Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

# The Influence of the Quantum Reading Learning Model on the Speed Reading and Reading Comprehension Skills of Fifth-Grade Students at Public Elementary School 15 Anduring, Padang City

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**ARTICLE INFO**

*Article history*:

Received: 29 Nov 2025
Revised: 16 Des 2025
Accepted: 24 Des 2025
Published online: 05 Jan 2026

*Keywords:*

Learning Outcomes,
Quantum Reading,
Reading Comprehension,
Speed Reading

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*Article Doi:*

https://doi.org/10.31258/jes.10.1.p.302-316

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**A B S T R A C T**

This research examines the impact of the Quantum Reading model on the speed reading and reading comprehension skills of fifth-grade students at Public Elementary School 15 Anduring, Padang. The study used a quasi-experimental method with a Nonequivalent Control Group Design. Two classes were selected as samples: class V.C as the experimental group and class V.B as the control group, with 22 students in each. Instruments consisted of validated and reliable tests for speed reading (KPM) and reading comprehension. Data analysis involved prerequisite tests for normality and homogeneity, followed by hypothesis testing using an Independent Sample t-test.The results indicate that the Quantum Reading model significantly improved students' reading abilities. The experimental group achieved a higher average posttest score in speed reading (147.50) compared to the control group (126.95). Similarly, in reading comprehension, the experimental group scored 23.18, surpassing the control group's 17.95. Statistical testing showed significance at $p < 0.05$, meaning the alternative hypothesis was accepted. In conclusion, the Quantum Reading model is more effective than traditional approaches, helping students to read faster while also deepening their comprehension of texts.

## 1. Introduction

Indonesian language is a compulsory subject taught at every level of education and holds a strategic role in shaping students' linguistic, cognitive, and social abilities. As the primary medium of communication and learning, proficiency in Indonesian is fundamental not only for academic achievement but also for effective participation in society. Among the various competencies emphasized in the curriculum, reading stands out as a core skill that underpins learning in all subjects.

Reading is not merely a mechanical activity of pronouncing written words; rather, it is a complex cognitive process that involves comprehension, interpretation, critical evaluation, and analysis of textual information (Tarigan, 2008). Through consistent engagement with texts, students expand their knowledge, develop critical thinking skills, and enhance their linguistic intelligence, which ultimately contributes to lifelong learning. Therefore, strong reading skills cultivated at the elementary level form the foundation for academic success in subsequent stages of education and help students adapt to the increasing cognitive demands of the modern world.

Reading itself can be classified into several categories, including extensive reading, intensive reading, speed reading, and comprehension reading. Each type serves a distinct purpose. Extensive reading generally focuses on reading large volumes of material for general understanding, while intensive reading emphasizes careful attention to detail and deep understanding. In the context of elementary education, speed reading and reading comprehension are particularly crucial and interrelated skills. Speed reading equips students with the ability to process and acquire large amounts of information efficiently, while reading comprehension ensures that the information is meaningfully interpreted and internalized (Abbas, 2006; Agustina, 2008). Moreover, Abidin (2012) asserts that reading instruction should go beyond the mere mechanical decoding of words. It should aim to cultivate a genuine love for reading, accuracy, creativity, curiosity, and problem-solving abilities. In this sense, reading is not solely an academic requirement but also a key competency for nurturing students who are intellectually curious and motivated to pursue lifelong learning.

Despite the acknowledged importance of reading, students' reading ability in Indonesia remains a pressing concern. International assessments indicate that Indonesian elementary school students perform poorly in reading literacy. According to the International Association for the Evaluation of Educational Achievement (as cited in Dalman, 2014), Indonesian students at the elementary level can only master approximately 30% of reading materials presented to them. This alarming statistic is further supported by the United Nations Development Programme (UNDP), which categorizes the reading interest of Indonesians as relatively low compared to global standards. Such data underscore a critical educational challenge, as insufficient reading proficiency can impede overall academic performance, limit the development of analytical and critical thinking skills, and diminish students' readiness to thrive in a knowledge-driven society.

