

APPLICATION OF THE SQ3R METHOD TO IREE LEARNING LITERACY

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ABSTRACT

This study explores the use of the SQ3R (Survey, Question, Read, Recite, Review) method to enhance literacy in Islamic Religious Education and Ethics (IREE) at Al-Munawwariyyah Junior High School. The research responds to concerns about low reading interest in Indonesia, highlighted by the 2022 PISA report. SQ3R, known to increase reading engagement through structured text comprehension, was chosen to improve IREE learning outcomes. Using a descriptive qualitative approach, data were collected from 32 seventh-grade students via observation, interviews, and documentation. The SQ3R method showed positive effects on students' reading interest and memory retention, although the time-intensive process sometimes led to reduced focus. Most students found SQ3R motivating, though some struggled with its structured steps. Overall, SQ3R proves beneficial for literacy in IREE, though time management is essential for optimal implementation.

Keywords: SQ3R, Religious Education, Literacy.

INTRODUCTION

The reading interest of the Indonesian people is reported to have decreased significantly and scored the lowest score since 2000. The report from PISA 2022 states that the decline in the score on reading interest has occurred around the world due to the COVID-19 pandemic. However, Indonesia's literacy ranking managed to rise 5-6 levels with a score drop better than the international average (OECD, 2024). The increase in Indonesia's ranking in PISA 2022 cannot be separated from the government's efforts in developing education. The education channelled in the independent curriculum has several characteristics, one of which is the focus on essential materials to learn basic competencies, with literacy being one of them (Idhartono, n.d.).

Learning plays an important role in improving student literacy. Literacy itself is not only dimensioned in reading and writing, but more broadly, namely, the ability to identify, interpret, understand,

communicate, calculate, and read to develop oneself to become a quality person (Idhartono, n.d.). In the effort to succeed in literacy, it is determined by the success in the teaching and learning process. The teaching and learning process cannot be separated from the learning methods used because the method is communicative and actively involves students to make learning more effective and easy (Bruce Joyce, 2015). The effective learning process can be done by the process of understanding the text. Understanding the text is very important, especially in lessons that require students not only to memorise but also to understand and apply religious teachings and values in daily life.

A learning method that can be used as an alternative to encourage students to understand a text is the SQ3R method. SQ3R stands for *Survey Question Reading Recite Review*, this method is the oldest reading method and consistently shows an increase in students' average scores. The success of the increase in the average student is because SQ3R increases reading interest by introducing a series of reading techniques that are diverse and easy to understand and apply by students, so that when students feel that reading is an easy thing, then the learning goals can be achieved effectively (Jairam et al., 2014).

Several types of research related to the implementation of SQ3R have been carried out, as well as research by Imam Nur Aziz with research entitled *Implementation of SQ3R Method in Improving The Student Basic Reading Skill* which states that the application of understanding texts with SQ3R carried out on 6th-grade students of MI Uyunul Ulum does provide benefits and active participation of students, however, in the process, the SQ3R method requires more time and repetition (Aziz, 2020). Another research is a study by Fikri Haikal et al., entitled *The Implementation of SQ3R in Helping Students Assessment in Reading Class at SMAN 1 Adiluwih*. The study found that the use of the SQ3R method in the assessment of English descriptive texts in grade 10 students showed a significant improvement, although not too high (Hilaikal & Ayu, 2023). Another research was also written by Susie Kusumayanthi with the title *The Implementation of SQ3R Technique in Teaching Reading Comprehension*; this study states that the research conducted in English learning shows a positive response. Students become interested in reading the text after using the SQ3R method. However, the use of this SQ3R method requires a long time (Kusumayanthi & Maulidi, 2019).

The difference between this research and previous research is that the study focuses on researching how to apply SQ3R to the literacy of al-

Munawwariyah Junior High School students, especially in Islamic Religious Education and Ethics or IREE.

This research will examine the SQ3R experience as applied by students in IREE lessons. Researchers will investigate how students perceive the processes, challenges, and transformations they encounter in IREE lessons while implementing SQ3R through qualitative methods. This study aims to deliver significant insights into the impact of the SQ3R method on literacy and to offer recommendations for developing effective learning strategies that enable students to not only pursue their diplomas but also integrate religious teachings into their daily lives with a profound understanding.

METHOD

This study seeks to elucidate the implementation of the SQ3R method to enhance student literacy within the context of IREE teaching, employing a qualitative research methodology that enables the researcher to articulate the data gathered from informants with clarity and to present it in a narrative format (Setiawan, 2018).

The research involved thirty-two students in grade 7F at al-Munawwariyyah Junior High School, with ten students selected at random for further interviews. In this study, the researcher functions as an observer and actively participates as a teacher, engaging in instruction, reading, and monitoring the application of the SQ3R method. The content addressed in this study focuses on Islamic civilization during the Umayyad period in Damascus, as part of the IREE curriculum.

