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The Influence of the SQ3R (Survey, Question, Read, Recite, Review) Method on the Science Learning Achievement of Fourth-Grade Elementary School Students

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Abstract

This study aims to investigate the influence of the SQ3R (Survey, Question, Read, Recite, Review) method on Science learning outcomes among fourth-grade elementary school students. The research employed a quantitative approach with a quasi-experimental design in the form of a nonequivalent control group. Sampling was conducted using a non-probability purposive sampling technique. The first sample, Class IVB consisting of 25 students, served as the experimental group and received instruction using the SQ3R learning method. The second sample, Class IVA also comprising 25 students, acted as the control group and was taught using conventional teaching methods typically employed by the classroom teacher. The results of the study indicate a significant effect of the SQ3R learning method on Science learning outcomes in the fourth grade of elementary school.

Keywords– *SQ3R, Learning Method, Learning Outcomes.*

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1. Introduction

In the realm of education, the Science and Social Studies (IPAS) subject holds a strategic role in reinforcing the construct of the Pancasila Student Profile as the ideal representation of Indonesian learners. Through IPAS learning activities, students are encouraged to develop an exploratory spirit toward various events occurring in their surroundings. This curiosity forms a foundational attitude in understanding the workings of the universe and its interconnection with the dynamics of human life. Such insights may be utilized to identify emerging challenges and to design contextual solutions that support the attainment of sustainable development goals (Adnyana et al., 2023).

Monotonous teaching practices in education refer to instructional approaches that rely on a single method or technique repetitively, with minimal variation. The problem addressed in this study relates to the negative impact of such approaches on students' motivation to learn. This situation may lead to boredom, disinterest, and a decrease in engagement during lessons. Furthermore, limited variation in instructional strategies can hinder the development of students' social skills, creative thinking, and problem-solving abilities (Susanti et al., 2024). According to Syahfitri et al. in Susanti et al. (2024), static learning environments may diminish students' motivation, as monotonous approaches tend to reduce both interest and comprehension, ultimately resulting in low academic achievement.

Based on an interview with the teacher of Class IVB, it was found that the teaching methods employed included direct instruction, lectures, and assignments. However, not all students demonstrated enthusiasm during IPAS lessons due to difficulty concentrating and memorizing the learning material. This phenomenon also contributed to students' struggles in answering questions posed by the teacher and showed their limited interest in the subject. Many students remained confused when trying to comprehend the IPAS content. This low level of understanding can be attributed to students' minimal active involvement during lessons, a lack of a conducive learning atmosphere, and low

levels of attention during material delivery. Furthermore, students often perceive IPAS as a complex subject. The main problems in IPAS learning processes stem from students' passive attitudes and their difficulty in digesting the material. As a strategic response, the teacher attempted to stimulate student participation and alleviate comprehension barriers by asking discussion-provoking questions and providing repeated explanations of unclear material. In a similar interview with the teacher of Class IVA, it was noted that the instructional approaches used included direct instruction and lectures. IPAS learning was considered challenging due to the large amount of material that needed to be covered. One of the main issues was students' lack of focus, which impacted their understanding.

In addition to interviews and observations, this study utilized questionnaires distributed to fourth-grade students. The objective was to explore each student's individual learning condition and to gather data regarding their interest in IPAS, as well as to formulate potential solutions to observed issues. Data collected from 25 students in Class IVB revealed that 44% enjoyed IPAS lessons, while 56% considered the subject challenging. Around 40% of students claimed to understand the content, and 44% used the opportunity to ask teachers for clarification. Furthermore, 76% had previously participated in group learning, and 52% reported that studying in groups helped them better understand the material.

Data from 25 students in Class IVA showed that 48% enjoyed IPAS, while 60% viewed it as a challenging subject. Approximately 44% felt confident in their understanding of the content, and 48% asked questions when they did not fully comprehend the lesson. Most students (72%) had participated in group learning, and 44% found this method helpful for understanding complex content. Overall, the findings suggest that a significant number of fourth-grade students found IPAS difficult and had limited content comprehension. Nonetheless, 76% of students in Class IVB and 72% in Class IVA showed

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interest in group learning, with 52% and 44% respectively acknowledging that this method aided their understanding of IPAS material.

