Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

Improving Reading Comprehension Skills through the SQ3R Strategy in Primary School Students

Nurul Hakiki*, Reni Guswita, Nurlev Avana
Faculty of Teacher Training and Education, *Universitas Muhammadiyah Muara Bungo, Bungo, 37211, Indonesia*

ARTICLE INFO

Article history:

Received: 04 Aug 2025
Revised: 12 Aug 2025
Accepted: 03 Sept 2025
Published online: 10 Sept 2025

Keywords:

Classroom Action Research, Primary School, Reading Comprehension, SQ3R Strategy

* *Corresponding author:*

E-mail: nurulhakiki939@gmail.com

Article Doi:

https://doi.org/10.31258/jes.9.5.p.3758-3768

This is an open access article under the CC BY-SA license.

A B S T R A C T

Reading comprehension is one of the essential basic skills in primary school, although in reality many students still have difficulty understanding the content of texts. This study aims to improve the reading comprehension skills of fifth-grade students at SDN 91/VI Rantau Panjang VI through the Survey, Question, Read, Recite, Review (SQ3R) strategy. This study employs a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, conducted in two cycles, each cycle consisting of two meetings. Sixteen students and one fifth-grade teacher served as subjects in this study. Observations of teacher and student activities, as well as reading comprehension tests, were collected as data for this study and analyzed using descriptive statistical methods. The results of the study showed an increase in teacher activity from 73.98% in Cycle I to 88.40% in Cycle II, while student activity increased from 73.66% in Cycle I to 88.44% in Cycle II. The mean reading comprehension test scores also increased from 72.50 with a completion rate of 62.5% in Cycle I to 83.69 with a completion rate of 93.8% in Cycle II. These findings prove that the application of the SQ3R strategy is effective in improving primary school students' reading comprehension skills and encouraging their active involvement in the learning process.

1. Introduction

Primary school education is formal education that equips students with basic skills to prepare them for higher levels of education. The basic skills possessed by students are developed through various subjects, namely Indonesian language, mathematics, civics, social sciences, natural sciences, religion, physical education, and art. One of the subjects taught in elementary school is Indonesian language. Indonesian language plays an important role in efforts to improve the quality of education, especially in elementary schools. This is because Indonesian language learning encompasses four language skills: listening, speaking, reading, and writing. These language skills are either receptive or productive. Receptive language skills include reading and listening, while productive language skills

include speaking and writing. The main goal of Indonesian language learning in elementary school is to develop students who are skilled in using the language both orally and in writing. Recent studies also confirm that Indonesian language learning in elementary schools is orientated towards developing language skills, both through innovative technology-based strategies and active learning models such as Problem Based Learning and Contextual Teaching and Learning (Ashila et al., 2024; Sugiharti & Cendana, 2024; Wahid et al., 2024). This learning process takes place from first grade to sixth grade in elementary school.

Reading is an important part of learning, and it is not something that can be learned naturally (Dwicahyanti et al., 2025). Teachers are responsible for helping students learn to read, and one way they can do this is by teaching them how to read. Reading can help a person learn a lot of information (Handayani et al., 2025). People who read a lot will gain more knowledge than those who rarely or never read. This knowledge can be used to communicate with others in spoken or written form. It is important for children to be able to summarize what they read, as this will help them understand the learning material better.

In practice, many students struggle to understand reading texts. According to research findings, the fundamental causes of reading comprehension difficulties include poor reading habits, such as overemphasizing individual pieces of information, having a rigid perspective on a topic, the habit of reading backwards, and reading too quickly (Lena et al., 2023; Prayogo & Citrawati, 2023). The results of the 2022 PISA survey also reinforce this reality, where Indonesian students' reading scores only reached 359, still far below the OECD average of 476 (OECD, 2023). This situation indicates that students' reading literacy skills in Indonesia still require special attention and strategic solutions.

