



Impact of SQ3R-assisted digital media on reading comprehension skills

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ABSTRACT

Reading comprehension is a crucial skill in elementary education, serving as the foundation for understanding written information across subjects. However, many students still face difficulties in deeply understanding texts. This study aims to investigate the effect of the SQ3R (Survey, Question, Read, Recite, Review) method assisted by digital media on students' reading comprehension skills. The research employed a quantitative approach with a quasi-experimental design using a nonequivalent control group. The sample consisted of two classes: the experimental group was taught using the SQ3R method integrated with digital video media, while the control group received conventional instruction. Data were obtained through pretests and posttests and analyzed using t-tests. The results revealed a significant difference between the posttest scores of the experimental and control groups, with a significance value of < 0.001 . Additionally, the effect size (Cohen's $d = 2.323$) indicated a very strong effect. These findings suggest that the SQ3R method, when combined with digital media, can significantly improve students' reading comprehension. The integration of structured reading strategies with engaging multimedia support offers a promising solution for enhancing learning outcomes and supporting literacy development at the primary level.

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ABSTRAK

Pemahaman membaca merupakan keterampilan yang sangat penting dalam pendidikan dasar, berfungsi sebagai landasan untuk memahami informasi tertulis di berbagai mata pelajaran. Namun, banyak peserta didik masih mengalami kesulitan dalam memahami teks secara mendalam. Penelitian ini bertujuan untuk menyelidiki pengaruh metode SQ3R (Survey, Question, Read, Recite, Review) yang didukung oleh media digital terhadap keterampilan pemahaman membaca peserta didik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental menggunakan kelompok kontrol yang tidak setara. Sampel terdiri dari dua kelas: kelompok eksperimen diajarkan menggunakan metode SQ3R yang diintegrasikan dengan media video digital, sementara kelompok kontrol menerima pengajaran konvensional. Data diperoleh melalui pretest dan posttest dan dianalisis menggunakan uji t. Hasil menunjukkan perbedaan yang signifikan antara skor posttest kelompok eksperimen dan kontrol, dengan nilai signifikansi < 0.001 . Selain itu, ukuran efek (Cohen's $d = 2.323$) menunjukkan efek yang sangat kuat. Temuan ini menyarankan bahwa metode SQ3R, ketika diintegrasikan dengan media digital, dapat secara signifikan meningkatkan pemahaman membaca peserta didik. Integrasi strategi membaca terstruktur dengan dukungan multimedia yang menarik menawarkan solusi yang menjanjikan untuk meningkatkan hasil belajar dan mendukung pengembangan literasi di tingkat sekolah dasar.

Kata Kunci: kemampuan membaca pemahaman; media digital; metode SQ3R

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INTRODUCTION

Reading comprehension skills are fundamental abilities that play a crucial role in supporting students learning success at the elementary school level. These skills serve as a foundation for developing critical thinking, problem-solving, and understanding information from multiple reading sources. However, according to data from the 2022 Program for International Student Assessment (PISA), Indonesian students' reading literacy remains relatively low. Indonesia's literacy score decreased by 12 points from 2018, and only 25.46% of students met the minimum reading proficiency standard. This condition indicates that there are still serious issues with reading comprehension among elementary school students (Tanque & Brobo, 2024).

Reading comprehension is a core component of the learning process, typically developed through teacher guidance. Teaching reading involves helping students understand, interpret, evaluate, and enjoy texts. Indicators of reading comprehension skills include students' ability to grasp the content, answer questions based on the text, and retell the text accurately (Pratama et al., 2022). To develop knowledge, students need to read and understand texts. Reading comprehension is the process of deriving meaning connected to prior knowledge and experiences. Although reading comprehension is crucial in elementary education, many students find reading uninteresting and often read without truly understanding what they read. Therefore, teachers need to inspire and equip students with strategies that promote both reading interest and comprehension (Muliawanti et al., 2022).

One of the causes of low reading comprehension among students is the use of conventional, teacher-centered learning approaches. Such methods tend to make students passive and less actively engaged in understanding texts, making it difficult for them to identify main ideas, understand difficult vocabulary, answer questions, and summarize the content. Therefore, learning strategies are needed that not only address technical skills but also encourage students to think actively, systematically, and reflectively. The solution to this problem lies in implementing appropriate instructional methods, namely strategies that can serve as tools to achieve learning objectives, including overcoming challenges in reading comprehension (Lukman & Karmila, 2024).