Based on observations, interviews, quiz scores, and questionnaire results, several contributing factors were identified: low academic achievement, students' struggles to answer questions, lack of interest in learning, monotonous classroom environments, and limited student comprehension and retention. These issues are rooted in the teacher's minimal use of varied instructional strategies. Thus, there is a pressing need for innovative teaching methods to prevent the recurrence of similar challenges in the future. Questionnaire results also indicate that students prefer group-based learning, as it facilitates their comprehension of complex IPAS concepts. Therefore, implementing an approach that not only improves academic performance but also supports conceptual understanding and long-term retention is essential. Additionally, strategies should encourage active student participation, enhance focus, promote an interactive classroom environment, and foster effective collaboration within learning groups.

According to Syah in Agusalim et al. (2023), the SQ3R method features key characteristics that support active learning. Students are not passive recipients of information but are actively engaged throughout the learning process. Teachers serve as facilitators and observers who closely monitor students' learning progress. Learning activities are generally conducted in small groups, with the teacher offering direct guidance. Students are introduced to a specific phenomenon and directed to perform initial exploration of the material before proceeding further. Meanwhile, Utami and colleagues in Agusalim et al. (2023) argue that the SQ3R method significantly enhances learning effectiveness. It aids students in gaining deeper understanding of textbook content and encourages active participation throughout the learning process. By emphasizing both the explicit and implicit meanings in the text, this method enables more optimal achievement of learning objectives.

Recent research by Tarigan et al. (2020) has demonstrated the significant impact of the SQ3R (Survey, Question, Read, Recite, Review) method on improving students' academic achievement. Their study revealed that students who utilized this method achieved an outstanding average score of 83.3, indicating a high level of mastery in their learning outcomes. Statistical analyses further reinforced these findings, with a strong correlation coefficient (r-value) of 0.72 far exceeding the critical r-table value of 0.297 suggesting a robust and meaningful relationship between the SQ3R method and enhanced academic performance. Additionally, the t-test results, which produced a t-value of 6.690 compared to the t-table value of 1.681, confirmed that the method has a statistically significant positive effect on learning outcomes. These compelling results highlight the potential of the SQ3R method as an effective pedagogical tool, particularly in structured learning environments where comprehension and retention are critical.

Despite the proven efficacy of the SQ3R method, many fourth-grade elementary school students continue to face challenges in mastering science concepts, often struggling with comprehension, retention, and application of knowledge. Traditional teaching approaches, which may emphasize rote memorization over active engagement, can contribute to these difficulties. Given these obstacles, there is a pressing need for innovative and research-backed strategies that can bridge the gap between student engagement and academic success. The SQ3R method, with its structured yet interactive approach encouraging students to survey, question, read, recite, and review material offers a promising solution. By fostering deeper cognitive processing and reinforcing learning through repetition and self-assessment, this method aligns with the cognitive and developmental needs of young learners, making it particularly suitable for enhancing science education at the elementary level.

In light of these considerations, this study seeks to investigate the effect of the SQ3R method on the science learning outcomes of fourth-grade elementary students. Building on the foundational evidence from Tarigan et al.

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(2020) and addressing the existing gaps in science education for young learners, the research aims to provide empirical data on how structured reading and comprehension strategies can elevate academic performance. The focus on science is particularly pertinent, as the subject often requires both conceptual understanding and the ability to apply knowledge skills that the SQ3R method is designed to cultivate. By implementing this method in a controlled educational setting, the study will assess its effectiveness in improving test scores, conceptual mastery, and long-term retention. The findings are expected to contribute valuable insights for educators seeking evidence-based strategies to enhance science instruction, ultimately supporting the broader goal of fostering critical thinking and academic excellence in elementary education.

2. Method

This study adopts a quantitative approach aimed at evaluating the impact of a specific variable (the SQ3R method) on another variable (students' academic achievement). The chosen research design is a quasi-experimental design, which is intended to examine causal relationships through experimentation involving both an experimental group and a control group. However, the assignment of participants to these groups was non-random (Abraham et al., 2022). The specific model employed in this study is the Non-Equivalent Control Group Design.