A similar challenge was observed in a preliminary study conducted by the researcher from January 23–28, 2025, at grade V of SDN 15 Anduring, Padang. Analysis of daily test scores revealed that students' average reading skill score was 73.32, which fell below the Minimum Mastery Criteria (KKM) set at 80. Several factors were identified as contributing to this suboptimal performance: first, the persistent reliance on traditional lecture and question–answer methods, which limited student engagement; second, teachers' insufficient creativity in selecting and applying diverse learning models; third, the incomplete implementation of the

three critical stages of reading instruction—pre-reading, whilst-reading, and post-reading; and fourth, students' low motivation resulting from monotonous classroom practices (Ngalimun et al., 2015). These issues collectively contributed to students' lack of enthusiasm, increased boredom, and decreased effectiveness in comprehending texts, highlighting an urgent need for innovative instructional approaches.

To address these challenges, the implementation of innovative teaching models has become imperative. One promising approach is the Quantum Reading model, which is designed to optimize brain function to enhance both reading speed and comprehension simultaneously. According to DePorter et al. (2000), Quantum Reading is grounded in Georgi Lozanov's suggestology, which posits that positive suggestion can significantly improve learning outcomes. Hernowo (2003) further explains that Quantum Reading enables learners to utilize both hemispheres of the brain, thereby transforming reading into a faster, more enjoyable, and meaningful activity. The model emphasizes holistic engagement with texts, ensuring that students not only process information rapidly but also retain and comprehend it effectively.

Quantum Reading offers several pedagogical advantages. It encourages students to focus on understanding texts, remember main ideas, maintain concentration during each stage of reading, ask critical questions, communicate their interpretations, and avoid monotonous learning experiences (Hamdayana, 2014; Hernowo, 2020). The model incorporates systematic steps, including stimulating curiosity, entering a focused alpha brain state, conducting a superscan, reading attentively, and summarizing content (DePorter, 2007; DePorter, 2009). These structured procedures aim to foster not only faster reading but also deeper comprehension and long-term retention of information. Consequently, Quantum Reading serves as both a practical technique for enhancing reading performance and a strategic approach to cultivating a more engaging, student-centered learning environment.

Empirical research supports the effectiveness of Quantum Reading. Sukma (2014) reported significant improvements in elementary students' speed reading skills after implementing this model. Similarly, Wulandari (2017) found that the application of Quantum Reading positively influenced reading comprehension among fifth-grade students, while Lestari (2018) demonstrated its effectiveness in improving reading speed. These studies confirm that Quantum Reading is a valuable instructional strategy. However, research that simultaneously examines its impact on both speed and comprehension, particularly within the context of SDN 15 Anduring, remains limited, revealing a gap that this study aims to fill.

Addressing this gap is crucial, as evaluating the effectiveness of Quantum Reading in a real classroom setting can provide both theoretical and practical contributions. Theoretically, the study enriches the literature on innovative reading instruction and cognitive-based learning models. Practically, it offers insights for teachers in selecting instructional models that enhance student engagement and achievement, for schools in improving the quality of reading instruction, and for students in

developing efficient, enjoyable, and sustainable reading habits. By exploring the dual impact of Quantum Reading on speed and comprehension, this study aims to provide empirical evidence that informs policy, curriculum design, and classroom practice in Indonesian elementary education.

Based on the preceding discussion, the primary objective of this study is to analyze the effect of the Quantum Reading model on the reading speed and comprehension skills of grade V students at SDN 15 Anduring, Padang. The study seeks to determine whether the systematic application of Quantum Reading can improve students' overall reading proficiency and foster a more engaging and effective learning environment. By doing so, it hopes to contribute meaningfully to addressing the persistent challenge of low reading skills among Indonesian elementary students and to support the broader goal of cultivating competent, motivated, and lifelong learners.

## 2. Methodology

### *Type and Design of Research*

This study employs a quantitative approach with a quasi-experimental method. The method was chosen to examine the effectiveness of the Quantum Reading model on students' speed reading and reading comprehension skills, even though not all variables can be fully controlled. The research design used is the Non-Equivalent Control Group Design (Pretest-Posttest). This design involves two groups: the experimental group, which was taught using the Quantum Reading model, and the control group, which continued with conventional methods. Both groups were given a pretest and posttest to identify differences in learning outcomes. Through this design, the researcher could objectively compare students' progress between the two groups.