There is a method proven effective for improving reading comprehension: the SQ3R method, which stands for Survey, Question, Read, Recite, and Review. This technique consists of five stages of reading designed to foster active student engagement in the reading process: surveying the text generally, formulating questions, reading carefully, expressing the content in their own words, and finally reviewing the information learned. The application of the SQ3R technique in Indonesian language learning has been shown to significantly improve reading comprehension, as indicated by higher student mastery and increased average scores (Nafisah & Koeswanti, 2023). Other studies also reinforce these findings, showing that the SQ3R method positively affects the reading skills of elementary school students (Sakinah & Ibrahim, 2023). The SQ3R method is highly suitable as a reading strategy because it provides a structured framework for managing language-learning activities, from planning and implementation to evaluation (Fadila & Susetyo, 2023).

Although the SQ3R method has been widely used, its application remains generally limited to conventional approaches, lacking support for digital media aligned with current technological developments. In fact, integrating digital media, particularly video, has great potential to enhance the learning process. Educational videos can present information visually and audibly simultaneously, making it easier to understand, capturing students' attention, and accommodating various learning styles. Unfortunately, the combination of the SQ3R method with video media has rarely been explored in previous research, so the effectiveness of this integration in improving students' reading comprehension remains unclear.

This study aims to examine the effect of the SQ3R method combined with digital video on the reading comprehension skills of third-grade elementary school students. This research aims to make a scientific contribution to the field of primary education, particularly by developing innovative and adaptive reading instruction strategies that meet the needs of 21st-century learning.

LITERATURE REVIEW

Method Survey, Question, Read, Recite, dan Review (SQ3R)

The SQ3R method was first developed by Francis Pleasant Robinson in 1946 as a strategy to help readers comprehend and retain information from texts. Since then, it has been widely adopted in education for its structured, effective approach. SQ3R guides readers to be more active and focused in understanding texts. Its stages are effective in enhancing students' reading comprehension, as supported by previous studies (Nastiti & Damayanti, 2021). Furthermore, other research also confirms that the SQ3R method is highly effective for improving text comprehension (Sugiharti et al., 2020).

The SQ3R method consists of five stages. First, a survey that examines the title, subheadings, and visual elements to gain a general overview of the text. Second, Question, where the reader formulates questions related to the text to guide focused reading. Third, read, which entails careful reading to answer the prepared questions. Fourth, recite, where the reader expresses the content in their own words to strengthen understanding and memory. Finally, Review, which involves revisiting the information by creating summaries or rereading key points to achieve a more comprehensive understanding (Ramadhan et al., 2024).

The SQ3R method helps students understand textbook material comprehensively, encourages active engagement, and facilitates the understanding of the text's main ideas, both explicit and implicit (Agusalim et al., 2023). This makes SQ3R effective in achieving learning objectives. Meanwhile, digital media plays a significant role in supporting learning. Its development has introduced a more practical, flexible approach that is not limited by space and time, replacing rigid conventional learning methods (Rahma et al., 2024). One weakness of the SQ3R method is that it cannot always be applied across all subjects, as some subjects cannot be fully understood through reading alone and require exercises or hands-on practice for students to grasp the material (Munaji, 2021) truly.

Digital Media

The term media derives from the Latin word *medius*, meaning intermediary or connector. In education, the media serves as a tool for conveying messages from teachers to students. The proper use of media is crucial in achieving instructional objectives, as it can help students learn more independently through visual, audio, or combined aids (Mustami, 2024). The word digital comes from the Greek *digitus*, meaning finger. In the educational context, digital media refers to technology-based devices or tools used to deliver messages or information to students during the learning process (Singh & Hashim, 2020). This media not only serves as a means of delivering material but also enhances learning effectiveness through integration with various methods. Its utilization facilitates accommodation of diverse learning styles and strengthens active engagement in the learning process.

Digital media refers to content accessible on digital devices, such as images, videos, audio, websites, and social media. The use of digital media in learning can be considered a highly supportive tool that enhances students' learning (Aziz et al., 2021). In the SQ3R method, digital media plays an important role in increasing both the effectiveness and engagement of students during the reading process. With technological support such as digital comics, interactive sentence cards, or gamification platforms, each stage of SQ3R becomes more engaging and easier to understand. This media not only clarifies the text's content through visuals and text but also promotes learning motivation through its interactive and enjoyable presentation. Such integration makes learning more meaningful and aligns with the characteristics of students in the digital era (Antari et al., 2024).

Reading Comprehension Skills

Reading comprehension skills are essential abilities that go beyond merely reading word by word; they involve reconstructing meaning, understanding context, and grasping the text's purpose. This skill reflects an individual's ability to reorganize the message in a reading by processing meaning and connecting it to prior knowledge (Haryadi, 2020). It enables readers not only to understand a text's content but also to analyze, draw conclusions, and relate the information more deeply. Reading comprehension skills also include interpreting and analyzing content, identifying main ideas, and drawing accurate conclusions (Falentina & Amelia, 2025). Therefore, the better a person's reading comprehension skills, the more effectively they can process and understand information across various types of texts, both in the context of learning and daily life.

