage their active involvement in the learning process.

Another study conducted by Johnson and Johnson (2022) shows that collaboration-based learning models such as Synergetic Teaching not only improve students' academic understanding, but also their social skills. With interaction in small groups, students can learn how to work together and respect the opinions of others.

The results of a study from the Ministry of Education and Culture (2023) also support this finding, stating that students who are taught using the Synergetic Teaching model have better learning outcomes compared to students who are taught using conventional methods. This model is also considered to increase students' confidence in expressing opinions and answering questions in learning to read comprehension.

Thus, various studies have provided strong evidence on the effectiveness of the Synergetic Teaching type cooperative learning model in improving students' reading comprehension skills. Therefore, the application of this model in learning in elementary schools is highly recommended to overcome the problem of low reading comprehension of students. Based on this background, this study aims to apply a Synergetic Teaching type cooperative learning model to improve the reading comprehension ability of grade IV students at 007 Rimbo Panjang State Elementary School.

METHOD

The implementation of this class action research is collaborative, meaning that in this study the researcher collaborates with colleagues. Colleagues act as observers, whose job is to observe and assess all research activities during this research process. This research was conducted by a researcher who will also act as a teacher of Indonesian subjects. The purpose of this research is to find out the weaknesses in the learning process and find ways to overcome these weaknesses and improve the quality of learning.

Wardani (2007:1.4) states that classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance as teachers, so that student learning outcomes increase. Meanwhile, Arikunto (2006:60) stated that classroom action research (PTK) is research conducted in the classroom with the aim of improving or improving the quality of learning practices. The class action given in this study is the application of a *Synergetic Teaching* type cooperative learning model in order to improve reading comprehension skills.

This research was carried out in two cycles, one cycle consists of 2 meetings, the cycle of class action research (PTK) according to Arikunto (2006:16) is as follows:

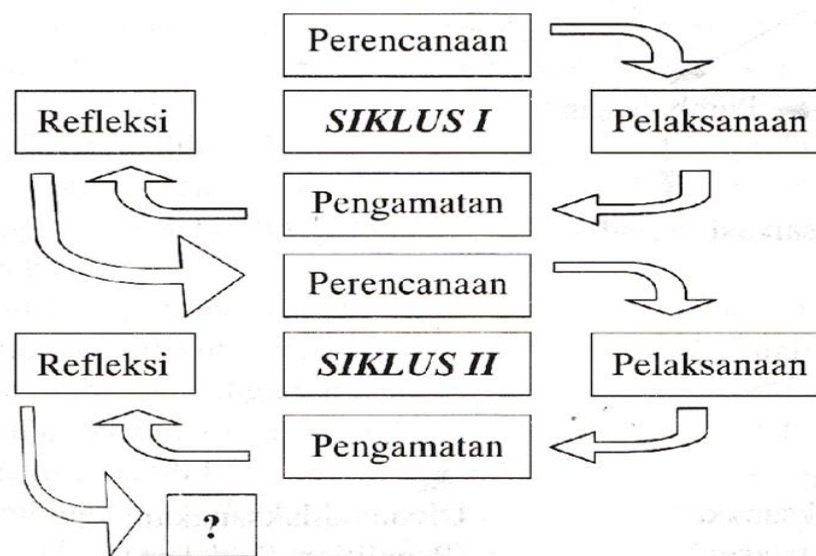


Figure 1. PTK Cycle

FINDINGS AND DISCUSSION

Before Action

After an analysis of students' reading comprehension skills, it was found that students' reading comprehension skills in Indonesian Indonesian lessons before taking action were relatively low with an average percentage of 68.4 with a low category. To be clearer about the Reading Comprehension Ability, students can be seen in the following table:

