

Development of Class V Science Learning Modules with the SQ3R Methode to Improve Student's Reading Comprehension Ability at SDN Inpres Kala

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Abstract: This study aims to Produce Class V Science learning modules using the SQ3R method as learning media, Describe the feasibility of Class V Science learning modules, and Analyze the effectiveness of implementing Science learning modules prepared using the SQ3R method in improving reading skills understanding of fifth grade students at SDN Inpres Kala, Bima Regency. This research is an ADDIE model development research. The results of this research resulted in even semester Class V Science learning modules compiled using the SQ3R method (survey, question, read, recite, and review). The module has been validated by experts and has the criteria of being very suitable for use as a learning medium with the eligibility percentage of media experts 98%, material experts 95%, linguists 94%, practitioners 96%, and peer review 92%, and a very good response from teachers by 85%, and 90% students. Science learning modules prepared using the SQ3R method can improve students reading comprehension skills, this is obtained based on the results of hypothesis testing paired sample t-test with result themselves. 2 tailed of 0.000 <0.05, and with a mean-value comparison pretest 42.64 and posttest 55.27. From these results it can be concluded that students reading skills experienced a significant increase.

Keywords: Reading comprehension; Science learning module; SQ3R method

Introduction

Along with the rapid development of technology, a lot of information currently appears digitally, such as videos, recordings, images, and so on. The development of digital technology has ultimately resulted in the waning of students reading interest in textbooks. In fact, as we know that reading activities are one of the processes of learning activities in which a person will obtain information and knowledge through these activities. Reading skills include the ability of students to dig, find, obtain, understand important information between the lines and express and interpret the meaning of the message that the author wants to convey in writing (Dihan et al., 2022). Therefore reading activities can be an effective learning process to make it easier for someone to get new information. This is because reading

is a process of seeking information which is then processed into knowledge by involving reasoning (Muhsyanur, 2019). Understanding the reading well is important to gain understanding when reading. Not only in certain subjects such as Indonesian, reading comprehension skills are also important for mastering other subject matter such as science. IPA is related to how to systematically find out about nature. Science also requires mastery of a collection of knowledge in the form of facts, concepts, principles as well as the discovery process. Students understanding of science will have an impact on science learning outcomes at school (Hisbullah & Selvi, 2018). Therefore, reading comprehension skills or abilities are needed to be able to understand the content, meaning and concept of what has been read.

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Based on the results of observations of students at SDN Inpres Kala, it is observed that currently there are some students who are still lacking in reading skills and have low reading comprehension skills. Not only in low class but also in high class. The ability to read self-comprehension is part of the competencies that students need to have in the 21st century. Reading comprehension is interpreted as a person's ability to obtain information by understanding the contents of the reading. a person's ability to understand the content of reading is influenced by the reader's previous experience and reading fluency (Prayogi et al., 2021).

To improve students reading comprehension skills, learning methods and media are needed that support these skills so that they can have a significant effect and influence on the sustainability of the learning process. Thus, in educational units with any circumstances and situations, educators who are student learning facilitators, should be able to develop their creative ideas by designing and creating teaching materials and media that can foster students reading comprehension skills. It's not just just relying on teaching books in schools as teaching resources and materials. Teacher creativity is very important in the success of learning so that the expected goals are achieved. In accordance with Nurwahyuni's statement that teachers must be creative in designing learning (Nurwahyuni, 2019).

The SQ3R method is one method that teachers can use to improve students reading comprehension skills. In accordance with the results of Linda and Agni's research which showed that the SQ3R method succeeded in improving students' reading comprehension skills in narrative texts (Habiba & Muftianti, 2020). The SQ3R method itself is a learning method consisting of survey (survey), questions (ask), read (reading), recite (tell), and reviews (review). Asriati also revealed that the SQ3R method is very effective in motivating and increasing students interest in reading (Salmia et al., 2020). The SQ3R method is assumed to be able to grow and improve students reading comprehension skills, so that it is feasible to be applied in learning activities as well as in the preparation of teaching materials at school. In addition, Winda and Nini's research also showed that the average reading comprehension skill of fourth grade students who were treated with the SQ3R method was more effective than students who were not given the SQ3R method. So that the SQ3R method affects the reading comprehension skills of fourth grade students at SDN Warakas 03 Pagi (Sakinah & Ibrahim, 2023).