Reading comprehension skills are required in every subject and serve as a foundation for Indonesian language and literature learning at all educational levels, including elementary school. Despite its importance, many students still struggle to understand texts and have not fully mastered these skills (Iskandar et al., 2022). The purpose of reading comprehension is to obtain information and understand the content of a text thoroughly. Teaching reading comprehension is crucial because it significantly impacts students' learning success (Maesaroh, 2021). Nopriani and Pebrianti, in their book titled "*Membaca komprehensif*," state that reading comprehension is not merely ordinary reading; it involves the ability to understand the meaning and content of a text deeply so that essential information can be accurately grasped.

Several key indicators can be used to measure reading comprehension skills (Damayanti & Muthi, 2024). These indicators include: 1) the ability to identify the main ideas throughout the paragraphs and to understand them; 2) the ability to determine the meaning of difficult words and to construct sentences using those words; 3) the ability to provide answers to questions based on the reading material comprehensively; 4) the ability to retell the content of the reading in one's own words and to draw conclusions from the text. Reading comprehension, or reading for understanding, is a reading activity that analyzes a text in depth. According to Sunarti in her book "*Pembelajaran Membaca Pemahaman di Sekolah Dasar*," this activity involves critical thinking processes to ensure that information is well understood. Reading comprehension is also a cognitive process that requires the reader to grasp the main ideas, understand the text's overall content, and relate it to prior knowledge. After reading, the reader is expected to be able to summarize the text using their own language (Agusalim et al., 2023).

Reading comprehension is defined as a complex process of constructing meaning through the active application of various reading strategies (Cockerill et al., 2023). In this context, the reader is not merely expected to read and memorize information but also to understand, analyze, and process the text critically and creatively (Wahyu et al., 2022). Reading comprehension is the ability to understand a text, encompassing mastery of its elements, such as word meanings, sentence meanings, and the main ideas in each paragraph (Ria et al., 2023).

METHODS

This study was conducted at a school in the Ciledug area, Tangerang. The research began in May 2025. This study employed a quantitative, quasi-experimental design. **Table 1** presents the research design implemented in this study.

Table 1. Non-Equivalent Control Group Research Design

Class	Pretest	Treatment	Posttest
Eksperimen	O1	X	O2
Kontrol	O3		O4

Source: Sugiyono (2020), in his book titled *Quantitative Research Methodology*

The subjects of this study were third-grade students in the 2024/2025 academic year. The sampling method employed was purposive sampling. The experimental group consisted of 25 students who received learning using the SQ3R method assisted by Digital Media. In comparison, the control group comprised 25 students who participated in conventional learning without the use of the SQ3R method assisted by Digital Media.

The instrument used in this study was an essay test developed based on indicators of reading comprehension skills, including the ability to identify the main idea, understand vocabulary, answer questions comprehensively, retell the content of the text, and summarize the text. The content validity of the instrument was established through expert judgment from

qualified lecturers, and reliability was tested through a trial in another equivalent class. **Table 2** presents the pretest and post-test instruments.

Table 2. Instrument *Pretest Posttest*

No	Indikator	Question	Question Number
1	The ability to identify the main idea and understand the text	Explain the factors that could lead to flooding in the village.	1
		Narrate the conditions and atmosphere in the village hall during the residents' evacuation.	2
		Describe the community cleanup activities carried out by residents following the flood.	3
2	Ability to understand the meaning of difficult words and construct sentences	Write down synonyms for the word "community service."	4
3	The ability to answer questions based on reading material in a comprehensive manner	Describe Mrs. Lina's role while at the evacuation center	5
		List the contents of the emergency kit as described by Ms. Lina	6
		Compare the condition of Sukamaju Village before and after the flood based on the text!	7
4	The ability to retell the content of a text in one's own words and to summarize the reading material, integrated with Burhan Nurgiyantoro's theoretical perspective.	Rewrite the story in your own words	8
		Write down the moral lesson that can be learned from the story	9
		What measures have been taken to prevent disasters in that village?	10

Source: Research 2025

The pretest and post-test data were analyzed using an independent-samples t-test in SPSS. This analysis aimed to determine whether there were significant differences between the experimental and control groups in improving reading comprehension scores. The decision-making criteria were based on the significance value ($p < 0.05$).