### *Research Setting and Time*

The research was conducted at State Elementary School 15 Anduring Padang during the first semester of the 2024/2025 academic year. The subjects of the study were fifth-grade students, as at this level they are considered to have sufficient basic reading skills to be engaged in interventions involving speed reading and comprehension strategies. The timing of the research was set during the active semester to ensure effective and smooth implementation.

### *Population and Sample*

The population of this study consisted of all fifth-grade students of State Elementary School 15 Anduring Padang, totaling 74 students. The population was distributed across three classes: VA with 25 students, VB with 25 students, and VC with 24 students. From this population, two classes were selected as samples using random sampling, namely VB as the experimental group (25 students) and VA as

the control group (25 students). The selection was based on the equality of students' average Indonesian language scores and further confirmed through normality and homogeneity tests. This procedure ensured that any differences found at the end of the study were attributable to the treatment given.

### *Research Variables*

There are two types of variables in this study. The independent variable is the Quantum Reading instructional model, considered as the factor that influences outcomes. The dependent variables are students' speed reading and reading comprehension skills. The relationship between these two variables is expected to demonstrate the effectiveness of Quantum Reading in improving literacy performance among elementary school students.

### *Research Instruments*

Several instruments were developed to collect the necessary data. The first instrument was the speed reading test, which used standardized reading texts appropriate for fifth graders, a digital stopwatch to measure time, and a scoring sheet to calculate words per minute as well as reading accuracy. The second instrument was the reading comprehension test, which consisted of multiple-choice questions covering literal, inferential, and critical comprehension. A scoring rubric and structured answer sheets were also provided to ensure consistent assessment. The third instrument was an observation sheet designed to record students' behavior during the learning process, including their responses to the material and how well they applied the Quantum Reading technique. All instruments were validated by experts and piloted prior to use to confirm their validity and reliability.

### *Data Collection Techniques*

The data collection process consisted of several stages. Initially, a pretest was administered to both the experimental and control groups to measure their baseline abilities in speed reading and comprehension. Next, the experimental group received treatment in the form of Quantum Reading-based instruction, while the control group continued learning with conventional methods. After the intervention, both groups were given a posttest to evaluate changes in their skills. In addition, observations were carried out during the learning sessions to gather complementary data on students' learning behavior and responses. By combining tests and observations, the data collected were more comprehensive and reliable.

### *Data Analysis Techniques*

The collected data were analyzed using statistical procedures. The first step was conducting a normality test using the Lilliefors method to confirm that the data were normally distributed. This was followed by a homogeneity test using an F-test to determine whether the groups had equal variances. Once these assumptions were met, a t-test for independent samples was employed to test the research hypotheses.

The null hypothesis (H0) stated that there was no significant difference in learning outcomes between students taught with Quantum Reading and those taught with conventional methods. The alternative hypothesis (H1) stated that students taught with Quantum Reading achieved significantly higher results. These analyses provided a solid basis for drawing conclusions regarding the effectiveness of the instructional model.