Learning media is important in learning because the media will really help students to do or know something that was not known before (Salmia et al., 2020). One of the many learning media or teaching

materials that teachers can use to help implement learning is a module. Teaching modules have an important role in developing students 21st century skills in learning both science, mathematics, and others. Modules are assumed to be an interesting source of independent learning for students apart from textbooks such as student thematic books, because of the interesting content and designs in them. Having an attractive display or module design will make students more motivated to learn (Hadiyanti, 2021). Because all information will be found in the presence of various books (Salmia et al., 2020). Science learning is one of the vehicles for students to study oneself and the environment, and can be further developed to applied in everyday life (Andriana et al., 2020).

Apart from being an interesting source of independent student learning. Modules are also teaching materials that can be developed with approaches according to the needs of the learning process. Even though there are many learning modules currently scattered in elementary schools, not many modules are designed with methods that foster reading comprehension skills in their learning. In line with the research of Irinda Septiana, et al showed the results that the development of Indonesian language textbooks for reading comprehension skills obtained a very feasible category from the validator, and after being tested, the learning outcomes of class IV students experienced an increase in terms of results pretest and posttest (Septiana et al., 2022). Research by Massonnie, et al. in developing students reading comprehension of texts narrative, descriptive and hortatory exposition by using cooperative learning-based modules it was found that the findings of this study were considered valid and practical and could be used to develop students quality in reading comprehension (Massonnié et al., 2018). The lack of creativity and innovation from teachers is one of the factors that modules are rarely used in current learning. Current learning, especially in elementary schools, only relies on teacher thematic books and student thematic books (Sabdarini et al., 2021).

Learning at SDN Inpres Kala, the learning process at this school still relies on thematic books and learning modules obtained from the local education office. In addition, learning in this school has not utilized digital-based learning innovations. The use of technology-based learning media has not been used in this school because of several obstacles experienced by both teachers and students. Based on the background of the problems above, the researcher is interested in conducting development research with the title "Development of Class V Science Learning Modules with the SQ3R Method to Improve Students Reading Comprehension Ability at SDN Inpres Kala".

Method

Development research or research and development (R&D) This aims to produce science learning modules for class V, analyse the feasibility of science learning modules, and test the effectiveness of these products in improving students reading comprehension skills. Module development in this study uses the model developed by Robert Maribe Brach, namely the ADDIE model, which starts from the stage Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019). The following is the development research flow with the ADDIE model.

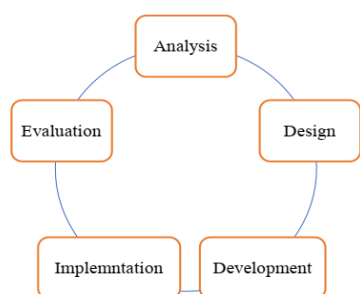


Figure 1. Steps of ADDIE model

The instruments used in this study were questionnaires in the form of product feasibility assessment sheets (media experts, subject matter experts, linguists, practitioners, and peer reviewers), teacher and student response sheets, observations, and tests in the form of reading comprehension ability questions. Data analysis of product feasibility was carried out by analysing qualitative data into quantitative data using statistical analysis to calculate the percentage score of the questionnaire on product assessment sheets and teacher and student response sheets. The results of the statistical analysis, then carried out a descriptive qualitative analysis to determine the feasibility of the module. To calculate the percentage score from the questionnaire, the following formula is used:

$$\text{Percentage} = \frac{\text{total score (x)}}{\text{Maximum score (X1)}} \times 100\% \quad (1)$$

Furthermore, to determine the eligibility criteria for the module, it is carried out by taking into account the eligibility criteria for the module as follows.

Table 1. Module Eligibility Criteria

No	Achievement Level	Qualification
1	81-100 %	Very good
2	61-80 %	Good
3	41-60 %	Pretty good
4	21-40 %	Not good
5	< 20 %	Very less good

Test data analysis was carried out by calculating the final score or test results of each student using a formula percentages correction, as follows (Darmayanti & Wijaya, 2020):

$$\text{Final Value} = \frac{\text{Student score}}{\text{Ideal score}} \times 100 \quad (2)$$

To find out the effectiveness of the science learning module on improving students reading comprehension skills, a statistical test was carried out using paired sample t-tests assisted by the IMB SPSS 24 for windows program by making the following decisions:

If Sig. (2-tailed) $\leq \alpha$ so H_0 rejected and H_1 accepted, $\alpha = 0.05$.

If Sig. (2-tailed) $> \alpha$ so H_0 accepted and H_1 rejected, $\alpha = 0.05$

Result and Discussion

The module is one of the printed teaching materials relating to one unit of study. Modules are also said to be books made with the aim that students can independently study without teacher guidance, so that the contents of the module are at least all the basic components of teaching materials (Majid, 2017). Before developing a module, we need to know the characteristics of the module, which are self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Kurniawan & Kuswandi, 2021).

