



# IMPROVING READING COMPREHENSION SKILLS THROUGH THE SURVEY, QUESTION, READ, REFLECT, RECITE, AND REVIEW STRATEGY (SQ4R) IN GRADE IV SDN 97/II MUARA BUNGO

Lusi Jumiyanti<sup>1</sup>, Reni Guswita<sup>2</sup>, Zulqoidi R Habibie<sup>3</sup>

Pendidikan Guru Sekolah Dasar, Universitas Muara Bungo<sup>123</sup>

Correspondence Email: [lusijumiyanti@gmail.com](mailto:lusijumiyanti@gmail.com)

## ABSTRACT

This study aimed to improve the reading comprehension skills of fourth-grade students at SDN 97/II Muara Bungo through the implementation of the SQ4R learning model. This study was conducted as Classroom Action Research (CAR) over two cycles. Each cycle consisted of four stages: planning, implementing the action, observing, and reflecting. The subjects of this study were 22 fourth-grade students. Data collection was carried out through observation sheets for teachers and students, as well as written tests to measure learning outcomes. The results showed improvements in both teaching practices and student achievement. The percentage of students meeting the learning mastery criteria increased from 54.54% in Cycle I to 81.81% in Cycle II. Teacher observation scores also improved from 57.14% in Cycle I (Meeting I) to 92.85% in Cycle II (Meeting II), indicating a very successful implementation. Therefore, the use of the SQ4R model was proven effective in enhancing reading comprehension skills among elementary school students, particularly in understanding main ideas and distinguishing facts from opinions, making it a recommended model for broader application in Indonesian language learning at the primary school level.

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## **1. INTRODUCTION**

The development of science and technological advances that occur so rapidly affect humans to continue to improve their quality and improve their abilities so that they can survive all efforts are made for the mastery of science and technology, one of them is through education (Zahroh et al., 2024). According to Yunus and Langeveld, (2015:10) education is a basic planned effort to influence and help students who aim to improve their science, physical and moral so that they can slowly lead children to their goals and ideals. So that the student can have a happy life and what he does can benefit himself, society, nation, State and religion. Education in elementary school includes a variety of subjects, one of which is Indonesian language learning subjects (Mubarok et al., 2024).

Indonesian learning provides opportunities for students to develop students' potential into increasingly natural abilities in attitudes, knowledge, and skills, these skills are needed to live in society, nation, and contribute to the welfare of human life (Ristianita et al., 2024). Therefore, Indonesian learning activities are directed to empower all students' potential to become the expected competencies. Indonesian learning is expected to be able to improve students' proficiency and skills in using Indonesian well and correctly (Antika, 2023). In each unit of study in the Indonesian learning material, there are four aspects of language proficiency that should be mastered by students, namely listening, speaking, reading and writing (Fadhillah, 2022). Reading comprehension skills are a reading activity that is carried out more critically on a reading in order to master the reading, all of these understandings are also basically to be able to achieve an expected goal (Pradita & Jayanti, 2021).

The phenomenon of reading skills affecting reading comprehension is made up of internal and external factors. Internal factors are body condition, intelligence, motivation, interest and emotional maturity. Meanwhile, external factors are the family environment and the school environment (Rahmadhani & Sholehuddin, 2024). Reading skills are a provision and the key to a student's success in undergoing the educational process, most of the knowledge acquisition is done by students through reading activities (Sahir, 2021).

Reading comprehension is ideal done with the right techniques and habits, where the reader must be able to absorb information efficiently without relying on obstructive physical movements. This process involves the ability to read by heart without moving the lips or making a soft voice (subvocalization), as this habit can slow down the speed of reading and reduce the level of comprehension. In addition, an effective reader does not need to move their head along the lines of reading or use aids such as fingers or pencils to point at words, as this actually limits the natural speed of the eye in capturing information (Ansya et al., 2025). Optimal reading techniques also include the ability to understand text not per word or sentence, but rather in larger units of comprehension, allowing the brain to process information more quickly and efficiently. This approach not only improves reading speed, but also helps readers maintain concentration longer and achieve a deeper understanding of the material being read (Yu et al., 2024).

The low skill of students in reading comprehension, especially the Indonesian language, is caused by several factors, both from the student and from outside the student.

Therefore, there needs to be guidance for students to be able to learn to improve their skills in reading comprehension (Biat et al., 2024). In this case, teachers have an important role to foster students in improving reading comprehension skills. Teaching reading to students is not an easy job (Frans et al., 2023).