According to Sugiyono (2017), this design involves two groups: an experimental group, which receives the intervention using the SQ3R method, and a control group, which is taught using the conventional teaching methods typically employed by the classroom teacher.

The design framework is as follows:

Table 1. Non-Equivalent Control Group Desig

Kelompok	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Description:
O1: Pre-test for the experimental group

O2: Post-test for the experimental group
O3: Pre-test for the control group
O4: Post-test for the control group
X: Intervention using the SQ3R method, in contrast to traditional teaching methods not involving SQ3R

The population refers to the group that is the primary focus of the study and serves as the target for sampling. This research was conducted at a public elementary school in Madura, with the population comprising all fourth-grade students, totaling 50 students, including 23 male and 27 female students.

The sample in this study was selected using a non-probability sampling approach, specifically the purposive sampling method. The sample consisted of two fourth-grade classes: Class IVB, with 25 students, was designated as the experimental group; and Class IVA, also with 25 students, served as the control group.

The data collection methods employed in this study included the following: Teacher interviews, to obtain insights into the teaching process; Questionnaires, distributed to students to gather data on learning interest and behavior; Observations, to monitor the classroom environment and instructional practices; and Tests, used to measure students' academic achievement before and after the intervention.

Data were analyzed with the assistance of SPSS version 30. The following analyses were conducted: Validity testing, to assess the accuracy of the instruments; Reliability testing, to determine the consistency of the instruments; Item difficulty index analysis, to evaluate how challenging each test item was; Item discrimination index analysis, to identify the quality of test items in distinguishing between high and low performers; Assumption tests, including: Normality test, to determine the distribution of data; and Homogeneity test, to assess the equality of variances between groups. The hypothesis testing was performed using the independent samples t-test, which was applied to examine the statistical significance of differences between the experimental and control groups after the treatment.

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3. Result and Discussion

his study employed a quasi-experimental design involving two distinct participant groups to evaluate the effectiveness of the SQ3R method on science learning outcomes. Class IVB was designated as the experimental group and received instruction using the SQ3R method, while Class IVA served as the control group and continued with conventional teaching approaches. To establish a baseline for comparison, both groups were administered a pre-test assessing their prior knowledge of the science topics covered in the study. Following the instructional intervention, a post-test was conducted to measure learning gains and determine whether the SQ3R method had a significant impact on student achievement. This pre-test/post-test control group design allowed for a rigorous comparison of outcomes while controlling for initial differences in student knowledge.

The assessment tools used in this study underwent a thorough validation process to ensure their reliability and appropriateness for measuring student learning. A preliminary set of 24 test items was pilot-tested with students outside the study sample to evaluate item validity, internal consistency (reliability), difficulty level, and discriminatory power. Through this process, 16 items were identified as meeting all quality criteria and were subsequently used for both the pre-test and post-test administrations. The pilot testing phase was crucial for refining the assessment instrument, as it helped eliminate ambiguous or poorly discriminating items while retaining those that effectively measured the targeted science competencies. This rigorous approach to test development enhanced the study's internal validity by ensuring that the measurement tool was both reliable and capable of detecting meaningful differences in student performance.

Prior to testing the primary research hypotheses, the collected data underwent comprehensive preliminary analyses to verify the necessary statistical assumptions. Normality testing was conducted to determine whether the score distributions in both groups followed a normal pattern, a prerequisite for many parametric statistical tests. Additionally, tests of homogeneity of variance were performed to ensure that the variability in scores was similar across groups, an

important assumption for comparing means between the experimental and control conditions. These preliminary analyses were essential for selecting appropriate statistical tests and for establishing that the data met the fundamental requirements for valid hypothesis testing. Only after confirming that these assumptions were satisfied did the research proceed with the main analyses comparing the effectiveness of the SQ3R method versus traditional instruction on students' science learning outcomes.