Table IV.1. Ability to Read Students' Comprehension Before Action

No	Student Code	Aspects Assessed				Total Values	Grade Point Average	Grade Categories
		1	2	3	4			
1	001	60	60	57	60	237	59	Very Low
2	002	65	65	67	74	271	68	Low
3	003	58	60	60	60	238	60	Very Low
4	004	60	65	60	60	245	61	Low
5	005	60	60	60	56	236	59	Very Low
6	006	60	66	60	60	246	62	Low
7	007	67	65	65	60	257	64	Low
8	008	60	60	60	57	237	59	Very Low
9	009	85	85	85	89	344	86	Tall
10	010	86	87	85	90	348	87	Tall
11	011	55	60	60	60	235	59	Very Low
12	012	65	60	55	50	230	58	Very Low
13	013	67	70	60	70	267	67	Low
14	014	55	56	60	50	221	55	Very Low
15	015	60	66	59	65	250	63	Low
16	016	63	65	65	70	263	66	Low
17	017	60	60	60	60	240	60	Very Low
18	018	75	70	68	74	287	72	Keep
19	019	90	85	85	85	345	86	Tall
20	020	55	60	64	65	244	61	Low
21	021	65	60	60	60	245	61	Low
22	022	68	70	60	71	269	67	Low
23	023	55	58	65	55	233	58	Very Low
24	024	73	65	70	70	278	70	Low
25	025	55	60	64	60	239	60	Very Low
26	026	60	65	59	65	249	62	Low
27	027	65	60	65	65	255	64	Low
28	028	60	60	60	55	235	59	Very Low
29	029	70	75	71	70	286	72	Keep
30	030	75	70	70	80	295	74	Keep
31	031	75	70	68	74	287	72	Keep
32	032	90	85	85	85	345	86	Tall
33	033	55	60	64	65	244	61	Low
34	034	55	60	64	65	244	61	Low
35	035	64	60	60	65	249	62	Low
36	036	66	65	65	65	261	65	Low
37	037	55	60	65	50	230	58	Very Low
38	038	65	58	65	60	248	62	Low
Installment-installment (%)		65.2	65.4	65.1	65.7		65.3	Low

Source: Processed Research Data., 2014

Based on Table IV.1, it can be concluded that students' reading comprehension ability in Indonesian lessons before the implementation of corrective action remains classically low, with an average percentage of 65.3, falling within the 61–70 interval categorized as low. A

breakdown of each aspect of reading comprehension shows similarly low averages: the ability to identify the main idea or important parts of a story scored 65.2%, the ability to recognize explanatory sentences reached 65.4%, the ability to draw conclusions from the story was 65.1%, and the ability to understand the message or viewpoint contained in the story was slightly higher at 65.7%. These findings indicate the need for targeted interventions to improve students' comprehension skills across all assessed aspects.

Therefore, the researcher who is also a teacher takes steps to overcome the problem of low reading comprehension skills in students' Indonesian lessons through a *synergetic teaching* type cooperative learning model. The steps are as follows:

First Cycle

Action Planning

In the planning or preparation stage of this action, the process is carried out collaboratively by teachers and through initial observations. The steps taken include: (1) developing a Learning Implementation Plan (RPP) as a structured guide for teaching activities; (2) preparing student worksheets to support and reinforce learning objectives; (3) creating observation sheets to monitor both teacher and student activities during the learning process; and (4) assigning a class teacher or colleague to serve as an observer to ensure objective monitoring and feedback during the implementation phase.

Execution of Actions

The first cycle was held on Tuesday on August 19, Wednesday on August 20, and the daily exam on Tuesday August 26, 2014, namely at the first, second, and daily exams. In the process of implementing learning, all fourth grade students of State Elementary School 007 Rimbo Panjang are involved. The implementation of learning is carried out based on the Learning Implementation Plan (RPP) that has been prepared and guided by the syllabus, and curriculum. The implementation of the action consists of several stages, namely: the initial activity or the opening of learning, which is carried out for approximately 10 minutes. Then continued with core activities. In the core activity, the implementation of learning is based on the *Synergetic Teaching type cooperative learning model*, which is carried out for approximately 50 minutes, and continued with the final activity or as the conclusion of the lesson is carried out for approximately 10 minutes. In detail about the implementation of the action can be explained as follows:

First Meeting

The first meeting of the first cycle was held on Tuesday, August 19, 2014, with a total of 38 students attending. In the first meeting of the first cycle, the teacher applied the *Synergetic Teaching* type cooperative learning model to the Indonesian subject in grade IV.

In the initial activity, the teacher starts the lesson with greetings and prayers, then the teacher conducts student attendance and then the teacher gives an insight into the material as well as learning strategies.

Meanwhile, in the core activities, teachers carry out the steps of the *Synergetic Teaching type cooperative learning model*, namely:

In the implementation phase, the teacher begins by dividing the class into two groups. The first group is instructed to move to another classroom or location where they cannot hear the ongoing lesson and are asked to read and understand the assigned reading material independently, ensuring the content is clear and manageable within the allotted time. Simultaneously, the teacher delivers the same material to the second group using a lecture strategy. Afterward, students are asked to pair up with peers from the opposite group—each member of group one finds a partner from group two. These pairs are then tasked with combining and discussing the learning outcomes they gained through their different methods, summarizing or consolidating the subject matter collaboratively. Selected students are invited to present their findings or respond to the teacher's questions, and the teacher provides further clarification or explanations for any responses that are unclear or incomplete.