Based on the results of observations conducted by the researcher from 18 November to 21 November 2024, the researcher identified several problems in Indonesian language learning in class IV of SDN 91/VI Rantau Panjang VI. The problems in question are low reading comprehension among students and a lack of concentration in learning. The low level of students' reading comprehension skills is evidenced by: (a) many students struggling to understand the content of the text due to a lack of reading practice, (b) when the teacher asks questions about the text, students tend to remain silent and sometimes answer in a soft voice, (c) students struggle to articulate ideas from the texts they have read, (d) evaluation results conducted by the teacher at the end of the lesson indicate that students still lack mastery of the learning material, and (e) the scores obtained by students on the final semester exam are still unsatisfactory, with 9 out of 16 students scoring below the minimum passing grade in the Indonesian language subject. In addition, the reading comprehension skills of fourth-grade students were assessed. The Indonesian language test results showed that 56.25% of students, or nine students, did not achieve the learning objectives in Indonesian language, while only 43.75% of students, or seven students, achieved the learning objectives. This shows that the Indonesian language learning outcomes did not meet the Learning Objective Achievement Criteria or known as *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP).*

This problem requires a solution through a learning strategy that can improve reading comprehension while encouraging active student engagement. One relevant strategy is the SQ3R method, which stands for Survey, Question, Read, Recite, Review, developed by Francis P. Robinson at Ohio State University. This method is designed to help students understand readings systematically and strengthen their memory (Syah, 2010; Bulut, 2017). Recent research also demonstrates the effectiveness of SQ3R. Pangestu et al. (2023) found that fourth-grade elementary school students who learned using SQ3R achieved a mean score of 75.24, higher than the control group's 63.00. Citra et al. (2020) also reported through classroom action research an increase in the mean score from 80.06 in cycle I to 92.20 in cycle II, with completion rates rising from 68% to 94%. Additionally, Purba et al. (2024) demonstrated through an experiment that SQ3R is more effective than conventional methods in improving elementary school students' reading comprehension learning outcomes.

Based on the explanation, this study aims to improve the reading comprehension skills of fifth-grade students at SDN 91/VI Rantau Panjang VI through the application of the SQ3R strategy. This study is expected to not only provide practical contributions in helping teachers overcome low reading comprehension among students but also provide theoretical contributions by enriching empirical studies on the effectiveness of the SQ3R strategy in primary schools.

2. Methodology

The research approach used in this study was classroom action research using the Kemmis and McTaggart (2014) model. The research was conducted in two cycles, with each cycle consisting of two meetings. The subjects of this study were 1 teacher and 16 fifth-grade students at SDN 91/VI Rantau Panjang VI, comprising 9 female students and 7 male students. In this study, data were collected through observation to determine teacher and student activities, as well as tests to measure student learning outcomes. Furthermore, the instruments used in this study were observation sheets and test sheets. This study uses descriptive statistics and percentages as data analysis to determine the increase in teacher activity, student activity, and reading comprehension test results. The formula for calculating the percentage of teacher and student activity is: $P = F/N \times 100\%$

Legend:
P = Percentage of teacher and student activity
F = Frequency of teacher activity
N = Number of indicators
100 = Constant number

Teacher and student activities are categorized as very good if they reach a percentage of 86–100%, good if they reach a percentage of 71–85%, fairly good if they reach a percentage of 60–70%, and poor if they reach a percentage of <60%. The research is considered successful if the mean reading comprehension score of students reaches ≥70 according to the KKTP, at least 70% of students achieve

learning mastery, and teacher and student activities are in the good to very good category.

3. Results and Discussion

At the beginning of the study, there were 16 students in class V of SDN 91/VI Rantau Panjang VI, consisting of 9 girls and 7 boys. These students had different reading abilities, some students were quite fluent in reading but still had difficulty understanding the content of the text, while others still had difficulties in reading fluently. The class teacher acted as the main facilitator in the learning activities, applying Indonesian language learning based on the SQ3R strategy. The learning activities focused on improving reading comprehension skills through reading texts appropriate to the students' level of development. The classroom atmosphere tended to be active, although at the beginning of the meeting, some students were still found to be unfocused and passive in participating in learning activities.