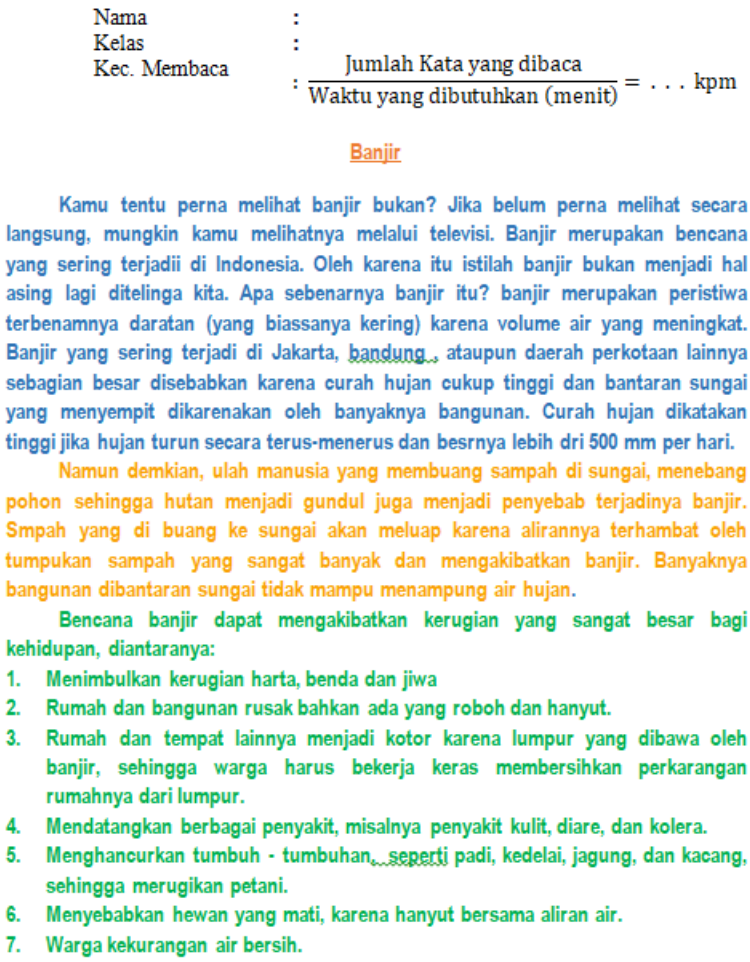
## 3. Results and Discussion

The implementation of the Quantum Reading learning model in this study required a clear understanding of the actual learning environment in which the students interacted on a daily basis. A description of the classroom situation is essential to provide contextual information about the characteristics of the learners, the instructional practices commonly applied, and the learning atmosphere that shaped their reading behavior. This classroom profile becomes an important foundation for interpreting the effectiveness of the learning model, as students' engagement, prior learning habits, and classroom dynamics significantly influence the outcomes of reading instruction. Therefore, before presenting the procedures of the research, the following section outlines the conditions of the classroom where the study was conducted.

The classroom in which the research was carried out presents an active learning environment with students who vary widely in abilities, learning preferences, and levels of engagement. Grade V at SDN 15 Anduring consists of 22 students, with a relatively balanced number of boys and girls, creating a lively and interactive environment during lessons. Overall, the students demonstrate positive attitudes toward learning; however, several of them tend to be less active and require additional guidance to participate fully in reading activities. The teaching approach typically used prior to the study relied heavily on lectures and question–answer sessions, especially in lessons involving speed reading and reading comprehension. This method often resulted in students focusing mainly on word decoding rather than gaining a deeper understanding of the text. Furthermore, the reading activities did not consistently incorporate prereading, while-reading, and postreading strategies, leaving students without a structured framework to support their comprehension. The variety in reading abilities across students was also noticeable, as some were able to read quickly but struggled with interpreting meaning. These conditions indicate the need for a learning model that provides more systematic guidance and fosters active participation in reading.

Further observations revealed that students responded more enthusiastically to tasks that involved visuals or hands-on interaction compared to independent reading assignments. Some students displayed limited focus when required to read longer texts, often failing to complete passages within the allotted time and showing difficulties in identifying key ideas. Although the classroom environment generally supports literacy development, the instructional media and reading materials were not always utilized optimally due to the absence of an innovative and structured

approach. Students demonstrated increased motivation when the teacher used pictures, questions, or preview activities, yet such practices were applied inconsistently. Additionally, their reading habits outside classroom instruction were relatively low, resulting in weaker retention and limited comprehension skills. These challenges were reflected in previous assessment results, in which the class average did not meet the established mastery criterion. Consequently, the overall classroom condition highlights the importance of implementing a more engaging and systematically planned reading model to enhance students' concentration, comprehension, and reading efficiency.



Nama :
Kelas :
Kec. Membaca : $\frac{\text{Jumlah Kata yang dibaca}}{\text{Waktu yang dibutuhkan (menit)}} = \ldots$ kpm

**Banjir**

Kamu tentu perna melihat banjir bukan? Jika belum perna melihat secara langsung, mungkin kamu melihatnya melalui televisi. Banjir merupakan bencana yang sering terjadii di Indonesia. Oleh karena itu istilah banjir bukan menjadi hal asing lagi ditelinga kita. Apa sebenarnya banjir itu? banjir merupakan peristiwa terbenamnya daratan (yang biassanya kering) karena volume air yang meningkat. Banjir yang sering terjadi di Jakarta, bandung., ataupun daerah perkotaan lainnya sebagian besar disebabkan karena curah hujan cukup tinggi dan bantaran sungai yang menyempit dikarenakan oleh banyaknya bangunan. Curah hujan dikatakan tinggi jika hujan turun secara terus-menerus dan besrnya lebih dri 500 mm per hari.

