



Implementation of the SQ4R Learning Model Using Comics to Improve Reading Comprehension Learning Outcomes of Grade IV Student at UPT SD Negeri 7 Benteng

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ABSTRACT

This research was motivated by the low reading comprehension outcomes of fourth-grade students at UPT SD Negeri 7 Benteng. It aimed to determine the effectiveness of the SQ4R learning model assisted by comic media in improving students' learning process and outcomes. This study used classroom action research with a qualitative approach. Data were collected through observation, tests, and documentation, then analyzed using data condensation, data presentation, and conclusion drawing. The research was conducted in two cycles. In cycle I, the learning process and outcomes were categorized as sufficient. In cycle II, both aspects improved to the good category. The findings indicate that the SQ4R learning model assisted by comic media improved students' reading comprehension learning process and outcomes.

INTRODUCTION

Learning is a systematically designed teaching and learning activity designed to help students understand material and master competencies. Based on Decree of the Minister of Education and Culture Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, it is explained that learning is a process of interaction between students, educators, and learning resources within a learning environment. Learning is designed by considering students' current developmental stages and achievement levels, adapting to their learning needs, and reflecting the diverse characteristics and development of students, so that learning becomes meaningful and enjoyable.

Language learning plays a crucial role and should be introduced from elementary school. Therefore, according to Wulandari & Situmorang (2025), Indonesian language learning in elementary schools serves as an important foundation for developing students' language skills. Indonesian plays a crucial role in supporting students' academic success, enabling them to understand material, complete assignments, and express their thoughts effectively during learning activities. Some of the skills students must master in learning Indonesian are listening, reading, writing, and speaking.

At the elementary school level, the reading skills taught are divided into two types, one of which is reading comprehension. Taulany & Nurmnalina (2021) state that reading comprehension is the activity of acquiring and understanding information from a text, both implicit and explicit, so that readers can grasp the main idea, important details, and the overall content of the text, and then remember it well.

In addition to clarifying the delivery of information, learning media also plays a role in fostering motivation, interest in learning, and providing positive stimulation during the learning process. However, in practice, most educators have not utilized learning media optimally in the learning process (Nurkhofifah, 2022).

Initial observations conducted on Tuesday, July 22, 2025, in fourth-grade students at the UPT SD Negeri 7 Benteng found that students' reading comprehension skills were still relatively low. This was evidenced by daily test scores, which showed that many students had not yet achieved the school-required grade point average of 75 or higher. The fourth-grade homeroom teacher at UPT SD Negeri 7 Benteng also stated that most fourth-grade students had difficulty comprehending reading material and summarizing what they had read. This was evident during the 15-minute reading activity conducted before the lesson began. However, when students were asked to re-explain the reading material, they struggled to understand and explain what they had read.

This problem was caused by both teacher and student factors. From the teacher's perspective, the contributing factors were the teacher's failure to implement an appropriate learning model for reading comprehension, the teacher's failure to implement activities (Question) where students generate questions based on the reading material, the teacher's failure to implement activities (Reflection) where students connect the reading material to personal

experiences, and the teacher's failure to use engaging learning media that supported the reading comprehension process. Meanwhile, from the students' perspective, contributing factors include a lack of concentration while reading, a tendency to read quickly without understanding the content, a lack of confidence in expressing opinions, and a failure to connect the reading to personal experiences.

Several literature studies indicate that the SQ4R learning model can improve reading comprehension. Therefore, a possible solution is to create a more engaging learning environment so that students can actively engage and enjoy a pleasant learning atmosphere. This can be achieved through the implementation of learning models and media that can foster student interest and support the improvement of their reading comprehension skills. Based on this, researchers implemented the Survey, Question, Read, Reflect, Recite, and Review (SQ4R) learning model, supported by comics, to help students improve their learning outcomes in reading comprehension activities. The SQ4R learning model is more optimal in encouraging students to understand the reading content more deeply, focus on the main points of the reading material, and follow systematic steps that resemble scientific procedures. This ensures that the information obtained is more easily remembered by students. Comics were chosen because their use in learning activities can encourage increased learning motivation and optimal learning outcomes compared to the use of media other than comics. Furthermore, comics were chosen because they are an effective and efficient learning tool for providing reading comprehension.