In addition, interaction patterns in the classroom also show differences, with female students tending to be more active in answering questions, while male students are more involved when the teacher gives direct instructions. This implies that there are differences in learning motivation that need to be managed properly so that all students can be actively involved. Teachers use a step by step strategy in guiding students, starting from introducing the reading material, guiding students to ask questions, to helping them formulate answers independently. Under these conditions, the SQ3R strategy is considered relevant to encourage students to be more focused and actively involved in the reading comprehension process. In addition, teachers also face challenges in maintaining student concentration so that they remain focused during learning, especially at the recite and review stages. A conductive classroom atmosphere is an important factor in maximizing the success of the SQ3R strategy.

The implementation of the SQ3R strategy has not yet been optimally carried out in cycle I. Students require intensive guidance from teachers, especially in the question and recite stages. Many students are not yet accustomed to formulating questions from the reading text, so their answers simply copy sentences directly from the text. Student activity was good, but their concentration was easily distracted, resulting in six students failing the comprehension test. Teachers still face challenges in managing learning time so that all stages of SQ3R can be implemented properly.

Meanwhile, cycle II showed a striking difference. Students began to get used to formulating critical questions from the reading text and were able to retell the content of the text in their own words. The involvement of male and female students became more balanced, with increased enthusiasm. Teachers also became more focused in managing the class, so that all stages of SQ3R could be implemented more effectively. This had an impact on improving learning outcomes, with almost all students achieving mastery. Thus, the differences between cycle I and cycle II

showed positive developments in terms of teacher and student activities, as well as reading comprehension test results.

In learning activities, teachers also use learning media as a supporting tool in applying the SQ3R strategy. Printed reading texts that have been adjusted to the students' level of difficulty and student worksheets (LKS) for writing down answers to the reading comprehension questions are used as learning media, as can be seen in Figures 1 and 2. The use of these media helps students focus more on the content of the reading and assists them in organizing important ideas from the text. In addition, teachers also use the blackboard to write down keywords and summarize students' answers so that learning becomes more interactive. With these media, the application of the SQ3R strategy becomes more effective because students can learn visually and in writing at the same time, not just by listening to the teacher's explanations.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Nama :
Kelas :

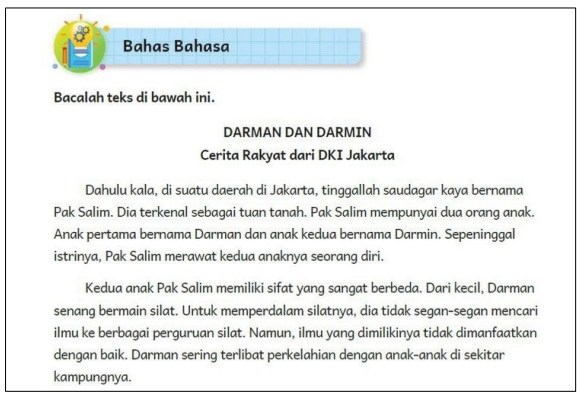
Apakah kalian mempunyai keluarga atau teman yang bersaudara kembar? Apakah rupa mereka sama? Bagaimana cara kalian membedakan mereka? Bacalah teks singkat di bawah ini tentang dua bersaudara Rana dan Rani.

Jawablah pertanyaan-pertanyaan di bawah ini!

1. Siapakah saudara kembar pada teks di samping?
2. Apakah yang dimaksud dengan kembar identik?
3. Berapa lama jarak kelahiran si Kembar?
4. Jika kalian menjadi teman mereka, bagaimana kalian dapat membedakan keduanya?
5. Apa sajakah persamaan dan perbedaan pada si Kembar Rana dan Rani?