Namun demkian, ulah manusia yang membuang sampah di sungai, menebang pohon sehingga hutan menjadi gundul juga menjadi penyebab terjadinya banjir. Smpah yang di buang ke sungai akan meluap karena alirannya terhambat oleh tumpukan sampah yang sangat banyak dan mengakibatkan banjir. Banyaknya bangunan dibantaran sungai tidak mampu menampung air hujan.

Bencana banjir dapat mengakibatkan kerugian yang sangat besar bagi kehidupan, diantaranya:

1. Menimbulkan kerugian harta, benda dan jiwa
2. Rumah dan bangunan rusak bahkan ada yang roboh dan hanyut.
3. Rumah dan tempat lainnya menjadi kotor karena lumpur yang dibawa oleh banjir, sehingga warga harus bekerja keras membersihkan perkarangan rumahnya dari lumpur.
4. Mendatangkan berbagai penyakit, misalnya penyakit kulit, diare, dan kolera.
5. Menghancurkan tumbuh - tumbuhan, seperti padi, kedelai, jagung, dan kacang, sehingga merugikan petani.
6. Menyebabkan hewan yang mati, karena hanyut bersama aliran air.
7. Warga kekurangan air bersih.

Figure 1. Reading Test Material Used in the Study

During the research, the learning activities were conducted using the Quantum Reading model, which integrates prereading, while-reading, and postreading phases within the learning cycle. In the prereading phase, the teacher activated students' background knowledge through visual prompts, guiding questions, and prediction tasks completed using the provided worksheets. The material used during the reading assessment is presented in Figure 1, which contains the text provided to students for the reading test. In the while-reading phase, students were guided to enter a focused "alpha state" to enhance concentration, followed by a superscan

technique to quickly preview the content and then read the text more thoroughly. The postreading phase included summarizing activities, identifying main ideas, and answering comprehension questions based on the reading material. To gather research data, speed reading tests and reading comprehension tests were administered to both the experimental and control groups. These procedures were implemented over several structured sessions to ensure that all elements of the Quantum Reading model were consistently applied, enabling the collection of accurate and valid data for analysis.

## *Results*

The findings of this study indicate that the implementation of the Quantum Reading model positively affects both students' reading speed (measured in KPM) and their reading comprehension. The effectiveness of this instructional model can be observed by comparing the pretest and posttest scores between the experimental class, which received instruction using the Quantum Reading model, and the control class, which received conventional reading instruction. A summary of the pretest and posttest scores for reading speed is presented in Table 1.

Table 1. Calculation of Pretest and Posttest Scores in Reading Speed (KPM)

| Sample Class | N | Xmin | Xmax | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Control Pretest KPM | 22 | 96 | 129 | 114.00 | 11.904 |
| Control Posttest KPM | 22 | 103 | 146 | 126.95 | 13.000 |
| Experimental Pretest KPM | 22 | 92 | 129 | 106.41 | 10.262 |
| Experimental Posttest KPM | 22 | 125 | 184 | 147.50 | 14.285 |

The data above shows that the average reading speed of students in the experimental class increased significantly, from 106.41 in the pretest to 147.50 in the posttest. Meanwhile, the control class also improved, but at a smaller scale, from 114.00 to 126.95. These results indicate that the use of the Quantum Reading model provides a stronger influence on improving reading speed compared to conventional teaching methods. In addition to reading speed, students' reading comprehension was also measured to determine the overall effectiveness of the Quantum Reading model. The pretest and posttest scores for reading comprehension are summarized in Table 2.