The class V science learning module developed in this study is an even semester teaching material for science (Natural Science) content which was developed using the survey, question, read, recite, and review (SQ3R). IPA as the content of lessons in Elementary Schools (SD) is one of the sciences that is quite attached to student's daily lives. Natural Science (IPA) in elementary schools is a science that is intended for students to have knowledge, ideas, and concepts obtained from experience through a series of scientific processes and emphasize information and understanding about nature in a systematic manner (Chandra, 2020). Understanding science concepts is very important for elementary school students because it will affect their mastery of the following concepts. This is because the concepts in science lessons are related to one another.

Through the development of printed teaching materials, namely modules, students can gain an understanding of surrounding natural phenomena more specifically with the preparation carried out using the SQ3R method. The SQ3R method is an excellent reading method for reading comprehension purposes. SQ3R stands for survey (glance read), question (ask), read (reading), recite (tell) and review (review). The purpose

of the SQ3R method itself is to increase reader engagement with their reading material. This can make the reader look for all the information to answer questions related to the content of the reading (Sugiharti et al., 2020). The science material contained in this Class V module is even semester science material, which includes Heat Transfer in Everyday Life, Effect of Heat on Changes in Temperature and Shape of Objects, The Water Cycle and Its Impact on Events on Earth and the Survival of Living Things, Material in Everyday Life Based on Its Composition (Single Substances and Mixtures).

The development of grade V science learning modules with the SQ3R method is carried out using the ADDIE development model, namely a development model consisting of the stages of analysing the needs of teachers and students in schools, designing learning modules based on module components, preparation methods, and material to be loaded, conducting feasibility testing, carrying out the implementation stage to get teacher and student responses, as well as seeing the effectiveness of the product, and finally the evaluation carried out at each existing stage. The selection of teaching material development models needs to refer to the development model to ensure the quality of teaching materials in supporting learning effectiveness, one of which is the ADDIE model development design (Cahyadi, 2019). The design of this module development is carried out through application utilization canva and microsoft word. Here are some views of the development of science learning modules.



Figure 2. Appearance cover back and cover front cover

The cover module consists of 2 pages, namely the front module cover and module back cover. This page consists of module, class and semester titles, pictures that explain the contents module or material.

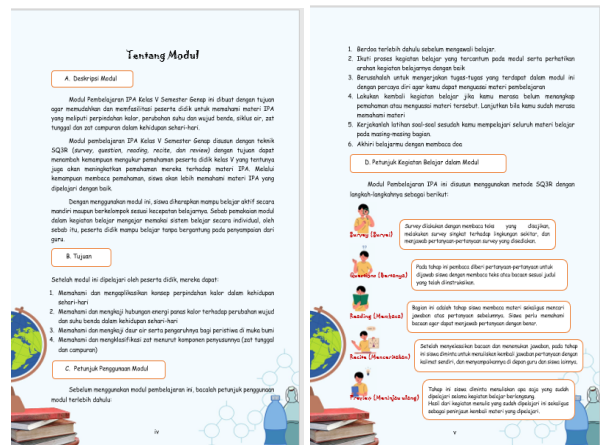


Figure 3. Page display about module

The page about the module is part of the module which contains a brief description of the module, the purpose of the module, instructions for using the module, and instructions for learning activities in the module which help readers to understand the SQ3R method.



Figure 4. Display of one of the sub materials

Next is the learning activity page which is an activity in the module that directs students to carry out learning activities in accordance with the methods and instructions given in the module. In this section students

can study independently based on the module instructions but will still be guided by the teacher as a facilitator. The learning activities in this module consist of 4 parts, in which each part contains 1 subject matter of even semester IPA class V. Then in 1 part or 1 subject matter there are 2 learning activities which divide the subject matter into 2 sub-matters. Each learning activity discusses the subject matter of even semester 5th grade science subjects, namely: The learning activities in this module are designed using the SQ3R method (survey, question, read, recite, and review). At the beginning of the section it is also stated the expected goals after studying the material. At the end of each section there is a summary and practice of 5 multiple choice questions for students to work on. Here are some views on the learning activities in the module.

After the module preparation stage is carried out, the next step is to test the feasibility of the module that has been developed. The module feasibility test was carried out to media experts, material experts, linguists, and education practitioners by giving a module feasibility assessment questionnaire sheet. The following are the results of the module feasibility assessment from the experts.

