



Digital Comic-Supported SQ4R Method: An Innovative Approach to Improving Reading Comprehension Skills in Primary Education

Intan Nur Aini, Nugraheti Sismulyasih SB*

Elementary School Teacher Education Program, Faculty of Education and Psychology,
Universitas Negeri Semarang, Indonesia.

*Corresponding Author. Email: nugraheti@mail.unnes.ac.id

Abstract: This study aims to analyze the effect of the SQ4R (Survey, Question, Read, Reflect, Recite, and Review) method assisted by digital comic media on improving the reading comprehension skills of third-grade students and to describe the improvement of students' learning activities during the instructional process. This research employed a quantitative approach using a quasi-experimental design with a Nonequivalent Control Group Design. The sample consisted of 25 students in the experimental class and 25 students in the control class. Data were collected through test techniques (pretest and posttest) and non-test techniques in the form of observations of students' learning activities. Data analysis involved normality and homogeneity tests, the Independent Samples t-test, and N-Gain analysis. The results showed that the SQ4R method assisted by digital comic media had a significant effect on students' reading comprehension skills, as indicated by the t-value of 2.763, which was higher than the t-table value of 2.011 at the 5% significance level ($\text{Sig.} = 0.008 < 0.05$). The mean posttest score of the experimental class was 80.2, which was higher than that of the control class (72). Furthermore, the N-Gain score in the experimental class was 45.01% (moderate category), while the control class obtained 27.21% (low category). Students' learning activities in the experimental class reached an average score of 89.38% (very good category), which was higher than that of the control class (56.25%). Therefore, the SQ4R method assisted by digital comic media is effective in improving third-grade students' reading comprehension skills and learning activities. This method can be considered an alternative instructional strategy for enhancing reading comprehension learning in elementary schools.

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Introduction

The quality of education in Indonesia is still relatively low compared to other countries. Based on the results of the 2022 Program for International Student Assessment (PISA), Indonesia ranked 68th out of 80 participating countries. This assessment determines how well students can solve issues, think critically, and communicate in facing real-life challenges (Ratnasari & Nugraheni, 2024). These results show that literacy skills, especially reading, remain a fundamental challenge in the national education system. Sulastris & Suhandoko (2024) stated that Indonesians' interest in reading is very low, as reflected in UNESCO data showing that only about 0.001% of the population has a habit of reading regularly, meaning that out of every thousand people, only one individual actively reads (UNESCO data).

Many studies show that students still struggle to identify main ideas, understand difficult vocabulary, and answer reading-based questions correctly. A pre-survey conducted



at one of the Dwija Harapan Cluster elementary schools found that 18 out of 28 third-grade students did not meet the Learning Objective Achievement Criteria (KKTP) for locating information in reading texts. Observations also indicated that students were often passive, unfocused while reading, and less enthusiastic in completing text-based tasks.

In the context of education, reading is a process of understanding and obtaining information from written texts that goes beyond simply recognizing words, but also involves the ability to analyze, interpret, and evaluate the author's message (Alpian & Yatri, 2022). More specifically, the active process of reading comprehension uses the reader's background knowledge and experience to comprehend the text's content (Fani Muliawanti et al., 2022). This ability is an essential skill in academic and social life because through reading, students can broaden their horizons, build knowledge, and develop language skills (Suparlan, 2020). In learning, reading is divided into reading aloud and reading silently, which includes extensive and intensive reading. Intensive reading or reading comprehension requires students to understand the content of the text deeply and comprehensively (Sarika et al., 2021).

Reading comprehension skills enable students to receive and process information effectively and serve as the foundation for understanding learning materials (Irma Sari et al., 2021). According to Rumahorbo et al. (2021), reading comprehension involves identifying important information and understanding the meaning of texts, while Frans et al. (2023) emphasized that reading comprehension is an active process of constructing meaning by connecting the information contained in the text with the reader's prior knowledge. In line with this, indicators of reading comprehension skills can be measured using Barrett's Taxonomy, which includes five levels, namely literal, reorganization, inferential, evaluation, and appreciation (Eka Sunarya et al., 2025). This framework helps teachers assess students' comprehension levels gradually, from basic understanding to higher-order thinking skills, so that low reading comprehension skills will directly impact students' overall academic achievement.

To address these problems, an effective learning method is needed to actively engage students in the reading process. Teachers play an important role in guiding students to understand the material through meaningful classroom interactions (Permata Sari et al., 2024). Learning methods are techniques used by teachers to achieve learning objectives and create an active, engaging learning atmosphere that supports the mental, attitudinal, and behavioral development of students (Rimah Dani et al., 2023). One strategy that can be applied is the SQ4R method. Previous research by Indriyani & Suniasih (2023) employed SQ4R assisted by folklore media, while several studies have shown that digital comics can improve students' engagement and literacy skills. Most previous studies examined SQ4R and digital comics separately or combined SQ4R with other media. The SQ4R method promotes active and systematic reading, while digital comics enhance students' interest and understanding. Therefore, the novelty of this study lies in integrating SQ4R with digital comic media.