Table 2. Calculation of Pretest and Posttest Scores in Reading Comprehension

| Sample Class | N | Xmin | Xmax | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Control Pretest Comprehension | 22 | 10 | 18 | 14.55 | 2.220 |
| Control Posttest Comprehension | 22 | 14 | 23 | 17.95 | 2.751 |
| Experimental Pretest Comprehension | 22 | 12 | 20 | 15.05 | 2.236 |
| Experimental Posttest Comprehension | 22 | 19 | 27 | 23.18 | 2.302 |

The results in the second table show a similar trend. Students in the experimental class improved their reading comprehension from an average score of 15.05 to 23.18. In contrast, the control class also progressed, but only from 14.55 to 17.95. Although both groups showed improvement, the experimental group achieved a

much greater increase. Overall, these findings confirm that the Quantum Reading model is more effective than conventional methods in enhancing both students' reading speed and reading comprehension.

### *Normality Test*

Before conducting further statistical analysis, a normality test was performed to determine whether the data from both the control and experimental groups were normally distributed. The results of the normality test for reading speed (KPM) are presented in Table 3.

Table 3. Normality Test of Reading Speed

| Class | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest VB (Control) | .203 | 22 | .119 | .852 | 22 | .137 |
| Posttest VB (Control) | .206 | 22 | .159 | .906 | 22 | .139 |
| Pretest VC (Experimental) | .100 | 22 | .200* | .945 | 22 | .253 |
| Posttest VC (Experimental) | .155 | 22 | .185 | .947 | 22 | .276 |

*This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, the significance values of both Kolmogorov-Smirnov and Shapiro-Wilk tests for all groups (pretest and posttest of the control and experimental classes) are greater than 0.05. Thus, it can be concluded that the reading speed (KPM) data are normally distributed. Similarly, a normality test was conducted for reading comprehension scores. The results are summarized in Table 4.

Table 4. Normality Test of Reading Comprehension

| Class | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest VB (Control) | .127 | 22 | .200* | .963 | 22 | .553 |
| Posttest VB (Control) | .135 | 22 | .200* | .944 | 22 | .244 |
| Pretest VC (Experimental) | .153 | 22 | .198 | .929 | 22 | .117 |
| Posttest VC (Experimental) | .196 | 22 | .128 | .927 | 22 | .104 |

*This is a lower bound of the true significance.
a. Lilliefors Significance Correction

As shown in the table above, the significance values of Kolmogorov-Smirnov and Shapiro-Wilk tests for all datasets (pretest and posttest of both control and experimental classes) are greater than 0.05. Therefore, it can be concluded that the students' reading comprehension data are normally distributed.

### *Homogeneity Test*

Before conducting hypothesis testing, a homogeneity test was carried out to determine whether the variances of reading speed and reading comprehension scores across the experimental and control groups were equal. The results of the homogeneity test for reading speed are presented in Table 5.

Table 5. Homogeneity Test of Reading Speed

| Result | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Based on Mean | 1.133 | 3 | 84 | .341 |
| Based on Median | .640 | 3 | 84 | .591 |
| Based on Median and with adjusted df | .640 | 3 | 79.420 | .592 |
| Based on Trimmed Mean | 1.115 | 3 | 84 | .348 |

Based on the table above, the significance value obtained from the test based on the mean is 0.341 > 0.05. This indicates that the reading speed data in both the experimental and control classes have homogeneous variances. Similar results are also shown in the tests based on the median, median with adjusted df, and trimmed mean, all of which produced significance values greater than 0.05. Therefore, it can be concluded that the reading speed data meet the assumption of homogeneity.

Similarly, the homogeneity of variances for reading comprehension scores was assessed. The results are summarized in Table 6.

Table 6. Homogeneity Test of Reading Comprehension

| Result | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Based on Mean | .889 | 3 | 84 | .451 |
| Based on Median | .876 | 3 | 84 | .457 |
| Based on Median and with adjusted df | .876 | 3 | 83.687 | .457 |
| Based on Trimmed Mean | .913 | 3 | 84 | .438 |

From the table above, the significance value of the test based on the mean is 0.451 > 0.05. This means that the reading comprehension data between the experimental and control classes also have homogeneous variances. The same pattern is observed in the tests based on the median, median with adjusted df, and trimmed mean, all of which produced significance values greater than 0.05. Thus, it can be concluded that the reading comprehension data also meet the assumption of homogeneity.

### *Hypothesis Testing*

After the data met the assumptions of normality and homogeneity, hypothesis testing was conducted to determine the effect of the Quantum Reading model on students' reading speed. The results of the hypothesis test are presented in Table 7.