Selamat Mengerjakan!

Figure 1. Student Worksheet



Bahas Bahasa

Bacalah teks di bawah ini.

DARMAN DAN DARMIN
Cerita Rakyat dari DKI Jakarta

Dahulu kala, di suatu daerah di Jakarta, tinggallah saudagar kaya bernama Pak Salim. Dia terkenal sebagai tuan tanah. Pak Salim mempunyai dua orang anak. Anak pertama bernama Darman dan anak kedua bernama Darmin. Sepeninggal istrinya, Pak Salim merawat kedua anaknya seorang diri.

Kedua anak Pak Salim memiliki sifat yang sangat berbeda. Dari kecil, Darman senang bermain silat. Untuk memperdalam silatnya, dia tidak segan-segan mencari ilmu ke berbagai perguruan silat. Namun, ilmu yang dimilikinya tidak dimanfaatkan dengan baik. Darman sering terlibat perkelahian dengan anak-anak di sekitar kampungnya.

Figure 2. Printed Reading Text

Results

This research was conducted in two cycles, each cycle consisting of two meetings. The results of the research are depicted as shown in table 1. It shows a significant increase in both teacher and student activities. Teacher activities in cycle I obtained a mean score of 28.88 or 73.98%, which is categorized as good. In Cycle II, this score increased to 36.25 or 88.40%, categorized as very good. This represents an increase of 7.37 or 14.42%. This indicates that the SQ3R strategy assists teachers in managing learning, improving the quality of material delivery, and creating a more conducive learning environment.

Furthermore, the results of student activity observations also increased significantly. The mean student activity score in Cycle I was 24.50 or 73.66%, categorized as good. In Cycle II, the mean score increased to 36.44 or 88.44%, categorized as very good. The mean student activity score from Cycle I to Cycle II increased by 11.94 points or 14.78%. This increase confirms that the implementation of the SQ3R strategy can make students more active, focused, and motivated in understanding the text. The steps of survey, question, read, recite, and review encourage students to be more involved in the learning process, thereby improving their reading skills.

Table 1. Intercycle Teacher and Student Observation Results

Teacher	Cycle I	Cycle II	Improvement
Mean	28.88	36.25	+7.37
Percentage (%)	73.98%	88.40%	+14.42%
Students			
Mean	24.50	36.44	+11.94
Percentage (%)	73.66%	88.44%	+14.78

The results of the students' reading comprehension test also increased mean score as shown in table 2. In cycle I, the mean score of the students' reading comprehension test was 72.50 with a completion rate of 62.5% or 10 students completed and 6 students did not complete. Meanwhile, in Cycle II, the mean score of the students' reading comprehension test increased to 83.69 with a completion rate of 93.8%, meaning 15 students passed and 1 student did not pass. The mean score of the students' reading comprehension test from Cycle I to Cycle II increased by 11.19 or 31.3%. This increase indicates that most students were able to achieve the Learning Objective Achievement Criteria or *KKTP* after the implementation of the SQ3R strategy.

Table 2. Intercycle Reading Comprehension Test Results

Indicators	Cycle I	Cycle II	Improvement
Number of students	16	16	-
Mean Score	72.50	83.69	+11.19
Number of students who passed (≥70)	10 (62.5%)	15 (93.8%)	+31.3%
Number of students who failed	6 (37.5%)	1 (6.2%)	-31.3%

Overall, it can be concluded that the results of observations of teacher and student activities in each cycle influenced the percentage of student reading comprehension

test results. The results of observations of teachers in cycle I were 73.98% and the results of observations of students were 73.66%, which influenced the increase in student reading comprehension skills with a percentage of 62.5% of students passing. The observation results for teachers in Cycle II were 88.40%, and the observation results for students were 88.44%, which influenced an increase in students' reading comprehension skills with 93.8% of students achieving mastery.