Ramadhani & Halidjah (2023) proved that the application of SQ4R had a positive effect on the reading comprehension skills of elementary school students with a moderate effect size. Research of Fadilah et al. (2022) also showed that the SQ4R model was able to significantly improve reading comprehension learning outcomes. These findings indicate that SQ4R is effective in training critical thinking skills and increasing student engagement in the reading process. In line with this, reading comprehension skills are not only related to reading fluency, but also the ability to understand, interpret, and process information from



Sismulyasih Nugraheti Sb (2018), so strategies are needed that can activate students' cognitive processes optimally. In this way, SQ4R not only improves students' understanding of the material but also strengthens their critical thinking skills (Hidayati et al., 2023). The goal of reading instruction using the SQ4R method is to encourage independent learning and improve the ability to understand texts effectively. This method shapes students as self-regulated learners who are able to diagnose learning, understand material, monitor strategies, and have high motivation in the learning process (Afriliyani et al., 2023).

Since learning media is crucial to the success of the learning process, it is a crucial component of the educational system (Daniyati et al., 2023). In addition, the use of media by teachers in the teaching and learning process can increase students' enthusiasm and interest in learning (Angely et al., 2023). However, the effectiveness of learning strategies will be maximized if supported by media that is appropriate for the characteristics of elementary school students. Learning media serves as a conduit for the delivery of information to improve comprehension (Wulandari et al., 2023). One relevant medium is digital comics. Digital comics present material in an attractive combination of text and visuals, thereby increasing students' motivation to learn and interest in reading. The visuals in comics help students understand the content of the reading material in a more concrete and enjoyable way (Assaidah et al., 2023). In addition, the use of digital comics can create a creative, innovative, and interactive learning atmosphere (Narestuti et al., 2021), as well as effectively increase student engagement and learning outcomes because it combines narrative and visual elements in accordance with children's cognitive development stages (Burhani et al., 2024).

Although research on the effectiveness of the SQ4R method and digital comics has been conducted separately, studies integrating the two into a single learning approach are still limited, especially for third-grade elementary school students. In fact, the integration of SQ4R systematically engages students' cognitive activities, while digital comics increase motivation and understanding through attractive visualizations. Thus, the combination of the two is expected to improve reading comprehension skills and student engagement in learning.

According to this description, the purpose of this study is to explain student involvement during the learning process and to examine the impact of utilizing the SQ4R technique with the use of digital comics on enhancing the reading comprehension abilities of third-grade students at Gugus Dwija Harapan.

Research Method

This study employed a quasi-experimental design and quantitative research methodology. As Sugiyono (2023) stated, the design used was the Nonequivalent Control Group Design. During the January–February 2026 even semester of the 2025–2026 school year, this study was carried out at Gugus Dwija Harapan Public Elementary School.

The research subjects were third-grade students at Gugus Dwija Harapan Public Elementary School. The sampling technique used was purposive sampling, selecting two classes with relatively similar characteristics. Based on this technique, two schools were selected as research samples, namely SDN Wonolopo 02 as the experimental group with 25 students and SDN Wonoplenbon 01 as the control group with 25 students. In each class, the study was carried out in four sessions for both the experimental and control courses. Both groups were given a pretest before the treatment and a posttest after the treatment to determine the difference in Indonesian language learning outcomes before and after learning. The purpose of this study was to see how the use of the SQ4R method, with the help of digital comic media, improved students' reading skills.



This study employed test and non-test methods for data collection. Students' reading comprehension abilities were assessed using tests (pretest and posttest), while non-test techniques—interviews, observations, and documentation—provided supporting data on the learning process and research conditions. Data analysis was conducted in two stages: initial and final analysis. The initial stage included normality and homogeneity tests to examine the equivalence of the two groups' initial abilities. The final stage involved normality and homogeneity tests, N-Gain calculations to determine improvement in reading skills, and an independent samples t-test to identify differences in learning outcomes between the experimental and control classes. The criteria for interpreting the N-Gain index are as follows:

Table 1. Interpretation criteria for the N-Gain index

Coefficient Interval	Criteria
N-gain < 0.3	Low
$0.3 \leq \text{N-gain} < 0.7$	Moderate
N-gain ≥ 0.7	High

In addition, student activity data were analyzed descriptively by calculating the percentage of activity in each meeting to illustrate the development of student participation during the learning process.