The actual fact is that the learning process of reading comprehension in elementary school is a reading skill that is in a higher order, reading comprehension is reading cognitively (reading to understand). In reading comprehension, readers are required to be able to understand the content of the reading (Fatmasari & Fitriyah, 2018). Students who have the ability to read can more easily get and find knowledge and knowledge that has been stored in a book and other written media (Lopera, 2023).

Students in high grades can generally read fluently, but they don't understand or don't understand what they're reading. This difficulty occurs because high grade students are already at the reading stage where they must prioritize the meaning of a reading (Lena et al., 2023). This does not mean that students in the lower grades in their reading skills are not related to meaning. Students in the lower class are still in a lower process, namely the regularity of letter shapes and meaningful sounds.

Based on the results of observations in Class IV of SDN 97/II Muara Bungo on February 3 - February 07, 2025, researchers found that in reading, especially reading comprehension, is still low. It is evident by the low value of the precycle reading comprehension test conducted by the researcher. Not having students in reading comprehension is characterized by a lack of students in understanding the content of the reading, determining the theme of the reading, and obtaining information from the text that has been read. When students are asked questions about the content of the reading they read, they cannot answer quickly and have to reopen the reading material. These problems must be solved immediately, because they greatly affect the lack of information and knowledge that students receive from various written sources. The Indonesian language learning that has been conducted so far still uses conventional methods, namely by giving reading texts to students, who then answer questions about the readings. This method makes students less enthusiastic in participating in lessons, resulting in a less optimal learning process and students' skills in understanding reading becoming inadequate. In fact, reading comprehension learning in elementary schools has not actively involved students. Therefore, it is necessary to employ other methods in reading comprehension learning. Along with developments in the field of education, various innovative learning strategies and methods have been created as solutions to the problems faced by teachers, aiming to make students more active and creative during learning activities (Ali et al., 2024) .

Based on the reality encountered in the field, it was stated that out of 22 students, 11 (50%) students were categorized as low in reading comprehension skills, there were 5 (22.72%) students who were categorized as low in reading comprehension skills, there were 4 (18.18%) students who were categorized as being moderate in reading comprehension skills, and there were 2 (9.09%) students who were categorized as high in reading comprehension skills. The calculation of the percentage of student completeness according

to the Ministry of Education and Culture states that a class is declared complete learning if there are  $\geq 85\%$  of students in that class.

The above explanation shows that teachers must have the expertise to choose the right teaching strategies oriented toward learning objectives. Therefore, there is a need for improvement in the learning process, one of which is using the SQ4R (Survey, Question, Read, Reflect, Recite, and Review) learning strategy. The SQ4R model is an effective reading strategy that guides students in understanding a text and determining its main points (Muhammadiyah et al., 2023). This model also develops students' metacognition through structured stages: Survey by previewing the reading text, pictures, graphs, and maps; Question by formulating questions about the material; Read by reading the text and finding answers; Reflect by connecting the material to relevant real life contexts; Recite by reviewing answers through notes and discussion; and Review by thoroughly re examining the entire material (Fadly, 2022). Through these stages, students can digest the content of reading texts thoroughly through hypothesis formation, validation, and conclusion making (Wahyuningsih et al., 2021).

According to SQ4R's research, it is a development of SQ3R by adding elements of reflect, which is the activity of providing examples of readings and imagining relevant actual contexts. With the SQ4R learning model, it is hoped that it can help students in reading comprehension in Indonesian creatively, innovatively and actively, and can obtain information and meanings that are easy to understand. In addition, in the learning process, students have several things that are difficult to understand, so a tool in the form of media is needed to clarify the teaching material that will be taught to students (Fadillah et al., 2022). One of the learning media that can be used in elementary schools in the lower grades is reading comprehension in Indonesian, namely flannel boards. The model and media that are expected to be used to learn to read comprehension in Indonesian, namely capturing the title of the reading, determining the main idea of the reading, answering questions based on the content of the reading, and the ability to retell the content of the reading will increase (Suari et al., 2024).

Based on the above explanation, this research is focused on "Improving Reading Comprehension Skills Through Instrategy (SQ4R) Survey, Question, Read, Reflect, Recite And Review in Class IV SDN 97/II Muara Bungo".