Table 2. Assessment of Module Eligibility by Members of the Media

Assessment Aspect	Score	Total Item	Total Maximum score
Module Size	7		
Module Cover Design	44	30	120
Module Content Design	66		
Total	117		
Score Percentage			98%
Category			Very Good

The results of the assessment by media experts obtained a total score of 117 out of 30 total items. In the aspect of module size with a number of statements of 2 numbers, a score of 3 is obtained on the statement of conformity in size with the module content material. In the aspect of module content with module content layout indicators, a score of 3 was obtained on the statement of placement and appearance of elements of the layout of titles, subtitles, page numbers, illustrations and captions. Then on the aspect of the module content with the module content illustration indicator a score of 3 is obtained on the statement being able to reveal the meaning of the object. Based on the calculation of the percentage of product feasibility scores from media experts, a value of 98% was obtained, which means that the class V science learning module using the SQ3R method was declared to be included in the very feasible criteria to be tested and used as science teaching material for class V.

Table 3. Module Feasibility Assessment by Material Experts

Assessment Aspect	Score	Total Item	Total Maximum Score
Self-Instruction	27		
Self-Contained	8		
Stand Alone	6	15	60
Adaptive	8		
User Friendly	8		
Total	57		
Score Percentage			95%
Category			Very Good

The results of the assessment by material experts obtained a total score of 57 out of 15 total items. On the aspects instruction obtained a score of 3 on the problem statement that can be presented with the context of the task and student environment. Then on aspect standalone a score of 3 was obtained for all statements. Based on the calculation of the percentage of product feasibility scores from material experts, a value of 95% was obtained, which means that the material in the class V science learning module using the SQ3R method was declared to be included in the very feasible criteria to be tested and used in learning.

Table 4. Module Feasibility Assessment by Linguists

Assessment Aspect	Score	Total Item	Total Maximum Score
Logical	12		
Communicative	4		
Dialogical and Interactive	8		
Suitability with the development of student	6	12	48
Conformity with the rules of language	7		
Use of terms, symbols, or icons	8		
Total	45		
Score Percentage			94%
Category			Very Good

The results of the assessment by linguists obtained a total score of 45 out of 12 total items. In the aspect of conformity with the development of students, a score of 3 was obtained for all statements. And on the aspect of conformity with the rules of language, a score of 3 is obtained on the statement of the accuracy of the spelling used. Based on the calculation of the percentage of product feasibility scores from linguists, a value of 94% was obtained, which means that the language in the class V science learning module using the SQ3R method was declared included in the very feasible criteria.

Table 5. Assessment of Module Eligibility by Reviewers

Reviewers	Total Score	Score Percentage	Category
R-1	56	100%	Very Good
R-2	45	80%	Good
R-3	56	100%	Very Good
R-4	49	88%	Very Good
R-5	54	96%	Very Good
Total	260	-	-
Total item			14
Max. total score			56
Percentage eligibility of all peer review			92%
Category			Very Good

Based on the table of results of product evaluation or validation by 5 colleagues, it was found that product feasibility from colleagues with the initials VDP was included in the feasible criteria with a score percentage of 80%, and product feasibility from 4 ANKS, RI, NI, and FF colleagues was stated to be very feasible with each acquisition of a score percentage of 100%, 100%, 88%, and 96%. The feasibility percentage score of all peer review is 92%, which means that the media or product is very feasible to proceed to the next stage.

Table 6. Student Response

Student Initials	Total score	Max. Score	Average	Percentage
SAC	10	10	1.00	100%
AKH	9		0.90	90%
YH	8		0.80	80%
IY	9		0.90	90%
A	8		0.80	80%
FP	10		1.00	100%
AA	9		0.90	90%
aICAF	8		0.80	80%
AL	9		0.90	90%
IDPSA	8		0.80	80%
MDA	8		0.80	80%
Total	96		9.60	96%
Σrates				0.9
Total Percentage				90%
Category				Very Good

Based on the results of the student response questionnaire assessment table above, it is known that the implemented science learning module received a very appropriate response from 6 students, and received a proper response from 5 students. Over all the feasibility percentage score for the module from 11 respondents was 90%, which means that the science learning module is included in the very appropriate category to be used as teaching material. From the results of the questionnaire assessment of the responses of 11 students, a total module feasibility percentage score of 90% was obtained, which means that the Science learning module received a very good response from

students and the Science learning module was declared very feasible to be used as a science learning medium in Class V. Assessment of student responses is obtained based on student responses to aspects of the material, language, and practicality of the module.

Based on the results of evaluating the validity and feasibility of the module from experts, teachers, peer review, and the response of teachers and students to the module, it can be concluded that the class V science learning module using the SQ3R method is stated to be very suitable for use as learning media or learning materials as well as other learning resources for students other than textbooks or student thematic books. In line with the results of development research by Irinda Septiana, et al. that the development of Indonesian language textbooks compiled using the SQ3R model for the reading comprehension skills of fifth grade students obtained a very feasible category from the validator (Septiana et al., 2022).

