

The effectiveness of the SQ3R and SQ4R methods on complementary therapy during pregnancy on student learning outcomes in Akademi Kebidanan Sentral Padang Sidempuan 2022

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ABSTRACT

Learning models that can be applied to improve students' ability to learn texts are the SQ3R (survey, question, read, recite, review) and SQ4R (survey, question, read, reflect, recite, review) learning models. These two methods are almost the same because SQ4R is a development of the SQ3R method. The purpose of this study was to determine the effectiveness of the SQ3R and SQ4R methods on complementary therapy material in pregnancy at the Padang Sidempuan Central Midwifery Academy in 2022. This study used a pre-experiment design with one group pretest-posttest. The population was all midwifery study program students of the Sentral Padang Sidempuan Midwifery Academy. Sampling was carried out using purposive sampling technique on second semester students because second semester students were receiving Complementary Midwifery Care courses. Comparison of student learning outcomes using the SQ3R and SQ4R methods, SQ4R, SQ3R and without using the SQ3R and SQ4R methods shows that "F" count (28.987) is greater than "F" table (2.99). This means that the use of the SQ3R and SQ4R methods, and the SQ4R method is more effective than the use of the SQ3R method and without the use of the SQ3R and SQ4R methods.

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INTRODUCTION

The learning approach can be defined as our point of departure or point of view towards the learning process, which refers to the view of the occurrence of a process that is still very general, in which it contains, inspires, strengthens, and underlies learning methods with certain theoretical coverage. Judging from the approach, there are two types of learning approaches, namely: (1) student-centered approach and (2) teacher-centered approach (Ngalimun, 2018).

The learning methods that lecturers can use in learning are very many choices and alternatives. The selection of appropriate methods can be adjusted by taking into account the

conditions of students, available facilities and competencies to be achieved in the courses presented. If the selection of learning methods is appropriate, learning objectives, especially the expected competencies can be achieved and students will be happy and motivated in learning (Suryani T, 2018).

In choosing learning methods, lecturers need to pay attention to the characteristics of each method, its advantages and disadvantages. Understanding this aspect is very important to choose and combine the right learning methods, so that learning becomes interesting and easily understood by students as well as learning objectives are achieved (Suryani T, 2018).

Students who are new to college will have little difficulty in adapting to the learning model in college, because these students begin to adapt to new learning methods with a student centered approach, where students are required to be active in the teaching and learning process (Liesbet H, Tobias, 2019). In this student centered learning method, students are required to be more active in finding material that they must know, which is mostly in the form of text. Therefore, students must have the skills to study texts (Ngalimun, 2018).

Text study skills are inseparable from the ability of students to read books, modules or teaching materials provided by lecturers. Because reading is an activity in obtaining information so that it can understand the meaning of a reading through writing. And reading activities are one of the spearheads of a person's success in learning and understanding what is conveyed through writing (Muslimah, 2021).

Learning models that can be applied to improve students' ability to learn texts are the SQ3R (survey, question, read, recite, review) and SQ4R (survey, question, read, reflect, recite, review) learning models. These two methods are almost the same because SQ4R is a development of the SQ3R method (Joyce, 2019).

The SQ3R method provides a strategy that begins with building an overview of the material being studied, raising questions from the title and continuing with reading to find answers to the questions. The SQ3R reading method consists of five stages of the process, namely: survey, question, read, recite, review (Bahri & Karmila, 2017). Student learning outcomes using SQ3R can be expected to be satisfactory, because with this method students become active readers and are directed directly to the essence or main content implied and expressed in the text (Sulikhah et al., 2020).

The SQ4R learning model is a way of reading that can develop students' metacognition, namely by assigning students to read learning materials carefully, carefully, through; survey by looking at the reading text, looking at the questions at the end of the chapter, reading a summary if any and looking at pictures, graphs, and maps (Janawi, 2019). Question by making questions (why, how and where from) about the reading material (teaching material), Read by reading the text and looking for answers. Reflect is the activity of giving examples from reading material and imagining relevant actual contexts, Recite is considering the answers given (note-discuss together) and Review is a way of reviewing thoroughly (Lufri, 2020).