## **2. RESEARCH METHODS**

This study is Classroom Action Research (CAR) conducted in Grade IV at SDN 97/II Muara Bungo in the even semester of the 2024/2025 academic year. The study uses a CAR design consisting of four repeating stages: planning, implementation, observation, and reflection. Perdana et al., (2020) stated that "PTK is a controlled research activity to determine and solve learning problems in the classroom, problem-solving activities are carried out in cycles, with the aim of improving critical thinking skills and the learning process". Meanwhile, Aprilyada et al., (2023) stated that PTK is action research carried out in the classroom with the aim of improving or improving the quality of education.

In the planning stage, the researcher prepared instructional materials, test blueprints, and observation sheets. The acting stage involved implementing the SQ4R strategy (Survey, Question, Read, Reflect, Recite, and Review) in lessons aimed at improving reading comprehension skills. The observing stage was carried out concurrently with the action by an observer (the Grade IV classroom teacher) using observation sheets for teacher and student activities. The reflecting stage was used to discuss the results of Cycle I as input for improvements in the subsequent cycle.

Data were collected using three techniques: observation, tests, and documentation. Observation was used to monitor teacher performance and the learning process during lessons. Written tests were administered at the end of each cycle consisting of 15 multiple-choice items and 5 essay items to measure reading comprehension learning outcomes. Documentation—such as photos, videos, modules, lesson plans (RPP), and observation sheets—served as supporting visual data.

Data analysis employed both quantitative and qualitative approaches. Teacher performance scores were calculated using the formula:

$$NK = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Student learning process scores were calculated using the same formula as teacher performance and then categorized into the ranges 81–100 (Very Good), 66–80 (Good), 51–65 (Fair), and 0–50 (Poor). The class-level percentage of mastery in reading comprehension skills was calculated using:

$$P = \frac{\text{Number of Students Mastered}}{\text{Total Number of Students}} \times 100\%$$

Qualitative data were obtained from observations and were processed through essay assessment reports by interpreting qualification criteria of Good (G), Fair (F), and Poor (P). The study is considered successful if at least 75% of the class reaches the Good category in the learning process, and reading comprehension skill attainment reaches a minimum classical mastery of 85% based on the minimum competency threshold (KKTP) of 75.

### 3. RESULTS AND DISCUSSION

Based on the data obtained from the results of observations and tests of reading comprehension skills, it can be seen that the Survey, Question, Read, Reflect, Recite And Review model can improve the learning process and outcomes successfully. This research was carried out in two cycles, the first cycle was carried out twice and the second cycle was carried out twice in two meetings. At the beginning of each cycle, the observer assesses the learning process using the student observation sheet and the teacher's observation sheet, then at the end of each cycle, the researcher and students fill out a test of questions that will be done by each student. The following is the discussion that will be discussed from the results of this research consisting of several data, namely:

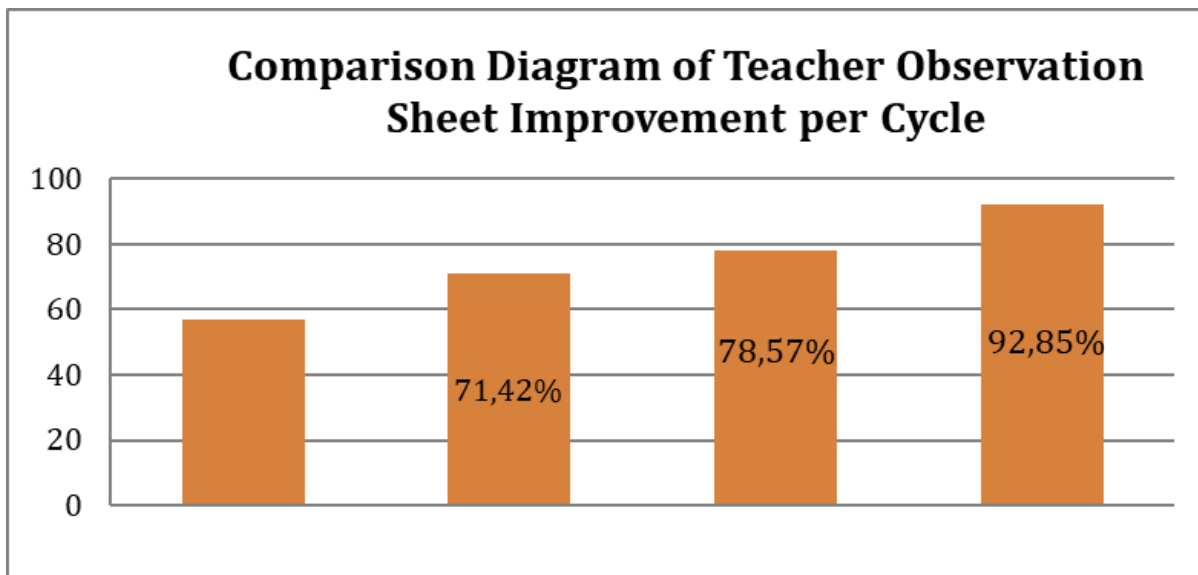
**Data of Recapitulation of Teachers' Observation Sheets in the Learning Process**