Research related to the SQ4R learning model conducted by Suari et al., (2024) concluded that the implementation of the SQ4R model, supported by flannel boards, effectively improved elementary school students' reading comprehension skills. Another study by Komalarasari et al., (2020) concluded that the SQ4R model was proven to improve the reading comprehension skills of fourth-grade elementary school students, with the completion rate increasing from 55.2% to 93.1%. The findings of Lubuk et al., (2025) indicate that there was an increase in students' reading comprehension skills after implementing the SQ4R learning model. Previously, students' scores below the required SKBM (>70) increased to 80, which is considered good. The novelty of this research lies in the research subjects and the use of comics integrated with the SQ4R learning model to improve reading comprehension skills.

Reading comprehension skills are fundamental for students in acquiring and processing information in various subjects. Given the low reading comprehension skills of fourth-grade students at the UPT SD Negeri 7 Benteng, research is needed to ensure this problem does not impact the students' learning process and outcomes. This is in line with the opinion of Ananda and Fadhilaturrahmi that students who experience difficulty in reading comprehension will experience obstacles in mastering learning materials because most learning activities require the ability to read and understand texts. Therefore, the purpose of this study is to determine the improvement in the process and learning outcomes of fourth-grade students' reading comprehension at the UPT SD Negeri 7 Benteng.

LITERATURE REVIEW

Reading Comprehension

The term "reading comprehension" refers to the activity of grasping the meaning contained in reading material. Ambarita's view emphasizes that this skill is essential to enhance students' knowledge and aims to understand the main ideas of the reading material (Ilmi et al., 2024). Suandi et al., (2023) suggest that the technique of reading comprehension requires readers to understand the content of the text they have read and then retell it according to their understanding, both orally and in writing.

SQ4R Learning Model

A learning model is a fundamental approach in the form of a pattern or structure used as a benchmark in implementing or designing a learning process. This allows teachers to help students acquire skills, thinking abilities, information, knowledge, ideas, and the ability to express their thoughts (Asrini, 2021). Simeru et al., (2023) argue that conceptually, a learning model is defined as an integrated structure that presents learning competency outcomes, its function being to guide students toward achieving specific learning objectives.

Adrianti et al., (2022) suggest that the SQ4R learning model is a reading technique to increase students' thinking awareness, which is considered satisfactory because it helps students better understand the content of the reading, focuses on the main message of the reading material, and systematically organizes its syntax. By implementing this procedure, the knowledge gained will be retained in memory for a longer period.

This model includes six stages: survey, which involves examining the reading text; questioning, which involves formulating questions; reading, which involves carefully reading and seeking answers; reflecting, which involves providing relevant examples from the text; recite, which involves evaluating the answers obtained; and reviewing, which involves examining the entire text (Nuryeni, 2022).

This research uses the SQ4R learning model developed by Octavia (2023), who proposed the following steps in the SQ4R learning model:

1) Survey

Preliminary research (survey) is an activity undertaken by readers to briefly explore, research, and review the text to determine the title, chapter, subchapter, and image captions. This is done so that readers can identify the topic to be studied in detail and according to their needs. This allows readers to review and gather the necessary information to maintain focus while reading.

2) Questioning

After readers have surveyed the reading material, the next stage is questioning. Readers can generate several questions, which will be used as guides during reading, ensuring a more focused and focused reading activity. The number of questions depends on the reading comprehension ability and its length.

3) Read

The next step is to read each paragraph carefully and thoroughly because each paragraph develops one main idea. If the main ideas of each paragraph

are combined, the main idea of the text can be understood from a series of paragraphs. If reading carefully and thoroughly is difficult, then reread the material to find answers to the questions you have created.