Complementary midwifery care is one of the new courses for students. Many new theories are found in this course. The ability of students to understand new things in this course is very necessary. Therefore, lecturers need to provide new ways of delivering the course so that learning objectives can be achieved (Ika, 2019)

One of the materials that must be understood by students is complementary therapy in pregnancy. With a good understanding of the material, students are expected to be able to practice the therapy well (Nuryeni, 2023). Therefore, lecturers use the SQ3R and SQ4R methods in delivering theories related to complementary therapies in pregnancy. It is hoped that this method can improve student learning outcomes so that students can get optimal scores in complementary midwifery care courses.

RESEARCH METHOD

This study used a pre-experiment design with one group pretest-posttest. The population was all midwifery study program students of Sentral Padang Sidempuan Midwifery Academy. The data collection technique used in this study was a written test. The test was conducted twice, namely pre-test and post-test. The pre-test and post-test were given to both groups, both experimental and control groups. Sampling was carried out using purposive sampling technique on second semester students because second semester students were taking Complementary Midwifery Care courses. The research analysis used is the SQ4R and SQ3R methods using the instrument reliability test with the K-R 20 formula, analyzing the research data with the variance homogeneity test formula with the F test formula.

RESULTS AND DISCUSSIONS

In this study, students who became samples were divided into 4 groups, namely: group A (using the SQ3R and SQ4R methods), group B (using the SQ4R method), group C (using the SQ3R method), group D (without using the SQ3R and SQ4R methods). Then the results of this study are presented as follows:

Student learning outcomes using the SQ3R and SQ4R methods

The pre-test and post-test scores of students using the SQ3R and SQ4R methods can be seen in the following table:

Table 1. Student learning outcomes using the SQ3R and SQ4R methods on complementary therapy material during pregnancy at the Padang Sidempuan Central Midwifery Academy

GROUP A (USING THE SQ3R AND SQ4R METHODS)		
STUDENTS	PRE-TEST	POST-TEST
1	25	88.2
2	40	88.5
3	35	92.6
4	45	85.6
5	30	81.6
6	30	85.6
7	25	86.5
8	25	84.6
∑	290	708.7
MEAN	32,2	88.58
SD	9.10	2.96

From Table 1. it can be seen that the average pre-test score obtained by group A student is 32.2 ± 9.10 , while the post-test results or the results obtained by students after being given learning by using the SQ3R and SQ4R methods are 86.97 ± 2.96 , so there is an increase in learning outcomes by using the SQ3R and SQ4R methods by 189.90% (54.77).

Student learning outcomes using the SQ4R method

The pre-test and post-test scores of students using the SQ4R method can be seen in the following table:

Table 2. Student learning outcomes using the SQ4R method on complementary therapy material during pregnancy at the Padang sidempuan Central Midwifery Academy

GROUP B (USING SQ4R METHOD)		
STUDENTS	PRE-TEST	POST-TEST
1	15	78.9
2	35	87.5
3	45	85.6
4	55	91.2
5	40	83.5

6	25	71.3
7	35	80.5
8	35	83.5
Σ	285	733.3
MEAN	35,6	91.43
SD	9.81	5.39

Table 2 shows that the average pre-test score obtained by group B students is 35.6 ± 9.81 , while the post-test results or the results obtained by students after being given learning using the SQ4R method are 82.43 ± 5.39 , so there is an increase in learning outcomes using the SQ4R method by 175.51% (53.13).

Student learning outcomes using the SQ3R method

The pre-test and post-test scores of students using the SQ3R method can be seen in the following table:

Table 3. Student learning outcomes using the SQ3R method on complementary therapy material during pregnancy at the Padan Sidempuan Central Midwifery Academy

GROUP C (USING THE SQ3R METHOD)		
STUDENTS	PRE-TEST	POST TEST
1	25	74.5
2	25	64.9
3	30	50.6
4	15	73.3
5	35	77.1
6	20	66.4
7	30	60.5
8	45	68.6
Σ	220	649.8
MEAN	27,5	81,2
SD	8,97	6.69

Table 3 shows that the average pre-test score obtained by group C students is 28.1 ± 8.97 , while the post-test results or the results obtained by students after being given learning using the SQ3R method are 81.2 ± 6.69 , so there is an increase in learning outcomes using the SQ3R method by 173.51% (53.7).