Based on the results of the research on the learning process that has been carried out at the beginning of each cycle using teacher observation sheets, namely cycle I and cycle II, the researcher obtained data from the results of the teacher's observation sheet in each cycle. The data from the observation sheets of the teacher process in cycle I and cycle II can be detailed in table 1 as follows:

**Table 1.** Percentage of Teacher Observation Sheet Improvement

Cycle	Average Percentage
Cycle I Meeting 1	57,14%
Cycle I Meeting 2	71,42%,
Cycle II Meeting 1	78,57%
Cycle II Meeting 2	92,85%

Furthermore, the discussion of the data from the results of the teacher's process observation sheet in cycle I and cycle II, can be explained in the following bar diagram image:



**Figure 1.** Comparison of Teacher Observation Sheets

Based on the data on the increase in teacher observation sheets per cycle and meeting above, there has been an increase both from each cycle and each meeting. It can be seen from the data above that in the first cycle of meeting 1 the observation results of the teacher's observation sheet reached 57.14% and in the first cycle of meeting 2 increased to 71.42%, then in the second cycle of meeting 1 the teacher's observation sheet reached 78.57% in the second cycle of meeting 2 increased to 92.85% categorized as very good or successful. This increase occurred because teachers were able to carry out reading comprehension skills learning using the Survey, Question, Read, Reflect, Recite And Review model as expected. The increase in the percentage on the teacher's observation sheet using

this learning method is because teachers are able to apply the steps of Survey, Question, Read, Reflect, Recite And Review according to learning well.

This aligns with the research by Halik et al. (2022), which showed similar results for the PQ4R learning model. In cycle I, observations revealed that the teacher implemented 13 out of 18 indicators, achieving 72% (sufficient), below the target of  $\geq 76\%$ . Following improvements in cycle II, the teacher successfully implemented 15 indicators, reaching 88% (good) and meeting the success criteria. This study demonstrates that the application of reading strategy-based models like SQ4R and PQ4R consistently enhances teacher performance across cycles through ongoing reflection and improvements.

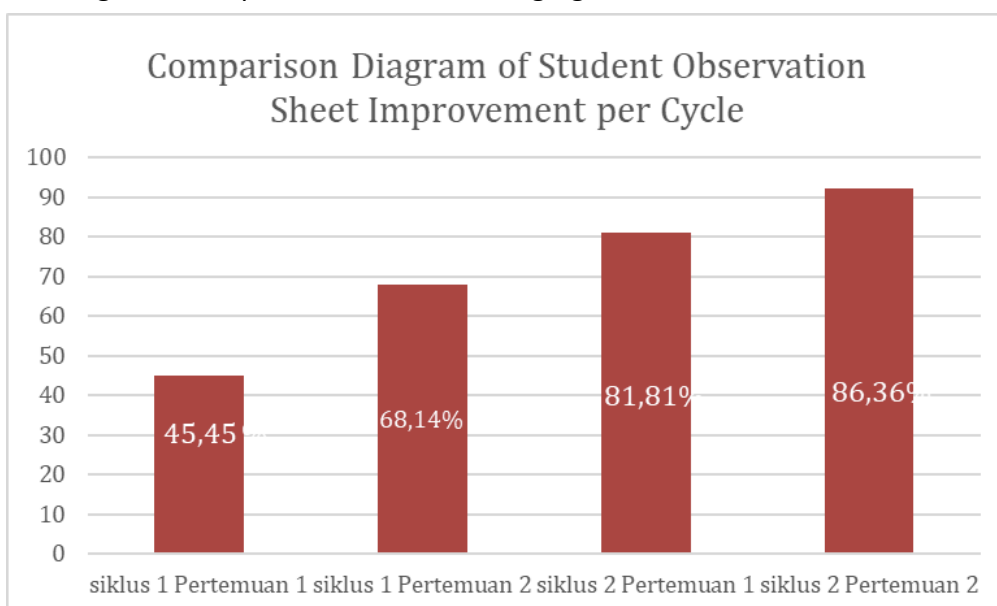
**Data of Recapitulation of Student Observation Sheets in the Learning Process**