The data of this study uses a data collection technique in the form of observation when the application of SQ3R is carried out; structured interviews allow the researcher to determine problems and questions appropriately related to the application of the SQ3R method (Lexy J.Moleong, 2006) and documentation in the form of written data in the form of books, journals, and others.

After the data source is obtained, the researcher examines the data derived from observations, interviews, and disaster documentation, classifies it into several classes to make it easier to analyse the data, followed by data verification, where the researcher rejects the data that has been obtained, then analyses the data obtained, and concludes the results of the research.

RESULTS AND DISCUSSION

Findings

Application of SQ3R

SQ3R, an acronym for Survey, Question, Read, Recite, and Review, is a method designed to enhance comprehension of textual materials while fostering students' metacognitive abilities (Budiyanto, 2016). The method encompasses five distinct stages. The first stage, Survey, involves a brief discussion where students are introduced to stimuli such as infographics, charts, titles, or texts that they subsequently read extensively. The second stage, Question, requires students to formulate inquiries based on their initial exposure to the stimuli. The third stage, Reading, entails students engaging in a careful reading process while being mindful of the previously prepared questions. This is followed by the Recite stage, where students provide answers to these questions. The final stage, Review, focuses on the refinement and evaluation of all responses (Budiyanto, 2016).

Table 1 SQ3R Components

Component	Process	Goal
<i>Survey</i>	Observe existing stimulus, such as tables, infographics, or others.	Set reading on specific sections
<i>Question</i>	Making questions from the stimulus. Questions must be answered during <i>reading</i> .	Actively
<i>Read</i>	Reading the material with the aim of answering questions that have been prepared previously	Identify keywords, concepts, and theories
<i>Recite</i>	Make an oral or written summary of what is read	Manage and summarize the information obtained
<i>Reviews</i>	Re-reading to reinforce comprehension and memory	Integrate information in broad contexts and apply it

Source Benefits of Student-Generated Note Packets: A Preliminary Investigation of SQ3R Implementation

The researcher made observations of students in grade 7F to find out the application of SQ3R to IREE Lesson literacy with the following steps:

Table 2 Steps Observation of SQ3R Implementation

SQ3R	Activities	Process	
		Researcher's Instructions	Student Response
<i>Survey</i>	Researchers call on students to pay attention to the title	"Children, let's read together the title of this chapter as you write it on the Whiteboard"	Students read together the title that the researcher has written on the board.
	The researcher asked students to open the student textbook on the Islamic Glory Chapter of the Umayyad Dynasty in Damascus	"Now, let's book the package book"	Some students immediately opened the book, some others were still engrossed in themselves and asked their friends what pages they should open.
	The researcher asked students to read the infographics in the student books	"Try to read the infographic"	The classroom atmosphere changes to silence when all students read the infographic
<i>Question</i>	The researcher asked students to write questions based on the infographic they read	"Now, the kids are making questions about the infographic they just read"	At first, students do not know the purpose of making questions, but after being explained and exemplified, students begin to be seen thinking about what makes them curious and write down questions
<i>Read</i>	Researchers asked students to read longer to answer the questions they wrote	"Now, let's read the material about the History of the Umayyad Dynasty"	Students immediately read and search for answers to their questions.
<i>Recite</i>	Researchers asked students to write down their	"Children now, from what you read earlier,	Students immediately pick up stationery and

	answers, and summarize the knowledge they gained after reading	please answer and summarize what other knowledge can be	answer and summarize.
<i>Reviews</i>	The researcher asked about the main points of the history of the glory of the Umayyad dynasty	Ask a few questions	Students looked excited to answer, but when it wasn't a question they wrote, some students looked distressed.

Table 2 is the result of the researcher's observation in the implementation of the SQ3R method on IREE learning literacy. There are several obstacles that researchers found when applying the SQ3R method in IREE learning. These obstacles include the process of implementing SQ3R, which takes a long time, this is because the questions asked by students are no longer relevant to the learning objectives, some students also only focus on the questions they make and do not understand other materials that they have read.

Student Response to the Implementation of SQ3R

This response was obtained by the researcher from the results of structured interviews made by the researcher. The questions asked to students were about how they felt about using the SQ3R method in learning and how much this method helped them in literacy. There were at least ten students interviewed by the researcher. The results of the interview are summarised by the researcher in the table below.

Researcher Question	Student Response	
	Student Name	Student Answer
1. Do you think this SQ3R method makes it easier for you to understand the material? Why?	Alin	Yes, because with this method, I am more focused on understanding something. If you use the usual method, just read it and then forget. But when using this method, the experience I got was more memorable.
	Azza	Help Mom, because when the "Question" and "Recite" parts I became thinking. So that the concepts that