Learning Outcomes in the Control Group

The analysis of the control group's performance revealed significant, though moderate, learning gains between the pre-test and post-test administrations. The group's mean score improved from 55.5 in the pre-test to 69.75 in the post-test, reflecting a notable 14.25-point increase. This improvement suggests that traditional teaching methods remain effective in facilitating knowledge acquisition and retention among elementary students. The consistent upward trend across most participants indicates that conventional instruction provides a solid foundation for learning, with the structured classroom environment and teacher-led explanations contributing to measurable academic progress. These findings align with existing educational research demonstrating that systematic, curriculum-based teaching can yield positive learning outcomes even without specialized instructional interventions.

Despite the overall positive trend, a closer examination of individual scores revealed that some students in the control group continued to struggle, with one particular case showing only marginal improvement from 37.5 (pre-test) to 50 (post-test). Such instances highlight the limitations of a one-size-fits-all teaching approach, as these students remained in the lower performance category despite receiving the same instruction as their peers. The persistence of low scores among certain individuals suggests possible gaps in foundational knowledge, differences in learning styles, or the need for more personalized instructional support. These findings underscore the importance of implementing differentiated instruction strategies and early identification systems to address the needs of students who may require alternative approaches to achieve learning mastery.

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While the control group's results validate the efficacy of conventional teaching methods, the variance in individual performance levels points to opportunities for pedagogical enhancement. The presence of students who showed minimal progress despite overall group improvement indicates that traditional approaches may not sufficiently address diverse learning needs. This suggests that supplementing standard instruction with targeted interventions such as small-group tutorials, multisensory learning activities, or periodic formative assessments could help bridge these learning gaps. Furthermore, the results strengthen the argument for integrating research-based methods like SQ3R, particularly for students who demonstrate limited responsiveness to conventional teaching. The study's findings ultimately advocate for a balanced, flexible approach to instruction that combines the reliability of traditional methods with innovative strategies tailored to individual learner requirements.

Learning Outcomes in the Experimental Group

The experimental group's results revealed remarkable academic progress following implementation of the SQ3R method, with mean scores soaring from 52.5 in the pre-test to 86.74 in the post-test - an impressive 34.24-point increase. This substantial improvement significantly outperformed the control group's 14.25-point gain, demonstrating the superior efficacy of the SQ3R approach. The magnitude of this difference suggests that the structured, active learning components of SQ3R (surveying, questioning, reciting, and reviewing) more effectively promoted deep comprehension and knowledge retention than traditional instruction methods. These findings provide compelling evidence that metacognitive strategies embedded in the SQ3R method can dramatically enhance learning outcomes in elementary science education.

When juxtaposed with the control group's results, the experimental data highlights a striking contrast in educational outcomes. While both groups showed improvement, the SQ3R group's 65.2% mean score increase nearly tripled the control group's 25.7% improvement, clearly establishing the intervention's superior effectiveness. This dramatic disparity suggests that the SQ3R method's systematic approach to reading and comprehension - particularly its emphasis on

active engagement with material through questioning and recitation - better facilitates the cognitive processes necessary for meaningful learning. The findings strongly indicate that conventional passive learning approaches may be insufficient for achieving optimal academic results, especially in conceptually demanding subjects like science.

The experimental results carry significant implications for pedagogical practice in elementary science education. The 34-point gain achieved through SQ3R implementation suggests this method could be transformative in addressing common challenges in science learning, where students often struggle with complex terminology and abstract concepts. The method's success likely stems from how it breaks down difficult material into manageable cognitive steps while promoting active retrieval practice - a technique proven to enhance long-term memory. These findings strongly advocate for widespread adoption of structured reading strategies like SQ3R in science curricula, particularly for upper elementary grades where students encounter increasingly sophisticated scientific content. The results present a compelling case for re-evaluating traditional science teaching methodologies in favor of more evidence-based, cognitively-engaged approaches.

Comparative Analysis Between Groups

The study's findings present a compelling comparison between traditional instruction and the SQ3R method, with both groups demonstrating measurable progress yet differing substantially in the degree of improvement. While Class IVA (control group) showed modest gains typical of conventional teaching with one representative student improving from 50 to 56.25 (12.5% increase) Class IVB (experimental group) achieved transformative results, as exemplified by a student's leap from 50 to 87.5 (75% increase). This stark contrast was replicated across the cohort, with the experimental group's average gain (34.24 points) more than doubling the control group's (14.25 points). The consistency of these superior outcomes among SQ3R participants, including previously low-performing students, underscores the method's capacity to democratize learning success.