Based on the results of the research on the learning process that has been carried out using student observation sheets at the beginning of each cycle, namely cycle I and cycle II, the researcher obtained data on the results of student observation sheets at each cycle meeting. The data of the observation sheet of the student process in the first cycle of the first meeting of the I, II meeting and the second cycle of the I, II meeting can be seen in the following table 2:

**Table 2.** Percentage of Student Observation Sheets

Cycle	Average Percentage
Cycle I Meeting 1	45,45%
Cycle I Meeting 2	68,14%
Cycle II Meeting 1	81,81%
Cycle II Meeting 2	86,36%

Furthermore, the discussion of the data on the results of the student observation sheet of the first cycle of the first meeting of the second meeting and the second cycle of the I, II meeting can be explained in the following figure 4.2:



**Figure 2.** Comparison of Teacher Observation Sheets

Based on the data, the increase in observation sheets of students at each cycle meeting has increased well from each cycle. It can be seen from the presentation of the data above, it is known that in the first cycle of meeting I the observation results of the observation sheet of the student learning process reached 45.45%, in the first cycle of meeting 2 it increased to 68.14% and in the second cycle of meeting I the results of the student observation sheet reached 81.81%, in the second cycle of meeting 2 it increased to 86.36% and was categorized as very good. So it can be seen in the observation sheet of the student learning process in silus I and cycle II using the Survey, Question, Read, Reflect, Recite And Review model to improve the learning of reading comprehension skills in Class IV SDN 97/II Muara Bungo has been achieved or successful. By using the Survey, Question, Read, Reflect, Recite And Review learning model, students are more enthusiastic in learning, especially in one learning using group learning strategies that make student cooperation increase.

This study aligns with the research by Halik et al. (2022), where observations of student learning processes showed improvement. In cycle I, the achievement percentage reached 74% (C), while in cycle II, it attained 88% (B). Evaluation tests in cycle I revealed that out of 14 students, 6 scored  $\geq 70$  (SKBM), while 8 students did not, resulting in an average score of 59 and a completion percentage of 43%. This indicated that student performance was still categorized as (K), which had not met the success indicator of  $\geq 76\%$ . Conversely, the test results in cycle II showed that 11 out of 14 students achieved  $\geq 70$ , with an average score of 77% and a completion rate of 79%, indicating a success category (B). This demonstrates that the application of the learning model effectively enhances student performance from one cycle to the next.

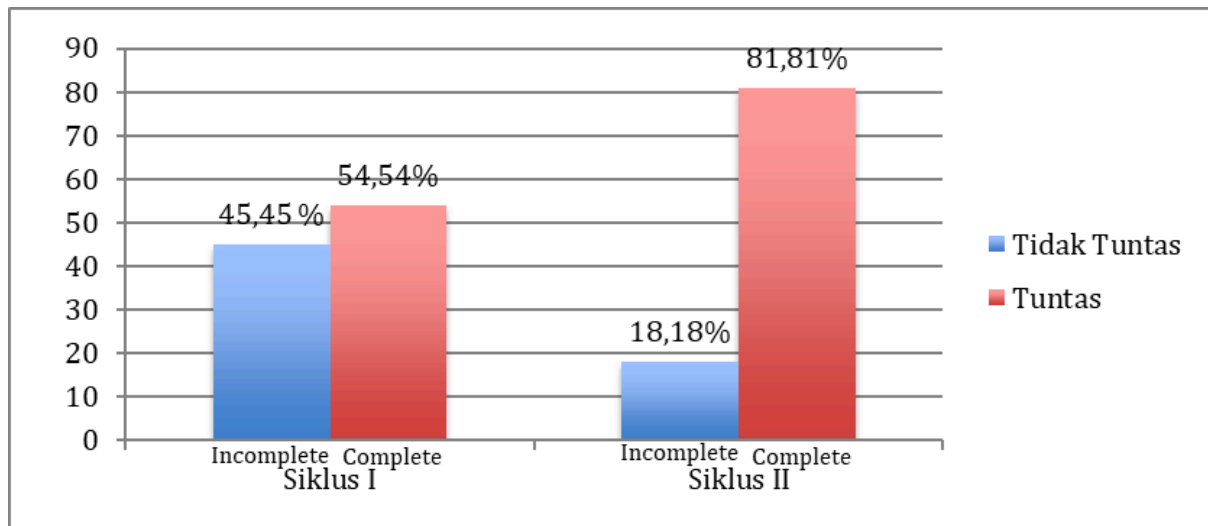
**Student Learning Outcomes Recapitulation Data**