Student learning outcomes without using the SQ3R and SQ4R methods

The pre-test and post-test scores of students without using the SQ3R and SQ4R methods can be seen in the following table:

Table 4. Student learning outcomes without using the SQ3R and SQ4R methods on complementary therapy material during pregnancy at the Padang Sidempuan Central Midwifery Academy

GROUP D (WITHOUT USING SQ3R AND SQ4R METHODS)		
STUDENTS	PRE-TEST RESULTS	POST TEST RESULTS
1	50	70.5
2	30	68.6
3	35	64.7
4	40	58.9
5	20	56.7
6	30	42.7
7	10	45.5
8	25	48.9
Σ	240	486.3
MEAN	30	56.37
SD	10.66	11.00

Table 4 shows that the average pre-test score obtained by group D students is 30 ± 10.66 , while the post-test results or the results obtained by students after being given learning without using the SQ4R and SQ3R methods are 58.63 ± 11.00 , so there is an increase in learning outcomes without using the SQ4R and SQ3R methods by 98.7% (28.63).

Comparison of student learning outcomes using the SQ3R and SQ4R methods, SQ4R, SQ3R and without using the SQ3R and SQ4R methods.

Analysis of student pre-test scores without using the SQ3R and SQ4R, SQ4R, SQ3R and without SQ3R and SQ4R methods can be seen in the following table:

Table 5. Analysis of the comparison of student learning outcomes using the SQ3R and SQ4R, SQ4R, SQ3R, and without SQ3R and SQ4R methods on complementary therapy material during pregnancy at the Padan Sidempuan Central Midwifery Academy

STUDENTS	SQ3R and SQ4R	SQ4R	SQ3R	WITHOUT SQ3R and SQ4R
1	88.2	78.9	74.5	70.5
2	88.5	87.5	64.9	68.6
3	92.6	85.6	50.6	64.7
4	85.6	91.2	73.3	58.9
5	81.6	83.5	77.1	56.7
6	85.6	71.3	66.4	42.7
7	86.5	80.5	60.5	45.5
8	84.6	83.5	68.6	48.9
Σ	708.7	733.3	649.8	486.3
MEAN	88.58 ^a	91.43 ^a	81.2 ^b	56.37 ^b
	"F" hitung : 28,987			
	"F" tabel : 2,99			

From Table 4.6. it can be seen that the "F" count (28.987) is greater than the "F" table (2.99). This means that there are differences in learning outcomes for the four media used. The use of the SQ3R and SQ4R methods and SQ4R method are more effective than the use of the SQ3R method and without the use of the SQ3R and SQ4R methods. The effectiveness of the SQ3R and SQ4R methods is the same as the SQ4R method. The use of the SQ3R method is as effective as without using SQ3R and SQ4R methods.

Discussion

Student learning outcomes using the SQ3R and SQ4R methods

Table 1 shows that the average pre-test score obtained by group A student is 32.2 ± 9.10 , while the post-test results or the results obtained by students after being given learning using the SQ3R and SQ4R methods are 86.97 ± 2.96 , so there is an increase in learning outcomes using the SQ3R and SQ4R methods by 189.90% (54.77).

The SQ4R method is a learning method that can be applied to every child, this method emphasizes children's skills in reading comprehension. The SQ4R method is a development of the SQ3R method by adding the reflecting element, which is the activity of providing examples of relevant reading material (Megasari R & Mintarti SU, 2020). In addition, according to Ermanto (2008: 89), the SQ4R method is a skill with reading steps used to obtain comprehensive information from a reading (Prihatin, 2019)

The results of Taufik Mutarom's research entitled The Effectiveness of the Sq3r Learning Technique (Survey, Question, Read, Recite, Review) in Improving Literacy Skills of Pgsd Fkip Upy Students in Scientific Writing Subjects in the 2017/2018 academic year found that the average value of pretest and posttest data on literacy skills assessment, it can be seen that the experimental class increase was 11.66 while the control class was only 7.12. Thus it can be concluded that there is an increase in the average score for both values, the experimental class is greater than the increase that occurred in the control class by 4.54. This means that the use of the SQ3R learning model is

more effective in improving the assessment of students' cognitive literacy skills than using the conventional type (Mutarom T, 2018)

Pregnancy is a problem that must be known by a midwife, especially how care and care midwives can provide so that they can reduce maternal morbidity and mortality during this period. Skills in complementary therapy are one way to reduce these numbers. So midwifery students need to understand the concept of this material before practicing.