- 4) **Reflect**
Reflection is done to consider examples or create an overview of the material while reading. Teachers must provide examples and connect information between what they read and what they already know.
- 5) **Recite**
Retelling the text in their own words (recite) is done by rereading the questions they have prepared, after which students try to write the answers on paper without looking back at the reading material.
- 6) **Review**
Reviewing involves examining the entire section rather than rereading it. Therefore, students only examine the title, questions, illustrations, and diagrams to ensure they have a general understanding of the text.

Comic Learning Media

To support the effectiveness of the SQ4R learning model, it is combined with the use of comics. Daryanto (Muhaimin et al., 2023) stated that comics are cartoons that implement a story and reveal characters through a sequence of illustrations that can entertain readers. Jubaedah (Gunawan & Sujarwo, 2022) also argued that comics are a learning medium and are included in children's literature. They take the form of a series of images or photographs accompanied by words that tell a story or event.

Comics have many benefits, both as a means of entertainment and for learning. Gunawan & Sujarwo (2022) stated that students' learning motivation is greater than that of those who do not use comics. Similarly, student learning outcomes are higher than those who do not use comics in their learning activities and who tend to have lower learning outcomes. Furthermore, comics contain more information than conventional media, and their visual presentation makes it easier for students to absorb the material. Muhaimin et al., (2023) also argue that the effectiveness of comics as a learning medium lies in their ability to provide reading comprehension, ultimately enabling students to optimally digest the material. The use of comics has the potential to develop elementary school students' literacy skills while simultaneously encouraging their active involvement in learning activities, thereby fostering their potential.

According to Suganda et al., (2022), comics are a medium that can engage students more actively in learning activities and positively impact student learning outcomes. Comics are cartoon-style, depicting characters with specific characteristics, complemented by engaging stories and illustrations, providing both entertainment and captivating students. Thus, comics become a fun learning tool for students. Furthermore, Saputro (Suganda et al., 2022) suggests that comics are an effective learning tool with numerous benefits, including enhancing creativity, developing imagination, expanding vocabulary, engaging children's interest in reading, and being used to introduce topics in learning activities.