The differential outcomes carry profound implications for educational practice. The experimental group's success particularly the eradication of pre-

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existing performance gaps suggests SQ3R's structured scaffolding (questioning, recitation, review) actively compensates for variances in prior knowledge. Notably, while traditional methods produced incremental, linear progress, the SQ3R cohort exhibited exponential growth, indicating the method's unique ability to accelerate higher-order thinking. This effectiveness across all proficiency levels, from struggling to advanced learners, positions SQ3R as a versatile tool for differentiated instruction. Given these results, phased implementation across grade levels initially targeting foundational subjects like science could optimize resource allocation while maximizing academic impact. The findings ultimately advocate for paradigm shift from passive content delivery to metacognitive strategy instruction as the cornerstone of elementary pedagogy.

Normality Test Results

The normality test was conducted to determine whether the sample data followed a normal distribution. The Shapiro-Wilk test, implemented through SPSS version 30, was used to assess the normality of post-test scores in both the experimental and control groups. Data were considered normally distributed if the significance value (p-value) exceeded 0.05. If the value was below 0.05, the data were considered not normally distributed.

Table 2. Normality Test Results

Tests of Normality							
Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
IPAS Learning Outcomes	Pretest Experiment	0.159	25	0.102	0.941	25	0.153
	Posttest Experiment	0.166	25	0.075	0.936	25	0.123
	Pretest Control	0.144	25	0.192	0.955	25	0.316
	Posttest Control	0.150	25	0.151	0.957	25	0.360
a. Lilliefors Significance Correction							

The pre-test significance value in the experimental group was 0.153, and the post-test was 0.123. In the control group, the pre-test significance was 0.316, and

the post-test was 0.360. All values exceed the threshold of 0.05, indicating that the data from all four assessments follow a normal distribution.

Homogeneity Test Results

The homogeneity test was conducted to determine whether the variances between the experimental and control groups were statistically similar. The Levene's Test, using SPSS version 30, was used for this purpose. According to the test's decision rule, a significance value greater than 0.05 indicates that the data are homogeneous, whereas a value less than 0.05 indicates non-homogeneous data.

Table3. Homogeneity Test for Pre-test Scores

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
IPAS Learning Outcomes	Based on Mean	0.129	1	48	0.721
	Based on Median	0.078	1	48	0.782
	Based on Median and with adjusted df	0.078	1	47.170	0.782
	Based on trimmed mean	0.124	1	48	0.727

The significance value for the pre-test scores was 0.721. Since this value is greater than 0.05, it can be concluded that there is no significant difference in variance between the experimental and control groups' pre-test scores. In other words, the two groups are homogeneous.

Homogeneity Test for Post-test Scores

Table4. Homogeneity Test for Post-test Scores

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
IPAS Learning Outcomes	Based on Mean	0.650	1	48	0.424
	Based on Median	0.657	1	48	0.421
	Based on Median and with adjusted df	0.657	1	47.389	0.422
	Based on trimmed mean	0.720	1	48	0.400

The significance value for the post-test scores was 0.424. Since this value also exceeds 0.05, it can be concluded that the post-test scores of both groups are homogeneous, meaning they have comparable variance characteristics.

Results of the Independent Samples t-Test on Pretest Scores

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After the pretest data fulfilled the assumptions of normality and homogeneity, hypothesis testing was conducted using the Independent Samples t-Test to compare the scores between the experimental and control classes.

Table 5. The Results Are Presented

	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Pretest Control	25	55.5000	10.25711	2.05142
	Pretest Experiment	25	52.5000	10.52032	2.10406

Based on the data presented in the table above, it can be observed that the average pretest score in the experimental group was 52.5, while the control group achieved an average of 55.5. Numerically, this indicates that prior to the intervention, the control group had a relatively higher mean score compared to the experimental group

Table 6. Levene's Test

		Levene's Test for Equality of Variances		t-test For Equality of Means						
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df	One-Sided p	Two-Sided p			Lower	Upper
IPAS Learning Outcomes	Equal variances assumed	0.129	0.721	1.021	48	0.156	0.312	3.00000	2.93861	-2.90847	8.90847
	Equal variances not assumed			1.021	47.969	0.156	0.312	3.00000	2.93861	-2.90857	8.90857