Discussion

The increase in teacher activity from cycle I to cycle II implies that the use of the SQ3R strategy has a positive impact on learning management. Teachers become more focused in planning learning steps, systematic in delivering material, and able to create a more active learning atmosphere. The results of this study align with the findings of Inggriyani and Aisyatun (2023), which indicate that the implementation of the SQ3R strategy in reading comprehension learning can significantly improve students' learning outcomes, thereby requiring teachers to be more focused in designing learning steps and creating a conductive learning environment. Additionally, Nafisah and Koeswanti (2023) also found that the application of SQ3R on primary school students can improve the mean learning outcomes and the percentage of learning completion from cycle to cycle, indicating the important role of teachers in managing learning systematically and interactively. Thus, this strategy not only influences students' learning outcomes but also enhances the quality of teachers' pedagogical skills.

In addition, observations of student activities also showed a significant improvement. Student activities in cycle I showed that student engagement was good, but did not yet show maximum results. After the more consistent use of the SQ3R strategy in cycle II, student engagement increased significantly to reach the very good category. This engagement was evident in the enthusiasm of students in asking questions, answering, and organizing ideas based on the reading. This improvement confirms that the SQ3R steps successfully encouraged students to be more active, focused, and independent in understanding the reading text. This finding is in line with the research by Doviani et al. (2025), which shows that the systematic application of the SQ3R method can increase student engagement and motivation in junior high school, making this strategy effective in creating an active learning environment. However, this differs from the findings of Purwatiningsih et al. (2024), who found that although students' reading abilities improved, some students still struggled to engage actively due to low motivation, poor concentration, and limited reading materials. This discrepancy indicates that the effectiveness of SQ3R is significantly influenced by classroom conditions and student readiness, meaning its implementation can yield varying results across different learning contexts.

The reading comprehension test results also support these observations. There was an increase in the mean score from 72.50 in cycle I to 83.69 in cycle II. The percentage of learning completion increased from 62.5% to 93.8%, meaning that almost all students were able to achieve the KKTP. These findings are consistent with the research by Wulandari et al. (2021), which demonstrated that the SQ3R

method significantly improved the critical reading skills of fourth-grade elementary school students. In line with this, an experimental study conducted by Harahap et al. (2024) on fifth-grade elementary school students also found that the use of the SQ3R strategy not only improved students' ability to understand reading texts but also encouraged their engagement and learning activities during the reading learning process. However, different findings were reported by Alam et al. (2024) through a comparative study on fourth-grade elementary school students, where the Dediscerta method was proven to be more effective than SQ3R in improving the ability to understand fictional texts (mean Dediscerta score = 87.62; SQ3R = 80.00). These differing results indicate that while SQ3R has proven beneficial in many reading learning contexts, its effectiveness may vary depending on the type of text, learning approach, or student characteristics.

In general, the increase in teacher activity, student activity, and reading comprehension test results indicates a strong correlation between variables. More structured teacher activity encourages students to be more active, and increased student activity has a direct impact on reading comprehension results. Therefore, it can be concluded that the SQ3R strategy is effective when applied in Indonesian language learning in primary schools, particularly for improving reading comprehension skills. This success is also consistent with the findings of Pangestu et al. (2023), who found that fourth-grade elementary school students taught using the SQ3R strategy achieved higher reading scores compared to the control group (75.24 vs. 63.00).

Another study by Purba et al. (2024) supports these findings, showing that the SQ3R strategy effectively improved reading comprehension performance in primary schools. Additionally, the implementation of SQ3R with digital comic media by Setianingsih et al. (2023) also showed a significant improvement in reading comprehension skills, although it was still influenced by external variables. Thus, the effectiveness of SQ3R has been empirically proven, but it is not absolute because its success is greatly influenced by contextual factors such as student motivation, concentration, availability of reading materials, and teacher readiness in managing the classroom. Therefore, this strategy needs to be applied adaptively according to the conditions and characteristics of the students in order to achieve optimal results.