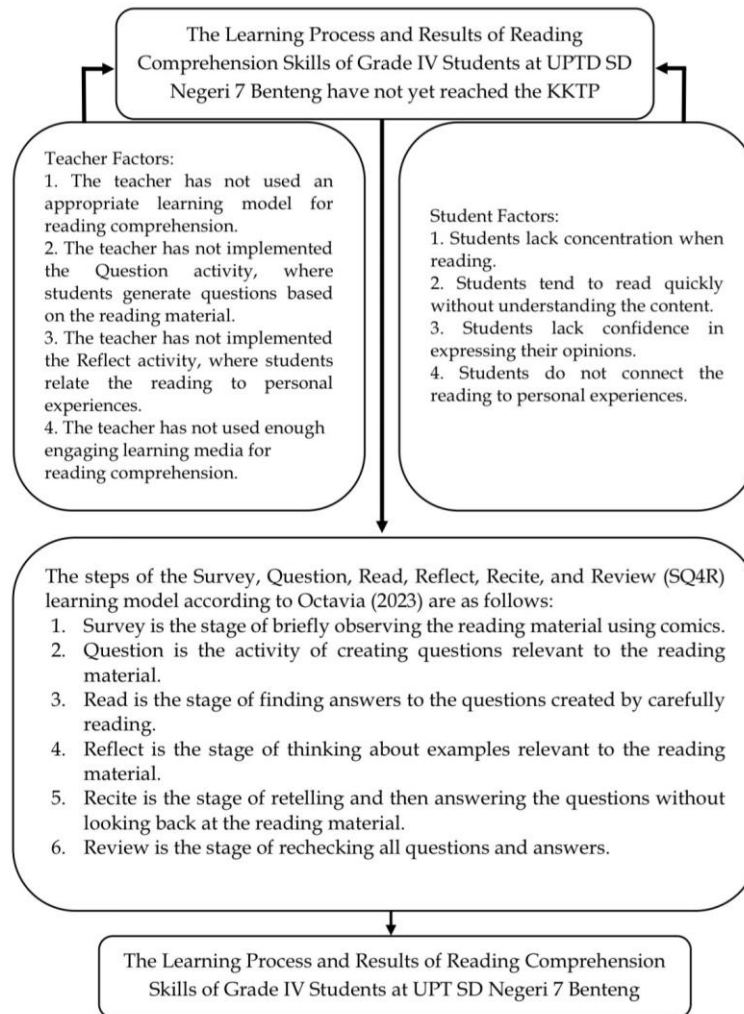


Figure 1. Conceptual Framework

METHODOLOGY

Research Method

This research employs a qualitative approach, a type of approach used in descriptive research that prioritizes analysis. The researcher chose to use a qualitative approach to describe the findings of the classroom learning process and used a theoretical basis as a guide to ensure the research's focus aligns with the facts, allowing for a narrative depiction of events as they occur in the field. This is in line with Winarni's opinion (Nurrisa et al., 2025) who stated that a qualitative approach produces descriptive data in the form of descriptive words, sentences, pictures, or verbal accounts of the behavior being studied and tends to utilize in-depth analysis.

This research employed classroom action research (CAR) conducted in the classroom to improve the learning process and student learning outcomes. This statement aligns with the opinion expressed by Parnawi (Fadilah et al., 2023), who stated that classroom action research aims to improve the quality of learning. Therefore, it must be implemented innovatively, effectively, creatively, and efficiently, and be made better than previous activities.

Research Subjects

The subjects of this study included fourth-grade teachers and students at the UPT SD Negeri 7 Benteng for the 2025/2026 academic year. The total number of subjects was 18: 10 male students, 7 female students, and 1 female teacher.

Data Analysis Techniques

Sugiyono (Qomaruddin & Sa'diyah, 2024) states that in qualitative research, data analysis is conducted based on the data obtained. The relationships between the data are then analyzed into hypotheses. Furthermore, based on these hypotheses, data is continuously analyzed to reach a conclusion regarding whether the hypothesis is accepted or rejected.

This research uses qualitative data analysis techniques developed by Milles and Huberman (Hasanah & Zakly, 2021), as follows:

1. Data Condensation
Data condensation is an analysis stage that includes selecting, focusing, simplifying, abstracting, and transforming data. This process is carried out on all data obtained, both from documents and various empirical sources, to ensure the data is directed according to the research focus.
2. Data Display
Data presentation is the process of organizing and arranging condensed data into a systematic form so that the information obtained can be better understood and analyzed.
3. Drawing conclusions
The final analysis stage is drawing conclusions, where researchers examine the data in depth to discover meaning, patterns, regularities, cause-and-effect relationships, and relevant explanations. They then formulate comprehensive conclusions based on the data obtained.

RESEARCH RESULT

This research was conducted in two cycles, each with two meetings. During the learning process, the researcher implemented the Survey, Question, Read, Reflect, Recite, and Review (SQ4R) model, incorporating comics as a supporting learning medium. The SQ4R model can facilitate better student retention of reading content because it encourages focus and enthusiasm for learning, enabling students to grasp the essence of the text through the learning stages. The SQ4R learning model consists of six stages: 1) Survey (skimming); 2) Question (forming questions); 3) Read (reading carefully to determine answers to questions); 4) Reflect (considering examples or visualizing material while reading); 5) Recite (retelling a story in one's own words); 6) Review (examining the entire passage).