The development of science teaching modules can assist teachers in carrying out the learning process, especially if the developed teaching modules are prepared using certain methods. In line with the research of Ali Imra, et al. which shows the results that the science learning module uses the 5E learning cycle namely introduction, exploration, explanation, application of concepts, and evaluation obtains very valid and very practical categories (Imran et al., 2021). The use of the 5E learning cycle is a model or method that has several processes in common with the SQ3R method, namely introduction and exploration, explanation, and evaluation. In addition, research by Astuti, Ducha, and Indana showed that results the development of the SQ3R strategic biology module on the human digestive system material was declared eligible and the results of the students responses stated that the indicators fully met the criteria (Astuti et al., 2019). In addition, research by Shobirin in the development of the IPA module which was developed with cooperative learning obtain a valid or very feasible category and can be used in science learning class VI semester 1 material about living things and their environment, with a design that develops students' abilities to work together, think critically, and be able to solve problems (Shobirin, 2020). Finally, the research by Massonnie et al. regarding the development of teaching materials that can develop students reading comprehension in the form of text narrative, descriptive and hortatory exposition considered valid and practical and can be used to develop students quality in reading comprehension (Massonnié et al., 2018).

Referring to the third development research objective, namely, testing the effectiveness of the science learning module in improving students comprehension

skills, then at the module implementation stage students are given a pretest and post-test to see the effectiveness of the module using a paired samples t-test. Test paired samples t-test was conducted to see if there is an average difference between pretest and post-test so that it is

known the level of influence of the science learning module on students reading comprehension abilities. The calculation results paired samples t-test can be seen in the following table.

Table 7. Paired Sample Test Output t-Test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest - Posttest	-12.636	5.143	1.551	-8.148	10	.000

Based on the results of the effectiveness test, it was found that the fifth grade science learning module prepared using the SQ3R method was effective in improving students reading comprehension skills. This conclusion was obtained from the results of paired samples t-test with a Sig. 2 tailed by $0.000 < 0.05$. Science learning modules can be used as independent learning media for students to achieve reading comprehension indicators and objectives. This is in line with the results of the study which concluded that Indonesian language textbooks with the developed SQ3R model could improve students reading skills in grade IV elementary school. In line with Dewi's research, et al. which shows that the SQ3R method has an influence on the reading comprehension ability of fourth grade students at SDN 2 Rumah Kediri District (Dewi et al., 2021).

Through learning activities in the module students can gain literal understanding by finding answers in paragraphs related to the subject matter and explanatory sentences. Then students can also gain interpretive understanding, critical understanding, and creative reading by reading all the information in the reading text, finding definitions and terms, making conclusions, filling in deficiencies in mentions in the reading, and so on, as well as encouraging participants' curiosity educate. The results of this study are supported by research using models learning cycle-5E (arouse interest, exploration, explanation, elaboration, and evaluation), that the use of science learning modules with the 5E learning cycle obtains a learning module effectiveness value of 3.62 with very good criteria and the completeness level of student learning outcomes reaches 87% (Imran et al., 2021). In line with the research findings of Ni Kadek et al. which show that the folklore-based literacy e-module application is considered feasible to be a learning medium to understand fictional text material on the content of grade VI elementary school students Indonesian and can be used as a medium for reading facilities (Wijayanti et al., 2022).

Conclusion

The Class V science learning module in this study is one of the even semester science printed teaching

materials prepared using the SQ3R method (survey, question, read, recite, and question). Based on the assessment of the feasibility of the module by media experts, material experts, and linguists, the module was declared very feasible to be used as a class V science learning media with the acquisition of a percentage score of 98%, 95%, 94%, and 92% respectively, and the module received a response which was very good from fifth grade students after being used with a feasibility percentage score of 90%. In addition, the module was also declared effective in improving reading comprehension skills based on the acquisition of the paired sample t-test with a sig value. 2 (tailed) of $0.000 < 0.05$, which means that there are differences in students reading comprehension skills before and after implementing the use of the class V science learning module with the SQ3R method.

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Author Contributions

Conceptualization, Data Curation, Formal Analysis written by Amikratunnisyah who is a correspondent. Personal funds were obtained from each author, namely Amikratunnisyah and Siti Fatonah. Investigation, Methodology, Project administration, Resources, Software, and validation by Amikratunnisyah. Writing-review & editing by Amikratunnisyah and Siti Fatonah.

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Conflicts of Interest

The authors state that no conflict of interest occurred in this study.

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