Table 7. Hypothesis Test of Reading Speed

| Value | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|---|---|---|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference (Lower–Upper) |
| Equal variances assumed | .002 | .965 | -4.989 | 42 | .000 | -20.545 | 4.118 | -28.856 – -12.235 |
| Equal variances not assumed | | | -4.989 | 41.632 | .000 | -20.545 | 4.118 | -28.858 – -12.233 |

Based on the results of the hypothesis test for reading speed, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_1$) is accepted. This indicates that there is a significant difference in reading speed between the experimental and control classes. Specifically, the experimental class, which received instruction using the Quantum Reading model, achieved a higher mean score than the control class, with a mean difference of 20.545 points. This finding confirms the effectiveness of the Quantum Reading model in improving students' reading speed compared to conventional teaching methods. In addition to reading speed, the effect of the Quantum Reading model on students' reading comprehension was also tested. The results of the hypothesis test for reading comprehension are presented in Table 8.

Table 8. Hypothesis Test of Reading Comprehension

| Value | Levene's Test for Equality of Variances | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference (Lower–Upper) |
| Equal variances assumed | 1.489 | .229 | -6.835 | 42 | .000 | -5.227 | .765 | -6.771 – -3.684 |
| Equal variances not assumed | | | -6.835 | 40.732 | .000 | -5.227 | .765 | -6.772 – -3.682 |

From the table, the significance value of Levene's Test is 0.229 > 0.05, indicating that the data are homogeneous. Therefore, the analysis uses the row *Equal variances assumed*. The t-value is -6.835 with Sig. (2-tailed) = 0.000 < 0.05. For the one-tailed hypothesis, Sig. (1-tailed) = 0.000 / 2 = 0.000 < 0.05. Thus, $H_0$ is rejected and $H_1$ is accepted. This indicates that there is a significant difference in reading comprehension between the experimental and control classes, with the experimental class having a higher mean score by 5.227 point**s**.

## *Discussion*

### *The Effect of the Quantum Reading Learning Model on Reading Speed of Fifth-Grade Students at Public Elementary School 15 Anduring, Padang*

The findings of this study show a highly significant improvement in the speed reading ability of students in the experimental class compared with the control class. This improvement occurred not only quantitatively but also reflected a higher quality reading process that was more focused, purposeful, and efficient. This result is entirely consistent with the views of DePorter (2009), who states that Quantum Reading places students in an optimal mental state known as relaxed alertness, allowing reading speed and comprehension to develop simultaneously. This provides strong evidence that the improvement in reading speed did not occur by chance but was a direct consequence of the internal mechanisms embedded in the Quantum Reading model.

Research conducted by Heru (2020) supports this conclusion by demonstrating that the application of Quantum Reading in elementary schools creates a more conducive and effective learning environment. Students become more guided during reading activities, their focus improves, and the difficulties that usually arise when reading long texts are significantly reduced. Furthermore, the findings of Nahar, Irfan, and Rahman (2024) provide additional evidence that the use of speed reading strategies helps students capture main ideas within a shorter time span. This aligns with the superscan technique used in Quantum Reading in this study.

In the context of primary education, research by Supriyadi (2024) also confirms the effectiveness of Quantum Reading in improving students' reading abilities in Islamic elementary schools. The study revealed that this technique enables students to read faster without losing the meaning of the text. The prereading, reading, and postreading activities in this study including schema activation, superscan, and summarizing are consistent with the ideas of Abidin (2012), who emphasizes that reading instruction should develop both comprehension and positive reading attitudes.

Furthermore, findings from Kuraesin, Suryana, and Munggaran (2019) show that Quantum Reading not only increases reading speed but also enhances students' reading interest. When interest increases, concentration during reading also improves, enabling students to develop better speed reading skills. These findings are in line with research by Sukma (2014) and Lestari (2018), both of which demonstrate that Quantum Reading effectively enhances elementary students' speed reading performance through improved focus, engagement, and the use of effective reading strategies.