Based on the results of the student citizenship educator learning test using the Survey, Question, Read, Reflect, Recite And Review model in Class IV SDN 97/II Muara Bungo which is carried out at the end of each cycle I and cycle II can be detailed in the following table 3:

**Table 3.** Results of the Reading Comprehension Skills Learning Test for Cycle I and Cycle II Students

Execution of Actions	Completeness		Percentage (%)	
	Conclusion	Incomplete	Conclusion	Incomplete
Cycle I	12	10	54,54%	45,45%
Cycle II	18	4	81,81%	18,18%

Furthermore, the discussion of the data on the results of the student learning test cycle I and cycle II can be explained in figure 4.3 of the following bar diagram:



**Figure 3.** Results of the Reading Comprehension Skills Learning Test for Cycle I and Cycle II Students

Based on the results of the student learning test in the first cycle, out of 22 students, there were 12 students who completed with a percentage of 54.54% and there were 10 students who did not complete with a percentage of 45.45%. In cycle II, the number of students who completed increased to 18 students with a percentage of 81.81% and those who did not complete 4 students with a percentage of 18.18%. Based on the increase in student learning outcomes in cycle I and cycle II, there has been an increase of 36.36% from the initial percentage of taking test questions, this is due to the application of the *Survey, Question, Read, Reflect, Recite And Review* model which applies a pleasant classroom atmosphere with group work among students. This is in line with the research of Siska et al., (2025) conducted at SDN 100/II Muara Bungo, which proved that the application of the SQ4R learning strategy was able to improve students' reading comprehension learning completeness from 47.05% in Cycle I to 70.58% in Cycle II, so that the SQ4R model has been consistently proven effective in improving reading comprehension skills of elementary school students in the Muara Bungo area

#### 4. CONCLUSION AND RECOMMENDATIONS

##### Conclusion

Based on the results of the study, it can be concluded that improving the learning process and learning outcomes of reading comprehension skills by using the *Survey, Question, Read, Reflect, Recite And Review* model in Class IV SDN 97/II Muara Bungo is as follows:

1. The increase in the learning process can be seen from the calculation of the observation sheet of the first cycle of the first meeting of 57.14%, the first cycle of the second meeting increased by 71.42%. In the second cycle of the first meeting reached 78.57%, in the second cycle of the 2nd meeting the percentage of teacher observation sheets reached 92.85%. The observation sheet of students in the first

cycle of the first meeting reached 45.45%, in the first cycle of meeting 2 it increased to 68.18%, the second cycle of the first meeting reached 81.81%, and in the second cycle of the second meeting of the 2nd meeting increased to 86.13%, it was categorized as very good.

2. The increase in student learning outcomes was seen from the test results at the end of the meeting of the first two cycles, only 12 shivas got a complete score if percentaged, which was 54.54%. And at the end of the second cycle meeting it increased to 18 students who had complete scores so that the percentage increased to 81.81% proving that the Survey, Question, Read, Reflect, Recite And Review medel can improve student learning outcomes.

### **Recommendations**

Based on the research findings, it is recommended that teachers implement the SQ4R (Survey, Question, Read, Reflect, Recite, and Review) strategy as an alternative method for teaching reading comprehension. To ensure the successful application of this strategy, teachers should prepare engaging reading materials that align with students' developmental levels and establish measurable learning objectives. Additionally, conducting regular assessments to evaluate student progress can help teachers adjust their teaching methods according to students' needs.

Furthermore, further research is encouraged to explore the application of the SQ4R strategy across various subjects and grade levels to examine its broader effectiveness. School principals are also expected to support these initiatives by providing training for teachers on innovative learning strategies. This training should focus on the practical application of SQ4R and other effective teaching methods to enhance the quality of the learning experience in schools.

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