RESULTS AND DISCUSSION

The explanation of the normality test is as follows: it is a statistical technique used to determine whether a dataset or sample originates from a population with a normal distribution, or at least approximates one. In this study, the researcher applied the Shapiro-

Wilk test, using a significance level greater than (>) 0.05. If the significance value exceeds (>) 0.05, the data are considered to have a normal distribution. Conversely, if the p-value is not 0.05, the data are considered not normally distributed. The normality test was conducted on the pretest and posttest scores of third-grade students.

Table 3. Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest_Experiment	.141	25	.200	.933	25	.104
PostTest_Experiment	.085	25	.200	.965	25	.519
PreTest_Control	.156	25	.121	.929	25	.084
PostTest_Control	.149	25	.160	.965	25	.513

Source: Research Analysis 2025

Referring to the normality test presented in **Table 3**, the Shapiro-Wilk test results indicate that all data have p-values exceeding 0.05. Specifically, the significance value for the pretest in the experimental group was 0.104, while the post-test value was 0.519. Meanwhile, the significance value for the pretest in the control group was 0.08, and the post-test value was 0.513.

Since all p-values are greater than 0.05, it can be concluded that the data from all four groups, both pretest and posttest, in the experimental and control groups are normally distributed. This result indicates that the data meet the assumption of normality, allowing for further in-depth analysis using parametric statistical tests, namely the homogeneity test. The normal distribution of the data also implies that the measurement results can be interpreted validly and that subsequent analyses in this study are valid.

Homogeneity Test

Table 4. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
ScorePostTest	Based on Mean	.484	1	48	.490
	Based on Median	.475	1	48	.494
	Based on Median and with adjusted df	.475	1	47.463	.494
	Based on the trimmed mean	.484	1	48	.490

Source: Research Analysis 2025

Based on the results of the homogeneity test presented in Table 4, the significance values are 0.490 for the mean, 0.494 for the median, and 0.490 for the trimmed mean. All of these significance values exceed 0.05. This indicates that there is no significant difference in variance between the experimental and control groups in the post-test data. Therefore, it can be concluded that the data from both groups have homogeneous variance. This satisfies one of the key assumptions of parametric statistical analysis, allowing the t-test to be conducted with greater confidence to examine the difference in post-test scores between the two groups in this study. The homogeneity of variance also supports the validity of the comparative effect of the treatment applied to each group.

Hypothesis Testing

In this study, the hypothesis test used was the Independent Samples T-Test, a parametric test. This test is intended to determine whether there is a difference in the mean scores between two sample groups. Based on the arguments presented, the research hypothesis can be formulated as follows:

Ho: The SQ3R method assisted by digital media does not affect the reading comprehension ability of third-grade students.

Ha: The SQ3R method assisted by digital media affects the reading comprehension ability of third-grade students.

Table 5. Hypothesis Test Results

		Levene's Test of Equality of Variances		Significance				t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Score PostTest	Equal variances assumed	.484	.490	8.212	48	<.001	<.001	18.20000	2.21627	13.74388	22.65612
	Equal variances not assumed.			8.212	47.772	<.001	<.001	18.20000	2.21627	13.74388	22.65612

Source: Research Analysis 2025

Referring to the results of the independent-samples t-test in Table 5, the Levene's Test significance value is 0.490. Since this value exceeds 0.05, it can be concluded that the variances of the two groups are homogeneous, and therefore the first row, "Equal variances assumed," is used.

Next, the calculated t-value is 8.212 with degrees of freedom (df) of 48, and the significance value (p-value) in the Two-Sided column is < 0.001, which is below 0.05. This indicates that a statistically significant difference exists between the experimental and control groups in post-test reading comprehension scores. The mean difference between the two groups is 18.200, with a 95% confidence interval ranging from 13.74388 to 22.65612. Since this interval does not include zero, it further strengthens the conclusion that the observed difference is indeed significant.

Based on these results, it can be concluded that the SQ3R method, when supported by digital video media, has a significant effect on improving third-grade students' reading comprehension skills at MI Plus Fatahillah. These findings support the hypothesis that a more interactive, structured learning strategy can yield better learning outcomes than conventional methods.

Effect Size

Table 6. Effect size results

		95% Confidence Interval			
		Standardizer	Point Estimate	Lower	Upper
Score PostTest	Cohen's d	7.83571	2.323	1.593	3.038
	Hedges' correction	7.96086	2.286	1.568	2.990
	Glass's delta	7.56020	2.407	1.522	3.272

Source: Research Analysis 2025

Based on the effect size analysis presented in the table, it is found that Cohen's d is 2.323, Hedges' correction is 2.286, and Glass's delta is 2.407. All three values fall into the very large category, indicating that the difference in post-test scores between the experimental and control groups is not only statistically significant but also has a very strong practical impact. In other words, the implementation of the SQ3R method, assisted by digital video media, has a very large effect on students' reading comprehension skills. This is further supported by the 95% confidence intervals for each effect size, which do not include zero: 1.593–3.038 for Cohen's d, 1.568–2.990 for Hedges' correction, and 1.522–3.272 for Glass's delta.