The data obtained in both cycles were then processed using data analysis techniques. To determine the level of success in each cycle, data collected on teacher and student activities after the learning process was then processed and summarized as a percentage (%) to facilitate researchers in dividing the data into success tables. Halik et al., (2022) proposed the formula for obtaining the percentage (%) of success stages as follows:

$$Value = \frac{Score\ Obtained}{Maximum\ Score} \times 100\%$$

To determine the level of student success in reading comprehension, the following formula was used:

$$Success\ Level = \frac{Number\ of\ Students\ Who\ Completed}{Total\ Number\ of\ Student} \times 100\%$$

The results obtained after data analysis are as follows:

Table 1. Teacher Observation Results

Cycle	Percentage of Success	Criteria
I	72%	Sufficient
II	100%	Good

Observations of teacher activities revealed that in Cycle I, the achievement percentage was 72%, which did not meet the established success indicator of at least 76%, with a good (B) rating. However, after improvements were made based on the results of the Cycle I learning evaluation, there was an increase in Cycle II, reaching a success percentage of 100%, which is in the sufficient category.

Table 2. Student Observation Results

Cycle	Percentage of Success	Criteria
I	61%	Sufficient
II	81%	Good

Observations of student activities revealed that in Cycle I, the achievement percentage was only 61%, which did not meet the established success indicator of at least 76%, with a good (B) rating. However, after improvements were made based on the results of the Cycle I learning evaluation, there was an increase in Cycle II, reaching a success percentage of 81%, which is in the sufficient category.

Table 3. Learning Evaluation Test Results

Cycle	Percentage of Completion	Criteria
I	65%	Sufficient
II	100%	Good

The results of the student learning evaluation obtained data that in cycle I the percentage of student completion only reached 65% and had not met the established success indicators, namely a minimum of above 76% with a good category (B). However, after improvements were made based on the results of the cycle I learning evaluation, there was an increase in cycle II to reach a completion percentage of 82% and was in the sufficient category.

DISCUSSION

This study, categorized as classroom action research (CAR), utilizes the SQ4R learning model, aided by comics, to improve reading comprehension among fourth-grade students at the UPT SD Negeri 7 Benteng in the Indonesian language subject, specifically on wise financial management. The research was conducted in two cycles, each consisting of two meetings. The action process was

designed using a relevant learning model and supported by media relevant to the material and students' needs, resulting in significant improvement in learning outcomes. This is in line with the opinion of Fitri & Ardipal (2021), who stated that implementing learning media provides benefits in facilitating student understanding of learning materials, clarifying teacher information delivery, and bolstering student enthusiasm and motivation for learning.

During the learning process, the researchers implemented the Survey, Question, Read, Reflect, Recite, and Review (SQ4R) model, combined with the use of comics as learning media to support learning activities. The SQ4R model is an effective learning model for improving students' understanding of reading content in a more comprehensive manner, focusing on the main message of the reading. The model's steps are systematic, making the information learned easier to understand and more deeply embedded in students' minds. In line with Ramadhani & Halidjah (2023) opinion, the advantage of the SQ4R learning model is that it makes it easier for students to remember reading content because it encourages focus and enthusiasm for learning, enabling them to grasp the core of the text through the learning stages.

To support the effectiveness of this model, researchers utilized comics as a learning medium, an illustrated reading medium that presents stories through a series of images and text sequentially, making the messages and information easy to understand and engaging for readers. Comics are used as a tool to foster students' interest in learning and, consequently, make it easier for them to grasp the content of the reading material. This is supported by Candrayani et al., (2024) who stated that comics are a form of learning media that have a positive effect on fostering student interest in learning. This is because comics use attractive illustrations and clear and concise stories, thus helping students understand the reading material.

The integration of the SQ4R learning model with comic media is expected to facilitate comprehensive student comprehension, create a more engaging learning environment, and encourage active student involvement, thus optimally improving students' reading comprehension.