Additional findings from Solatiah, Siregar, and Hamdi (2025) reinforce these conclusions by confirming that learning models based on Quantum Learning significantly improve students' ability to understand reading content while also increasing reading speed. Quantum Reading, as a component of Quantum Learning, trains concentration, eye coordination, and focused attention, which aligns with effective reading theories described by Tarigan (2008). Practically, the implications of these findings are clear. Indonesian language teachers may consider Quantum Reading as an alternative instructional strategy to improve speed reading ability among fifth grade students. This approach not only increases the number of words students can read per minute but also positively influences their motivation, engagement, and overall reading experience.

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***The Effect of the Quantum Reading Learning Model on Reading Comprehension of Fifth-Grade Students at Public Elementary School 15 Anduring, Padang***

In addition to increasing reading speed, this study also shows that Quantum Reading has a significant impact on students' reading comprehension ability. The much higher comprehension scores achieved by the experimental class demonstrate that Quantum Reading does not focus solely on mechanical aspects of reading but also reinforces students' ability to understand the content of the text in depth. This

finding is consistent with Tarigan's (2008) concept of reading comprehension, which states that students must be able to identify main ideas, recognize important details, and understand the overall meaning of a text. The Quantum Reading model strongly supports these processes through its three main stages. In the prereading stage, students make predictions and activate prior knowledge, helping them enter the reading context more effectively. In the reading stage, the superscan technique enables students to capture essential information quickly without neglecting important details. In the postreading stage, summarizing and concept mapping activities strengthen comprehension and help students organize information more systematically.

The research by Wulandari (2020) reinforces these findings, showing that Quantum Reading enhances comprehension because it increases students' active engagement with the text. Students become more focused, more willing to ask questions, and better able to connect new information with their existing knowledge. In addition, Musakkar (2022) found that the Quantum Learning approach improves overall learning quality through its meaningful, interactive, and student-centered environment. Putri (2021) provides further empirical evidence that Quantum Reading is more effective than the SQ3R strategy in helping students understand narrative and descriptive texts. This is consistent with findings from Noo, Wau, and Awe (2025), which show that Quantum Learning improves academic performance through visualization, concentration, and active interaction, all of which are core components of the Quantum Reading model. Furthermore, the study by Gupitasari, Rismarini, and Sasmito (2024) confirms that Quantum Learning can enhance language skills, including writing ability, because the approach trains students to think in a structured manner through meaningful reading and comprehension activities. Consequently, the postreading stage in Quantum Reading helps students retain information longer and understand texts more comprehensively.

Based on these findings, the application of Quantum Reading is proven to improve not only students' reading speed but also their comprehension through contextual activation, focused reading, visualization, and systematic information organization. Practically, Quantum Reading is highly relevant to literacy oriented curricula that require critical comprehension skills, reflective analysis, and interactive learning. By guiding students through each stage of Quantum Reading, teachers can help them read more efficiently, interpret texts more accurately, and achieve deeper understanding that supports long term academic success.

## 4. Conclusion

This study examined the effect of the Quantum Reading learning model on the reading speed and comprehension skills of fifth-grade students at Public Elementary School 15 Anduring, Padang. The findings show that implementing Quantum Reading has a positive and significant impact on both reading speed and comprehension. Students who experienced this learning model demonstrated noticeable improvements in reading quickly while effectively understanding the

text. The model also encouraged active engagement, enhancing focus, concentration, and the ability to process information efficiently.

The structured stages of Quantum Reading, including pre-reading, during-reading, and post-reading, supported deeper interaction with the text. As a result, students not only read faster but also interpreted and retained information more effectively compared to those using conventional methods. These results indicate that Quantum Reading is a practical and effective strategy for improving literacy skills in elementary school settings. For future research, it is recommended to expand the study to include other grade levels, varied types of reading materials, or integration with different teaching strategies. Such studies could provide a more comprehensive understanding of how Quantum Reading influences students' overall literacy skills. Overall, this research demonstrates that Quantum Reading is a successful instructional model that can enhance both reading speed and comprehension in students.

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How to cite this article:

Afrina, R., Martha, A., & Ismira. (2026). The Influence of the Quantum Reading Learning Model on the Speed Reading and Reading Comprehension Skills of Fifth-Grade Students at Public Elementary School 15 Anduring, Padang City. *Journal of Educational Sciences*, *10(1)*, 302-316.