4. Conclusion

Based on the results of the analysis and discussion, it can be concluded that the application of the SQ3R strategy has succeeded in improving the reading comprehension skills of fifth-grade students at SDN 91/VI Rantau Panjang VI. This strategy has been proven to help teachers manage learning in a more focused, systematic, and interactive manner. Changes can be seen in the increased activity of students in asking questions, answering questions, and retelling the content of the reading material in their own words. This shows that students have not only become more skilled at understanding texts, but also more confident in expressing their ideas. In addition, the involvement of male and female students appears to be

more evenly distributed, with enthusiasm increasing from meeting to meeting. Thus, the SQ3R strategy is able to create a conductive classroom atmosphere, encourage active student participation, and make the learning process more lively and meaningful for all students.

The results of the study also indicate that the success of the SQ3R strategy lies not only in improving reading skills, but also in increasing students' motivation, concentration, and independence in learning. The structured steps, ranging from surveying, questioning, reading, reciting, to reviewing, provide a clear and easy-to-understand learning framework for students. However, the implementation of this strategy is still influenced by supporting factors such as the availability of appropriate reading materials, the teacher's ability to manage the class, and the students' readiness to accept learning. Therefore, this study recommends that teachers consistently, creatively, and flexibly apply SQ3R, adapting it to student characteristics and classroom conditions. With an adaptive approach, this strategy has the potential to be an effective and sustainable solution for improving reading comprehension skills in primary schools.

References

Alam, N., Azis, S. A., & Bahri, A. (2024). Perbandingan metode dediscerta dengan metode survey, question, read, recite, and review (SQ3R) dalam kemampuan membaca pemahaman teks cerita rakyat dan hasil belajar siswa kelas V gugus 3 Kecamatan Bontonompo Kabupaten Gowa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 1388-1405.

Ashila, L., Prasetyo, T., & Hayu, W. R. R. (2024). *Integrasi teknologi dalam pembelajaran bahasa indonesia di sekolah dasar: solusi untuk meningkatkan minat belajar siswa*. *Jurnal Pengajaran Sekolah Dasar*, 3(2), 231–239. https://doi.org/10.56855/jpsd.v3i2.1279

Bulut, A. (2017). Improving 4th grade primary school students' reading comprehension skills. *Universal Journal of Educational Research*, 5(1), 23–30. https://doi.org/10.13189/ujer.2017.050103

Citra, Y. Y., Hartati, T., & Rengganis, I. (2020). Penerapan metode pembelajaran SQ3R untuk meningkatkan keterampilan membaca pemahaman siswa sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 5(2), 148-157.

Doviani, B. Y., Amilia, F., Mijianti, Y., & Citraningrum, D. M. (2025). Penerapan metode pengajaran SQ3R dalam meningkatkan kemampuan membaca siswa SMP. *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 21(1), 117-128. https://doi.org/10.25134/fon.v21i1.11206

Dwicahyanti, R. H., Kurniawan, S. B., & Budiharto, T. (2025). *Analisis peran guru dalam meningkatkan kemampuan membaca peserta didik kelas I SD. Didaktika Dwija Indria*, 13(4).

Handayani, H., Adrias, A., & Putri Zulkarnaini, A. (2025). *Peran guru dalam mengatasi kesulitan membaca pada siswa SD. Lencana: Jurnal Inovasi Ilmu Pendidikan*, 3(2), 337–350. https://doi.org/10.55606/lencana.v3i2.5087

Harahap, A. R. H., Ananda, C., & Sitepu, M. S. Pengaruh Penerapan Metode SQ3R Terhadap Keterampilan Memahami Teks Bacaan Di Kelas 4 Sd Muhammadiyah 13 Medan. *Metodik Didaktik*, 20(1), 26-34.

Inggriyani, F., & Aisyatun, A. (2023). Efektivitas metode survey, question, read, recite, and review (SQ3R) untuk meningkatkan keterampilan membaca pemahaman. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 13(2), 849-853.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research* .Singapore: Springer Singapore.