These results indicate that the treatment provided to the experimental group consistently produced significant improvements, leading to the conclusion that the SQ3R method

combined with digital video media is a highly effective instructional strategy for enhancing the reading comprehension skills of elementary school students.

Discussion

The research indicates that integrating the SQ3R method with digital video media significantly enhances third-grade students' reading comprehension skills. This finding suggests that the SQ3R strategy, which is based on structured reading stages, becomes increasingly effective when combined with digital media that accommodates students' multimodal learning styles. The use of video in the learning process enriches the survey and review stages by providing visual and auditory presentations that help students connect the text's context to concrete experiences. Information delivered through multiple sensory channels is more easily understood and retained (Singh & Hashim, 2020).

In the context of constructivist theory, the SQ3R method facilitates active learning, as students are systematically guided to construct understanding from texts through critical and reflective thinking (Arifatin et al., 2025; Ayuning et al., 2024). When digital media is incorporated, the learning experience becomes more contextual and enjoyable, enabling students not only to understand the text literally but also to interpret its meaning, reorganize information, and express their comprehension in their own words (Rosyiddin et al., 2023). Thus, this strategy reflects the principles of meaningful learning by connecting new knowledge with the students' existing cognitive schemas.

This finding is reinforced by previous studies indicating that the SQ3R method is effective in enhancing elementary school students' reading comprehension skills (Nafisah & Koeswanti, 2023; Sakinah & Ibrahim, 2023). However, those studies did not explicitly utilize digital media support. In contrast to earlier research, this study incorporates an innovative element in the form of digital video media to support the reading stages, thereby broadening its impact not only on cognitive aspects but also in fostering affective motivation and improving follow-up skills such as creating summaries or concept maps.

Moreover, compared to studies that implement the SQ3R conventionally, this study makes a novel contribution by demonstrating that the use of digital media can practically enhance the method's effectiveness (Dewi et al., 2021). In other words, SQ3R, which was originally effective in improving comprehension, becomes more adaptive and impactful when integrated with educational technology. This finding highlights a new form of learning that is more contextual, flexible, and aligned with the characteristics of students in the digital era. Through the integration of technology featuring color, images, audio, and dynamic visual elements contextualized to the surrounding environment, students' reading comprehension skills are expected to improve further (Rahmadani & Anas, 2025).

However, implementing this strategy is not without challenges. For instance, some students struggle to comprehend video narratives that are either too fast or too long, which can disrupt concentration and reduce effectiveness. Additionally, teachers' preparedness in developing relevant video content that supports all stages of the SQ3R strategy is a crucial factor in determining the strategy's success. Differences in students' digital literacy also need to be considered to ensure that no gaps arise in the learning process. Therefore, teacher training

and careful curation of appropriate media are essential to ensure that this strategy operates optimally and inclusively.

Overall, the interpretation of these results indicates that combining the SQ3R method with digital video media provides a more comprehensive, engaging, and relevant approach to reading instruction for 21st-century learners. This strategy not only enhances academic performance but also fosters active, reflective, and sustainable reading habits, serving as a key component in the development of foundational literacy at the elementary school level.

CONCLUSION

Based on the research findings, it can be concluded that the SQ3R method, supported by digital video media, significantly improves reading comprehension skills among third-grade students. This strategy not only promotes higher academic scores but also fosters active, focused, and reflective reading habits. The SQ3R stages, enhanced with video media, create a more engaging, contextually rich learning process, strengthen students' engagement with texts, and position them as active agents in constructing knowledge.

The use of video media in reading instruction can provide a multimodal learning experience by integrating visual and auditory elements, making it more compatible with diverse student learning styles. Therefore, the implementation of this strategy is highly recommended for elementary school teachers as an innovative, technology-based alternative for reading instruction. Future research could examine the effectiveness of this strategy at higher educational levels or with more complex reading materials. It could also explore the use of other interactive digital media, such as augmented reality or artificial intelligence-based applications, to support active reading strategies.

AUTHOR'S NOTE

The author states that no conflict of interest was encountered in the writing or publication of this article. Field data fully supported this study and underwent instrument validation and limited pilot testing prior to implementation. The completed article is expected to make a meaningful contribution to the development of elementary-level reading instruction models that are adaptable to technological advancements and the demands of the modern era.

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