Research findings revealed that the implementation of the SQ4R learning model with comic media in Cycle I still left several weaknesses in both the teacher's teaching and student learning processes. The weaknesses identified in the teacher's teaching process were that the teacher had not yet implemented the SQ4R learning model optimally and that the teacher had not been able to create a conducive and relaxed classroom atmosphere. Furthermore, weaknesses in the student learning process included students' lack of familiarity with the SQ4R learning model, students' lack of focus when examining reading material and engaging in activities other than learning, such as sharing stories with their deskmates, students' difficulty in asking questions, and students' unfamiliarity with the teacher, leading to a lack of confidence and awkwardness in expressing their opinions during the learning process. The aforementioned opinion aligns with Octavia (2023) that satisfactory learning outcomes can only be achieved by students who actively participate during learning activities.

This condition is reflected in observations of the teacher's learning implementation. In Cycle I, the teacher was only able to meet 13 of the 18 specified indicators, resulting in a performance that remained in the sufficient (C) category. Furthermore, after improvements were made based on the results of the Cycle I reflection, improvements were observed in Cycle II. The teacher successfully implemented all the specified indicators and achieved a good (B) category with an achievement percentage of 100%.

This improvement was not only evident in the teacher's teaching process but also in the student learning process. In Cycle I, the student learning achievement reached only 61%, remaining in the sufficient (C) category. Therefore, the researcher continued the action in Cycle II, making various improvements based on the results of the previous reflection. After improvements were made, student learning achievement in Cycle II increased significantly, reaching 81%, with a good (B) category. This finding aligns with the opinion of Saepudin & Samsudin (2022) that the SQ4R learning model is effective in improving students' reading comprehension skills, reaching the predetermined success criteria. Furthermore, Muhaimin et al., (2023) also stated that comics are an effective and efficient learning medium for providing reading comprehension, enabling students to understand the material, and encouraging active student involvement in learning activities.

Research findings also demonstrate that the implementation of the SQ4R learning model, supported by comics, can help students understand reading material more easily and retain it for a longer period of time. This can improve concentration during learning, increase student engagement, and make students more confident in expressing their opinions. According to Sohimin (Jannah et al., 2021) the advantages of the SQ4R learning model include fostering enthusiasm for learning by fostering students' curiosity about the topic being taught, actively engaging students in learning, encouraging critical thinking, and ensuring long-term retention of the material learned.

The improvement in students' reading comprehension skills was also reflected in the results of the learning evaluation test in Cycle I, where 11 out of 17 students met the minimum competency criteria and were in the sufficient (C) category. This achievement did not meet the success indicators, so the research was continued to Cycle II. Furthermore, in cycle II, there was an improvement in the evaluation test results, with 14 out of 17 students meeting the KKTP (Qualifying Standards for Elementary School) and being in the good category (B). With these success indicators met, the study was terminated as the research objective had been achieved. This finding supports the opinion of Komalarasari et al., (2020), who stated that the SQ4R learning model is effective in improving the reading comprehension skills of fourth-grade elementary school students. Gunawan & Sujarwo (2022) also stated that the use of comics can improve student learning outcomes compared to the use of other learning media.

After conducting the study in fourth-grade students at the UPT SD Negeri 7 Benteng, the results obtained in both cycles, as described, indicated that the researcher's hypothesis was proven: that properly and correctly implementing

the SQ4R learning model with comics as a medium can improve the reading comprehension skills of fourth-grade students at UPT SD Negeri 7 Benteng.

CONCLUSIONS AND RECOMMENDATIONS

The comic-based SQ4R learning model implemented in fourth-grade students at the UPT SD Negeri 7 Benteng demonstrated significant effectiveness in improving the learning process and outcomes of fourth-grade students' reading comprehension. Despite several challenges encountered during the implementation of this research, the results indicate that the comic-based SQ4R learning model can have a positive impact on elementary education.

Based on the implementation and findings of this research, it is recommended that teachers implement the comic-based SQ4R learning model by explaining the steps of the SQ4R learning model in a simple and focused manner to avoid difficulties for students in learning activities.

ADVANCED RESEARCH

For future researchers, it is recommended to expand this research by applying the SQ4R learning model with the aid of comics to different materials or classes. Further research can also use other media or methods to obtain more diverse and optimal results.

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