		must be understood become easier to remember and not just read.
	Nadif	It is easier to understand the material with this method, ma'am, because there are ways to follow, so it helps to remember better.
	Tone	Yes, ma'am, because not only reading, but really understanding and being able to repeat important points. So the material studied can be dense.
	Nindy	Help Mom, because in addition to looking for the answers we are looking for, we can also get other materials.
	Lina	Yes, because reading becomes more exciting, there is curiosity when looking for answers.
	Tyas	I prefer the usual reading technique, ma'am, because this SQ3R method is even more dizzying, there are many stages that must be done, so it is more difficult to focus on the core of the material.
	Fitri	It doesn't help, ma'am, because I feel that SQ3R is difficult to implement, the five stages that are done in my opinion are even longer and ineffective, especially if there is a lot of material.
	Naysa	It's the same, ma'am, whether you use the SQ3R method or ordinary reading, there is no difference.
	Andien	If I can be honest, it doesn't help much ma'am, because if the material is already taught in MIM (Madrasah), using this method is even more difficult because it is long and impractical.
2. Which of the "Survey-Question-Read-Recite-Review" steps helps you a lot in understanding the material.	Alin	I like when Question-Read-Recite is fun, ma'am, when we get the answer, we want.
	Azza	In Question and Recite Bu
	Nadif	If the most liked part is in Read Bu, because reading it becomes more fun.
	Tone	I like it in the review Mom, because this method really helps me remember the important points
	Nindy	Say that I like to recite the most, ma'am, because I feel more satisfied when I have found the answer.

	Lina	I like it in read, ma'am.
	Tyas	If I had to choose, I liked it in the read, ma'am.
	Fitri	I prefer it in the Read section
	Naysa	I like to go straight to the read, ma'am, faster
	Andien	Part Read Mom
3. Are you happy to use this method? Would you like to use this method again?	Alin	Happy. Of course, I will use this method for other Lessons as well.
	Azza	Happy Mom, I want to use this method again because it's fun.
	Nadif	Fun Mom, I want to use this method again
	Tone	I'm very happy, ma'am, because the learning is more streamlined, I want to use it again.
	Nindy	Yes, Mom, I like it, because the material I get is more, so I want to use it again.
	Lina	I'm happy, ma'am, because studying and reading it doesn't feel like it.
	Tyas	It's normal but I'm curious, because many friends like it, so maybe I want to try it again on other materials.
	Fitri	I was interested, ma'am, but because there were many stages, I became lazy. But if I can try it again, I am curious, Mom, I want to try again
	Naysa	It's normal, ma'am, but I want to try it again, because I wonder if the method is effective.
	Andien	I was initially happy, ma'am, but after doing it, it became not exciting. In the future, I want to use the usual method, ma'am.

As a result of the interview above, the researcher grouped them into two opposite responses. The first response was a student who gave a good response to SQ3R in literacy in IREE learning, the student mentioned that the SQ3R Technique is a new method that they do, so the enthusiasm to read and find answers they do it lightly. Coupled with combing the reading, they get a lot of new information. The second response was the response that did not like SQ3R, they thought that SQ3R had too many steps that they could not follow, according to them, it was easier for them to read and understand the text as usual.

For students who are very fond of this method, most of them make the "Question-Read-Recite" stage the part they are most happy with in this method because they feel that there is a new challenge that they must solve. Meanwhile, students who do not like this method make the "read" stage the part that they most like because they think that reading is an old method that makes them understand more, rather than other long stages. However, many students want and are curious to return to using SQ3R for their literacy skills in IREE learning.

Analysis

The application of SQ3R to IREE learning to find out how helpful this method is for students' literacy skills shows some progress. Among them is the increase in students' memory. This is evidenced by the results of SQ3R observations at the *Reviews*, where students well answered the questions asked by the researcher. The reason why this can happen is in the first step in SQ3R, which is the *Survey* and *question*, which helps students become familiar with the topic of the chapter and create a foundation before they proceed to the next stage (Carlston, 2011).

In addition, progress can also be seen from how students' interest is increasing. When researchers asked why SQ3R was interesting to students, students replied that those who initially read in search of answers continued to read because of the new knowledge they gained.

As for the obstacles experienced by researchers during observation and interviews, is the use of a long time. On the other hand, using too much time will cause students to become bored and return to the old habit of not liking to read; this is what researchers should pay attention to and use the right time for students in the application of SQ3R (Artis, 2008). Another obstacle that arises is that the student who cannot follow the steps of the SQ3R method is likely because he feels that the experiments carried out are not following his preferred learning style, goals, and skill level (Artis, 2008).

The positive and negative impacts above, according to researchers, are natural things. Researchers conclude that the best learning method depends on the needs of students. Saving researchers, the SQ3R method helps students to be literate.

CONCLUSION

This study demonstrates that the SQ3R method is effective in enhancing literacy in Islamic Religious Education and Ethics (IREE). By implementing this approach, which consists of five stages—Survey, Question, Read,

Recite, and Review—students can improve their memory and increase their interest in reading, thus gaining a deeper understanding of Islamic teachings. The students exhibit enthusiasm towards new material and show greater motivation throughout the learning process. However, the method has some drawbacks, including the time-consuming nature and the complexity of its steps. Nevertheless, this research aims to promote a more diverse approach to Islamic Education, ultimately improving religious literacy and fostering a better understanding and practice of religion in daily life.

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