Table 2. Criteria for Student Activity Observation Results

Assessment Score	Criteria
$32.5 \leq \text{score} < 40.0$	Very Good
$25.0 \leq \text{score} < 32.5$	Good
$17.5 \leq \text{score} < 25.0$	Fair
$10.0 \leq \text{score} < 17.5$	Low

The observation sheet was used to observe student activities during the learning process using the SQ4R method assisted by digital comics in the experimental class. The observation sheet was compiled based on indicators of student learning activities, which included: (1) activeness in survey and question activities, (2) involvement in reading and understanding texts, (3) ability to reflect on the content of the reading, (4) courage to recite the results of their understanding, and (5) participation in review activities. Each indicator was observed using a rating scale to describe the level of student involvement during the learning process.

Results and Discussion

This study involved 25 third-grade students from SDN Wonolopo 02 as the experimental class and 25 third-grade students from SDN Wonoplenbon 01 as the control class. The experimental class received four sessions using the SQ4R method assisted by digital comics, while the control class was taught using conventional methods over the same number of meetings. Although the experimental class used the same digital comic media throughout the four sessions, the SQ4R stages (Survey, Question, Read, Reflect, Recite, Review) were applied gradually and systematically in each meeting. Each session emphasized one or more stages of the method, allowing students to progressively develop structured reading strategies. Thus, the consistent use of the same media did not limit learning variety and effectively supported students in identifying important information from the reading texts. The following is the digital comic media used:



Figure 1. Digital Comic Media

Access link: <https://heyzine.com/flip-book/a4cc0d3947.html>

In the first meeting, students applied the survey stage by observing the title, images, and key parts of the digital comic, followed by reading the text, identifying important information, and summarizing the material. In the second meeting, students carried out the Question and Read stages by generating questions, rereading the text to find answer, and reinforcing their understanding through discussion and reflection.

Learning activities were implemented in stages, progressing from identifying information in the first meeting to independently analyzing and summarizing the reading content by the fourth meeting. This structured design helped students gradually adapt to the SQ4R method. Pre-tests and post-tests were administered to measure students' reading comprehension before and after the four sessions. Twenty multiple-choice questions measuring the ability to find information in a reading text made up the test. The following section presents the distribution of pretest and posttest scores in both the experimental and control classes.

Table 3. Pre-test and Post-test Data for the Experimental Class and Control Class

Class	Test	Mean	Highest Score	Lowest Score
Ekspeirmen	Pretest	61.6	85	35
Eksperimen	Posttest	80.2	95	60
Kontrol	Pretest	60.2	80	30
Kontrol	Posttest	72	90	50

With pretest averages of 60.2 and 61.6, respectively, Table 3 shows that the experimental and control classes' starting skills were essentially the same. The lowest scores were 30 and 35, while the best scores were 80 and 85. Following treatment, the experimental class's posttest average rose to 80.2, while the control class's grew to 72. The highest scores were 90 and 95, while the lowest were 50 and 60. These findings indicate that the experimental class has improved more. After that, tests for homogeneity and normality were performed to make sure the data were appropriate for parametric analysis.

Before testing the hypothesis, the experimental and control classes were tested beforehand. The normality test was used to determine whether the learning outcome data for the Indonesian language subject were normally distributed or not. The Shapiro–Wilk test was used to test the normality of the pretest scores, with the following decision criteria: H_0 was accepted if the significance value (Sig.) was greater than 0.05, indicating that the data were normally distributed, while H_0 was rejected if the significance value was less than 0.05.

**Table 4. Normality Test Results for the Experimental Class and Control Class**

		Test of Normality					
		Kolmogrov-Smirnov ^a			Shapiro Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Results	Pretest A (Experiment)	.135	25	.200*	.968	25	.588
	Pretest B (Control)	.157	25	.115	.952	25	.275

Table 2 shows that the experimental class's Sig. value was 0.588 and the control class's was 0.275, based on the results of the Shapiro-Wilk normality test. Since the Sig. value for both classes are more than 0.05, H_a is rejected and H_0 is approved. As a result, the experimental and control groups' pretest results are regularly distributed.

The purpose of the homogeneity test is to determine if the pretest data variances for the experimental and control classes are equal. At a significance level of 0.05, H_0 is accepted (data is homogeneous) if the Sig. value is more than 0.05, and rejected (data is not homogeneous) if the Sig. value is less than 0.05. Based on the pretest data, the homogeneity test yielded the following results:

Table 5. Homogeneity Test for the Pre-test Data of the Experimental Class and Control Class

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.343	1	48	.561
	Based on Median	.257	1	48	.615
	Based on Median and with adjusted df	.257	1	46.688	.615
	Based on trimmed mean	.323	1	48	.572

Based on Table 5, the results of the pretest homogeneity test show a Sig. value of $0.561 > 0.05$. Thus, H_0 is accepted and it can be concluded that the variance of the pretest data for the experimental and control classes is homogeneous.