Lena, M. S., Sartono, S., Prameswari, A. A., & Rafika, R. (2023). Analisis kesulitan membaca pemahaman peserta didik pada pembelajaran bahasa indonesia di sekolah dasar. *Jurnal Pendidikan Tambusai*, 7(2), 7824–7829. https://doi.org/10.31004/jptam.v7i2.7475

Nafisah, R., & Koeswanti, H. D. (2023). Penerapan metode pembelajaran SQ3R untuk meningkatkan membaca pemahaman pada siswa kelas III SD Negeri Kalicacing 02 Salatiga. *Jurnal Genre (Bahasa, Sastra, dan Pembelajarannya, 5*(2), 82–92. https://doi.org/10.26555/jg.v5i2.8092

OECD. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. Paris, France: OECD Publishing.

Pangestu, P. A., Nuzulia, D., & Rizhardi, R. (2023). Pengaruh metode pembelajaran strategi survey, question, read, recite, review (SQ3R) terhadap keterampilan membaca pada siswa. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 21(3), 640-647.

Prayogo, J. F. A., & Citrawati, T. (2023). Analisis bentuk kesulitan membaca permulaan pada siswa kelas rendah sekolah dasar. *Jurnal Basicedu*, 7(4), 2510–2520. https://doi.org/10.31004/basicedu.v7i4.6021

Purba, F. P. Y., Rajagukguk, S., Wuriyani, E. P., & Hadi, W. (2024). Pengaruh metode SQ3R terhadap hasil belajar bahasa indonesia kelas IV SD negeri 102083 Pabatu. *Al Yazidiy Jurnal Sosial Humaniora dan Pendidikan*, 6(1), 110-118.

Purwatiningsih, S., Arini, I., Mualimah, E. N., Aryadi, D. C., & Salim, A. (2024). Peningkatan kemampuan membaca pemahaman siswa kelas iii melalui metode pembelajaran SQ3R di SDN 1 Jatimulya Kab. Lebak. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(1), 2685-2690.

Setianingsih, D., Nurmahanani, I., & Sari, N. T. A. (2024). Pengaruh strategi Survey, Question, Read, Recite, Review (SQ3R) berbantuan media komik digital terhadap peningkatan kemampuan membaca pemahaman peserta didik di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 898-907.

Sugiharti, A., & Cendana, W. (2024). Penerapan model pembelajaran contextual teaching and learning untuk meningkatkan hasil belajar bahasa Indonesia pada siswa sekolah dasar. *Autentik : Jurnal Pengembangan Pendidikan Dasar*, 8(2), 266–278. https://doi.org/10.36379/autentik.v8i2.534

Syah, M. (2010). *Psikologi pendidikan dengan pendekatan baru* (edisi revisi). Bandung, Indonesia: Remaja Rosdakarya.

Wahid, A., Suhaiminah, S., Sasmita, E., Anwar, K., & Sulfana, E. Y. (2024). Implementasi problem based learning untuk meningkatkan hasil belajar

bahasa Indonesia materi teks cerita siswa kelas V SDN 1 Lelong Kecamatan Praya Tengah tahun pelajaran 2023/2024. *Jurnal Ilmiah Telaah*, 9(2), 164-168.

Wulandari, R. R., Gunayasa, I. B. K., & Jaelani, A. K. (2021). Pengaruh metode Survey, Question, Read, Recite, Review (SQ3R) terhadap keterampilan membaca kritis siwa kelas IV SDN Gugus IV Praya. *Jurnal Ilmiah Profesi Pendidikan*, 6(4), 582-587.

How to cite this article:

Hakiki, N., Guswita, R., & Avana, N. (2025). Improving Reading Comprehension Skills through the SQ3R Strategy in Primary School Students. *Journal of Educational Sciences*, *9(5)*, 3758-3768.