With the SQ3R and SQ4R methods, it turns out that there is a very significant increase in learning outcomes so this method is quite effective in instilling understanding concepts for students. This can be seen from the test results of the "F" count (28.987) greater than the "F" table (2.99). This means that there are differences in learning outcomes for the four media used. The use of the SQ3R and SQ4R methods and SQ4R method are more effective than the use of the SQ3R method and without the use of the SQ3R and SQ4R methods.

Student learning outcomes using the SQ4R method

Table 2 shows that the average pre-test score obtained by group B students is 35.6 ± 9.81 , while the post-test results or the results obtained by students after being given learning using the SQ4R method are 82.43 ± 5.39 , so there is an increase in learning outcomes using the SQ4R method by 175.51% (53.13).

The SQ4R model is a learning model through systematic stages, namely survey, question, read, reflect, recite, and review (Aris, 2019). These stages can help activate thinking and review students' understanding of reading. The final review activity will help students review the reading they have read (Haerullah, 2019).

Based on the research of Safaruddin, et al entitled *The Effectiveness of the Survey, Question, Read, Recite, Reflect, Review Method in Improving Reading Comprehension Skills for Children with Learning Difficulties*, the results show that based on hypothesis testing H_a is accepted if $U_{hit} > U_{tab}$ and H_0 is rejected if $U_{hit} \leq U_{tab}$. From the results of the calculations that have been carried out, $U_{hit} = 3$ is taken from the smallest count value, then adjusted to U_{tab} at a significant level of 95% and $\alpha = 0.05$ and $n = 5$, which is 0. $U_{hit} = 3$ and $U_{tab} = 0$ means $U_{hit} > U_{tab}$, namely H_a is accepted and H_0 is rejected. So it can be concluded that the SQ4R method is effective in improving reading comprehension skills for children with learning difficulties (Safaruddin, 2018)

From the results of the research and the theory above, it can be stated that the use of the SQ4R method on complementary therapy material during pregnancy is effective enough to improve the learning outcomes of students of the Central Academy of Medicine in Padangsidempuan. This can also be seen from the statistical test where the "F" count (28.987) is greater than the "F" table (2.99). This means that there are differences in learning outcomes for the four media used. The effectiveness of the SQ3R and SQ4R methods is the same as the SQ4R method.

Student learning outcomes using the SQ3R method

Table 3 shows that the average pre-test score obtained by group C students was 28.1 ± 8.97 , while the post-test results or the results obtained by students after being given learning using the SQ3R method were 81.2 ± 6.69 , so there was an increase in learning outcomes using the SQ3R method by 173.51% (53.7).

The SQ3R method was developed by Francis P. Robinson in 1946 at Ohio University in the United States. The method is practical and can be applied in various learning approaches. This method provides concrete steps in interacting with information that results in a high level of understanding (Nana S, 2018)

Based on the results of research by Romadhon Artif, et al entitled *Analysis of the Effectiveness of the Application of the Sq3r Method in the Reading Learning Process of Students of the Diploma III Mechanical Engineering Study Program at Harapan Bersama Polytechnic*, the

research results show that t_{count} (5.001) is greater than t_{table} (2.080). So it can be concluded that the SQ3R technique has a positive effect on students' reading comprehension skills. The effect given was 54.4% (Romadhon A., dkk, 2021).

The results of Lailatul Farohah's research in 2018 entitled *The Effectiveness of the Sq3r Method in Indonesian Language Subjects at Mi Falahiyah Sambung Semarang City 2018* obtained statistical test results show that the learning outcomes of experimental students are better than the control class with an average of 63.5 and the experimental class 85. The results of this study support that by using the SQ3R method learning activities will be more interesting and students can find problems and solve problems by discussing with their friends to solve the problems found (Farohah, 2018) rohah, 2018)

From the results of the study that the SQ3R method is also quite effective in providing understanding to students but not so significant in improving student learning outcomes.