At the end of the lesson, end the lesson by concluding the question and answer and explaining if there is a wrong understanding of the students, then the teacher closes the lesson with prayers and greetings.

Application of Synergetic Teaching Type Cooperative Learning Model to Improve Students' Reading Comprehension Ability
Second Meeting

The second meeting of the first cycle was held on Wednesday, August 20, 2014. To start the learning process this time, namely by remembering the previous subject matter, then the teacher starts the lesson with greetings and prayers, then the teacher attends students and then the teacher gives an insight into the material as well as the learning method to be applied.

Meanwhile, in the core activities, the teacher implements the steps of the synergistic teaching type cooperative learning model. First, the class is divided into two groups. The first group is instructed to move to another room or a location where they cannot hear the lesson and are asked to read and understand the topic-related material independently, with content that is appropriate and manageable within the given time. Simultaneously, the teacher delivers the same material to the second group using a lecture method. After the learning session, students are asked to pair up with peers from the opposite group – each student from group one finds a partner from group two. These pairs then collaborate to combine their learning outcomes or summarize the subject matter based on the two different learning experiences. The teacher then invites several students to present their conclusions or respond to questions, followed by clarification and additional explanation from the teacher for any answers that are unclear or need further elaboration.

At the end of the lesson, the teacher ends the lesson by concluding the question and answer and explaining if there is a wrong understanding of the students. After that, the teacher closes the learning with prayers and greetings.

Observation

Observation steps are carried out during Indonesian learning by applying a cooperative learning model of *the Synergistic Teaching type*. Observation is carried out to find out the activities of teachers and student activities in the learning process which is filled by observers, namely classroom teachers.

Observation of Teacher Activities Cycle I

The implementation of observation of teacher activities is an overview of the implementation of learning in the initial activities, core activities, and final activities. Teacher activities consisted of 7 types of activities that were observed in accordance with the steps of *the Synergetic Teaching type cooperative learning model*. For more clarity about the results of observation of teacher activities, it can be seen in the following table:

Table IV.2 Results of Observation of Teacher Activities Cycle I

Yes	Observed activity	Meeting I		Meeting II	
		Implemented		Implemented	
		Yes	Not	Yes	Not
1	The teacher divides the class into two groups	√		√	
2	The teacher asks the first group to move to another classroom, or another place that does not allow them to listen to the learning to read the readings of the topics being taught. Make sure that the reading is understandable and appropriate to the estimated time for learning	√		√	
3	The teacher delivered the material to the second group with a lecture strategy, at the same time.	√		√	
4	The teacher asked the students to find a pair of friends who had received the lesson in a different way. Group one members will look for friends from group two members	√		√	
5	Teachers ask to combine the learning outcomes they have obtained in these different ways. Or summarizing or summarizing the subject matter.		√	√	
6	The teacher asks a few students to share their learning results or answer the questions you asked.	√		√	

7	The teacher provides an explanation for the student's unclear answer		√		√
Total		5	2	6	1
Percentage		71.4	28.6	85.7	14.3

Source: Research Processed Data in 2014

Based on the data in table IV.2 above, it can be illustrated that overall the teacher's activity in implementing the *Synergetic Teaching type cooperative learning model* with the alternative answer "Yes" and "No", the answer "Yes" was obtained in the first cycle of the first meeting 5 times with a percentage of 71.4%. Meanwhile, the alternative answer of "Yes" in the second and third meetings was obtained 6 times with a percentage of 85.7%.

Student activities in the learning process were obtained at the first meeting with a total score of 97 with a percentage of 36.47%. In the second meeting of the first cycle, student activity increased with a score of 143 with a percentage of 53.76%.

Reading Comprehension Ability

After the implementation of the action is completed, a test is carried out to measure students' Reading Comprehension Ability in Indonesian lessons. The results of the evaluation of the implementation of the first cycle can be seen in the table below.