If the significance level (two-sided p) exceeds 0.05, the alternative hypothesis (Ha) is rejected. The results of the Independent Samples t-Test on the pretest data yielded a significance value (two-sided p) of 0.312, which is greater than 0.05. This finding indicates that there was no statistically significant difference in the mean pretest scores between the two groups prior to the intervention. Therefore, it can be concluded that the initial competencies of students in both the control and experimental groups were comparable.

Results of the Independent Samples t-Test on Posttest Scores

Hypothesis testing in this study employed the Independent Samples t-Test to evaluate the effect of the SQ3R method on the learning outcomes of Grade IV

elementary students by comparing the average posttest scores of the experimental and control groups.

Table 7. The results are presented

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Pretest Eksperimen	25	86.7400	8.13220	1.62644
	Pretest Kontrol	25	69.7500	9.49232	1.89846

Referring to the data in the table above, it is evident that the experimental group achieved a mean posttest score of 86.74, while the control group recorded an average score of 69.75. This suggests that the students taught using the SQ3R method outperformed those who received conventional instruction in terms of learning outcomes.

		Levene's Test for Equality of Variances		t-test For Equality of Means						
						Significance				95% Confidence Interval of the Difference
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar IPAS	Equal variances assumed	0.650	0.424	6.796	46.896	<0.001	<0.001	16.99000	2.49989	22.01943	11.96057
	Equal variances not assumed			6.796	48	<0.001	<0.001	16.99000	2.49989	22.01638	11.96362

The Independent Samples t-Test results showed a statistically significant difference ($p = 0.001 < 0.05$) in posttest scores between the experimental group (SQ3R method) and the control group (traditional instruction), leading to the rejection of the null hypothesis. According to Sugiyono (2018), since the experimental group's average score was significantly higher, the SQ3R method effectively improved learning outcomes. Classroom observations revealed that while the control group followed conventional teaching (lectures, Q&A, and exercises), the experimental group engaged in structured SQ3R activities—

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surveying texts, formulating questions, reading for answers, summarizing, and group discussions. The SQ3R sessions fostered greater student interaction and comprehension, with teachers actively guiding and rewarding participation. These findings confirm that the SQ3R method enhances learning more effectively than traditional approaches.

The study found no significant difference in pretest scores between the experimental (52.5) and control (55.5) groups before the intervention. However, post-intervention results showed the SQ3R method group achieved significantly higher posttest scores (86.74) compared to the control group (69.75). The Independent Samples t-Test confirmed this difference was statistically significant ($p=0.001 < 0.05$). These findings align with Kusuma et al.'s (2021) research demonstrating SQ3R's effectiveness in improving fourth-grade learning outcomes.

The experimental group's successful implementation of SQ3R featured active group learning with videos and worksheets, contrasting with the control group's conventional lecture-based approach. As Fadila and Susetyo in Purba (2024) note, SQ3R serves as both a reading strategy and collaborative learning framework. The significant results ($p<0.05$) confirm SQ3R's effectiveness in enhancing fourth-grade learning outcomes, leading to rejection of the null hypothesis. The method's systematic approach (Survey, Question, Read, Recite, Review) proved superior for developing deeper comprehension compared to traditional methods.

4. Conclusion

The analysis revealed a statistically significant difference ($p=0.001$) in posttest scores between the experimental and control groups, leading to rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). This finding confirms that the SQ3R method implementation resulted in measurably better learning outcomes compared to conventional instruction. Following Sugiyono's (2018) framework, the significantly higher mean score of the experimental group demonstrates the positive educational impact of the SQ3R intervention.

These results provide empirical evidence that the SQ3R method effectively enhances learning outcomes for fourth-grade students. The method's structured approach (Survey, Question, Read, Recite, Review) proves particularly valuable in elementary education, offering teachers a research-based alternative to traditional instructional methods. The significant improvement in the experimental group's performance suggests that wider adoption of SQ3R could benefit similar educational contexts.

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