Student learning outcomes without using the SQ3R and SQ4R methods

Table 4 shows that the average pre-test score obtained by group D students is 30 ± 10.66 , while the post-test results or the results obtained by students after being given learning without using the SQ4R and SQ3R methods are 58.63 ± 11.00 , so there is an increase in learning outcomes without using the SQ4R and SQ3R methods by 98.7% (28.63).

Assessment of the learning process is an effort to give value to teaching and learning activities carried out by students and teachers in achieving teaching objectives. In this assessment, it is seen to what extent the effectiveness and efficiency in achieving teaching objectives or changes in student behavior. Therefore, the assessment of learning outcomes and the learning process are related to each other, because the results are the result of the process (Purwanto N, 2020)

To get optimal results, learning methods and models are needed so that learning objectives can be achieved. Achievement of learning objectives will be seen from the results of student assessment. In choosing learning methods, lecturers need to pay attention to the characteristics of each method, its advantages and disadvantages (Siregar, 2023). Understanding this aspect is very important to choose and combine the right learning methods, so that learning becomes interesting for students and at the same time learning objectives are achieved (Sukmawati Syamsul, 2021)

This research shows that if learning is only one-way listening, the results will not be effective in improving student learning outcomes. In this study, groups that did not get the SQ3R and SQ4R methods, the increase in learning outcomes or post tests was not much different from the pre-test results.

Comparison of student learning outcomes using the SQ3R and SQ4R methods, SQ4R, SQ3R and without using the SQ3R and SQ4R methods.

Table 5 shows that "F" count (28.987) is greater than "F" table (2.99). This means that there are differences in learning outcomes for the four media used. The use of SQ3R and SQ4R method, and SQ4R method are more effective than the use of SQ3R method and without the use of SQ3R and SQ4R method. The effectiveness of the SQ3R and SQ4R methods is the same as the SQ4R method. The use of SQ3R method is as effective as without using SQ3R and SQ4R method.

One of the most well-known studies to help students understand and remember what they read is a procedure called PQ4R or SQ4R which is based on an earlier version known as SQ3R, developed by F.P Robinson (1961). The acronym stands for survey, question, read, reflect, recite and review (Slavin, 2019)

A study written by Nurul Mutia Tamsil, et al in 2016 entitled *Comparison of Learning Outcomes of Learners of Human Hearing Senses Material Using the Sq3r Method and Sq4r Class VIII at Smp Negeri 1 Pallangga, Gowa Regency* obtained statistical data showing that the average scores of the two groups were at different category levels. In the control group (VIII6) which was taught using the SQ3R method (Survey, Question, Read, Ricite, and Review), the average value of student learning outcomes was $\chi = 57.98$, while the experimental group (VIII7) which was taught

using the SQ4R method (Survey, Question, Read, Reflect, Ricite, and Review), the average value of student learning outcomes was $\chi = 61.37$ (Tamsil Nurul T., dkk., 2016). In conclusion, it can be said that the learning outcomes of students taught using the SQ4R method (Survey, Question, Read, Reflect, Ricite, and Review) are higher than the learning outcomes of students taught using the SQ3R method (Survey, Question, Read, Ricite, and Review) (Rahmi Fadilla et al., 2022).

In this study, the combination of the SQ3R and SQ4R methods was very significant in improving student learning outcomes. Likewise, the SQ4R method can also improve student learning outcomes well. This means that the SQ3R and SQ4R methods and the SQ4R-only method are very effective in improving student learning outcomes. This is also in line with theory and some other research results.

CONCLUSION

The conclusion of this study where the comparison of student learning outcomes using the SQ3R and SQ4R methods, SQ4R, SQ3R, and without using the SQ3R and SQ4R methods shows that the "F" count (28.987) is greater than the "F" table (2.99). This means that there are differences in learning outcomes for the four media used. The use of SQ3R and SQ4R method and SQ4R method is more effective than the use of SQ3R method and without the use of SQ3R and SQ4R method. The effectiveness of the SQ3R and SQ4R methods is the same as the SQ4R method. The use of the SQ3R method is as effective as without using SQ3R and SQ4R methods. Lecturers should always provide new methods for delivering lecture material so that it is not monotonous and can improve student learning outcomes optimally.

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