Table IV.4 Results of the First Cycle Student Comprehension Reading Comprehension Test

No	Student Code	Aspects Assessed				Total Values	Grade Point Average	Grade Categories
		1	2	3	4			
1	001	70	70	70	75	285	71	Keep
2	002	77	83	70	80	310	78	Keep
3	003	70	70	70	75	285	71	Keep
4	004	70	80	66	70	286	72	Keep
5	005	72	70	70	67	279	70	Low
6	006	75	77	70	70	292	73	Keep
7	007	78	78	70	70	296	74	Keep
8	008	75	70	70	68	283	71	Low
9	009	92	88	86	95	361	90	Tall
10	010	89	87	85	95	356	89	Tall
11	011	68	66	65	70	269	67	Low
12	012	70	67	60	65	262	66	Low
13	013	75	75	67	72	289	72	Keep
14	014	70	65	68	62	265	66	Low
15	015	70	75	65	72	282	71	Low
16	016	70	75	68	76	289	72	Keep
17	017	75	70	65	70	280	70	Low
18	018	76	80	70	83	309	77	Keep
19	019	92	88	86	92	358	90	Tall
20	020	68	60	66	70	264	66	Low
21	021	69	60	65	70	264	66	Low
22	022	75	75	70	75	295	74	Keep
23	023	69	60	67	63	259	65	Low
24	024	76	69	75	75	295	74	Keep
25	025	70	72	70	68	280	70	Low
26	026	72	75	65	72	284	71	Keep
27	027	75	76	74	75	300	75	Keep
28	028	75	70	65	70	280	70	Low
29	029	76	80	70	83	309	77	Keep
30	030	92	88	86	92	358	90	Tall
31	031	68	70	70	65	273	68	Low
32	032	80	80	77	77	314	79	Keep
33	033	80	78	76	80	314	79	Keep
34	034	68	70	70	70	278	70	Low

<i>Application of Synergetic Teaching Type Cooperative Learning Model to Improve Students' Reading Comprehension Ability</i>								
35	035	70	76	67	72	285	71	Keep
36	036	76	80	70	74	300	75	Keep
37	037	68	75	66	65	274	69	Low
38	038	70	72	70	70	282	71	Low
Installment-installment (%)		74.5	74.2	70.5	74.0		73.3	Keep

Source: Research Processed Data in 2014

Based on Table IV.4, it can be explained that students' reading comprehension skills in Indonesian lessons are classically classified as moderate, with an average percentage of 73.3, which falls within the 56–75 interval and is categorized as quite good. A closer look at each aspect of reading comprehension shows that students' ability to identify the main idea or important part of a story reached an average of 74.5%, the ability to find explanatory sentences averaged 74.2%, the ability to conclude a story was slightly lower at 70.5%, and the ability to understand the mandate or views contained in the story averaged 74.0%. These results indicate an overall improvement in reading comprehension, although there is still room for further development, particularly in drawing conclusions from the text.

Reflection

Reflection in the first cycle was obtained based on the results of data analysis for each step of implementing the action that the researcher will describe at this stage. Next, it was discussed with the observer, who acted as an observer, namely the class teacher. The reflection of the first cycle is as follows:

At the planning stage, teachers have made optimal learning preparations. Learning activities have been clearly depicted on the lesson plan sheets that have been prepared and guided by the syllabus. Thus, in the next cycle, teachers will not make changes to the lesson plan, only to optimize the implementation of learning in accordance with the Synergetic Teaching type cooperative learning model procedures to achieve maximum goals.

In the core activities of implementing actions in the first cycle, teachers have not done their activities properly. For cycle II, the teacher will explain in more detail the learning material according to the stages of the *Synergistic Teaching* type cooperative learning model. The goal is for students to have a more stable understanding of the methods and subject matter and at certain times students can express their knowledge.

In the test of students' reading comprehension ability with an average student score of 73.3 Being in the interval of 56-75, in the category of quite good.

Based on the above, it is necessary to make improvements in the next cycle. Shortcomings in cycle I can be corrected in cycle II so that there is an increase in teacher activity, student activity and maximum learning outcomes.

Second Cycle

The Indonesian learning process in the first cycle has not provided optimal results for student learning outcomes, this can be seen from the results of the reading comprehension test in the first cycle of 73.3% in the interval of 56-75, in the category of quite good. In order to further optimize learning outcomes, it is necessary to design an action to be implemented in the second cycle. The actions in the second cycle are intended to improve the actions in cycle I. The main action in the first cycle is still carried out in cycle II, namely by applying the *Synergetic Teaching type cooperative learning model*.

Action Planning

In the planning or preparation stage of this action, activities are carried out collaboratively by the teacher and through preliminary observations. The steps taken include: (1) developing a Learning Implementation Plan (RPP) as a structured guide for conducting lessons in alignment with the learning objectives; (2) preparing student worksheets to support engagement and understanding of the material; (3) creating observation sheets to monitor both teacher and student activities during the learning process; and (4) involving the class teacher or a colleague to act as an observer, ensuring objective assessment and feedback during the implementation phase.

Execution of Actions

The second cycle was held on Wednesday, August 27, Tuesday, September 2, and daily rehearsals on Wednesday, September 3, 2014, namely at the first, second, and daily rehearsals. In the process of implementing learning, all fourth grade students of State Elementary School 007 Rimbo Panjang are involved. The implementation of learning is carried out based on the Learning Implementation Plan (RPP) that has been prepared and guided by the syllabus, and curriculum. The implementation of the action consists of several stages, namely: the initial activity or the opening of learning, which is carried out for approximately 10 minutes. Then continued with core activities. In the core activities of learning implementation based on the learning model studied, namely the *Synergetic Teaching* type cooperative learning model, which is carried out for approximately 50 minutes, and continued with the final activity or as the end of the lesson is carried out for approximately 10 minutes. In detail about the implementation of the action can be explained as follows:

First Meeting

The first meeting of the second cycle was held on Wednesday, August 27, 2014, with a total of 38 students attending. In the first meeting of the second cycle, teachers applied the Synergistic Teaching type cooperative learning model to Indonesian subjects.

In the initial activity, the teacher starts the lesson with greetings and prayers, then the teacher conducts student attendance and then the teacher gives an insight into the material as well as learning strategies.

Meanwhile, in the core activities, teachers carry out the steps of the Synergetic Teaching type cooperative learning model, namely:

In implementing the learning activity, the teacher follows several steps: (1) dividing the class into two groups; (2) asking the first group to move to another classroom or a location where they cannot hear the ongoing lesson, and instructing them to read the assigned material, ensuring it is clear and appropriate to the estimated learning time; (3) simultaneously, delivering the same material to the second group using a lecture strategy; (4) once the learning session is completed, asking students to find a partner from the opposite group – members of group one pair with members of group two; (5) instructing each pair to combine or summarize the learning outcomes they gained through the different methods; (6) inviting several students to share their learning results or respond to questions posed by the teacher; and (7) providing further explanation for any unclear answers given by the students, in order to reinforce their understanding of the material.

At the end of the lesson, the teacher ends the lesson by concluding the question and answer and explaining if there is a wrong understanding of the students. After that, the teacher closes the lesson with prayers and greetings.

Second Meeting

The second session of the second cycle was held on Monday, September 2, 2014, with the number of students attending 38 people or all students attended.

To start the learning process this time, namely by remembering the previous subject matter, then the teacher starts the lesson with greetings and prayers, then the teacher attends students and then the teacher gives an insight into the material as well as the learning strategies to be applied.

Meanwhile, in the activities of teachers, the steps of the *Synergistic Teaching* type cooperative learning model are carried out, namely:

In conducting the lesson, the teacher carries out the following steps: (a) divides the class into two groups; (b) instructs the first group to move to another classroom or a location where they cannot hear the ongoing lesson, and asks them to read the provided material – ensuring it is understandable and fits within the allotted learning time; (c) simultaneously delivers the same material to the second group using a lecture strategy; (d) asks students to pair up with peers from the other group – each member of group one finds a partner from group two; (e) instructs the students to combine the knowledge they have gained through the different learning methods or summarize the lesson content together; (f) invites several students to share their learning results or respond to questions; and (g) provides further explanations for student answers that are unclear to ensure better understanding.

At the end of the lesson, the teacher ends the lesson by concluding the question and answer and explaining if there is a wrong understanding of the students. After that, the teacher closes the learning with prayers and greetings.

Observation

Observation steps are carried out during Indonesian learning with the application of a cooperative learning model of *the Synergistic Teaching type*. Observation is carried out to find out the activities of teachers and student activities in the learning process which is filled by observers, namely classroom teachers.

CONCLUSIONS

The application of the Synergistic Teaching type cooperative learning model can improve reading comprehension skills in Indonesian language lessons for grade IV students of State Elementary School 007 Rimbo Panjang. This success is evidenced by the improvement of reading comprehension skills before taking action to cycle I and cycle II. Before the action was taken, students' reading comprehension ability was classified as "Low" with a percentage of 65.3%, there was an increase in the first cycle to 73.3% with the criterion of "Medium". Meanwhile, student learning outcomes in cycle II also increased to 86.1% with the "High" category, this proves that with the application of the Synergetic Teaching type cooperative learning model, it can improve the reading comprehension of Indonesian comprehension of grade IV students of State Elementary School 007 Rimbo Panjang.

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