Table 6. Normality Test of Posttest Scores for the Experimental Class and Control Class

		Test of Normality					
		Kolmogrov-Smirnov ^a			Shapiro Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Results	Posttest A (Experiment)	.200	25	.011	.937	25	.124
	Posttest B (Control)	.156	25	.120	.955	25	.321

Based on Table 6, the posttest normality test results show a Sig. value of 0.321 for the control class and 0.124 for the experimental class. Since both values are > 0.05 , H_0 is accepted. Thus, the posttest data for the control and experimental classes are normally distributed.

Table 7. Homogeneity Test of Posttest Scores for the Experimental Class and Control Class

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	1.026	1	48	.316
	Based on Median	.564	1	48	.456
	Based on Median and with adjusted df	.564	1	41.983	.457
	Based on trimmed mean	.985	1	48	.326

According to Table 7, the results of the homogeneity test that were obtained by control and experimentation are Sig. $0.316 > 0.05$, meaning that H_0 was determined.



Accordingly, it may be concluded that the experimental and control data have similar or homogeneous variables. The pengujian criteria may be analyzed using the significance level of $\alpha = 0.05$. Therefore, if $\text{Sig.} > 0.05$, then H_0 is considered to be homogeneous or identical.

The Independent Sample Test, which is used to test hypotheses, is used in this study. The hypothesis test criterion is that the thitung is greater than the table, meaning that H_0 is rejected and H_a is accepted. The results of the independent T-test sample for the posttest data are as follows:

Table 8. T-test

Statistic	Experimental Class	Control Class
df	48	48
Sig.	.008	.008

Based on Table 8, the obtained t-value is 2.763 with a 5% significance level. With $df = 48$, the t-table value is 2.011. Since $t\text{-value} > t\text{-table}$ ($2.763 > 2.011$), H_0 is rejected and H_a is accepted. This indicates that the SQ4R method assisted by digital comic media has a greater effect on students' reading comprehension than conventional learning methods. The N-Gain test was used to analyze the average improvement between pretest and posttest scores in both the experimental and control classes. The overall improvement data of third-grade students from SDN Wonolopo 02 and SDN Wonopembon 01 in Semarang City are presented in the following table.

Table 9. N-Gain Test Results

Class	Mean Pretest	Mean Posttest	N-Gain Score	Criteria
Control	60,2	72	27,21	Low
Experimental	61,6	80,2	45,01	Moderate

Table 9 shows an improvement in reading comprehension skills in both classes. The mean score of the experimental class increased from 61.6 to 80.2, while the control class increased from 60.2 to 72. The findings of the research show that the experimental class improved more than the control group. Thus, it can be said that pupils in the experimental class improved their reading comprehension abilities. The following graphic shows the statistics on the rise in the mean pretest and posttest scores.

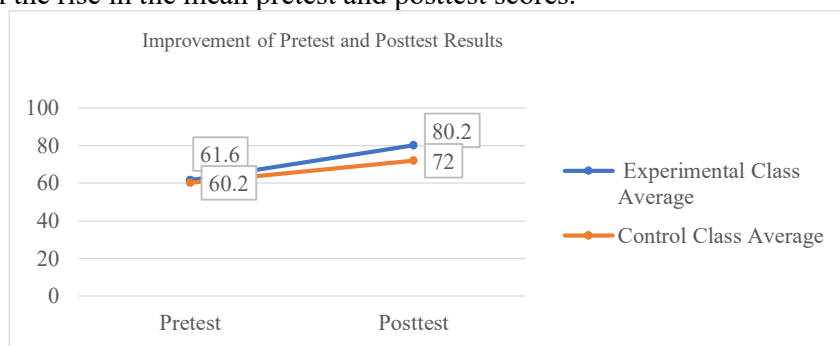


Figure 2. The Improvement of the Average Indonesian Language Learning Outcomes of Third-Grade Students at SDN Gugus Dwija Harapan

Based on Figure 2, Students' starting skills in the experimental and control groups were nearly identical, as shown by the mean pretest scores of 60.2 (control) and 61.6 (experimental). After the treatment, the experimental class, which was taught using the SQ4R method assisted by digital comic media, showed greater improvement in Indonesian language learning outcomes compared to the control class. The results indicate that students in the



experimental class achieved higher score gains than those in the control class, based on the pretest and posttest results. In addition to test data, this study also collected data on students' learning activities through observation sheets conducted over four meetings in both classes. The observation instrument consisted of 10 indicators with 4 descriptors each (maximum score 40, minimum 0), categorized into very good, good, fair, and poor. The results of students' learning activities in both classes are presented in the following diagram.

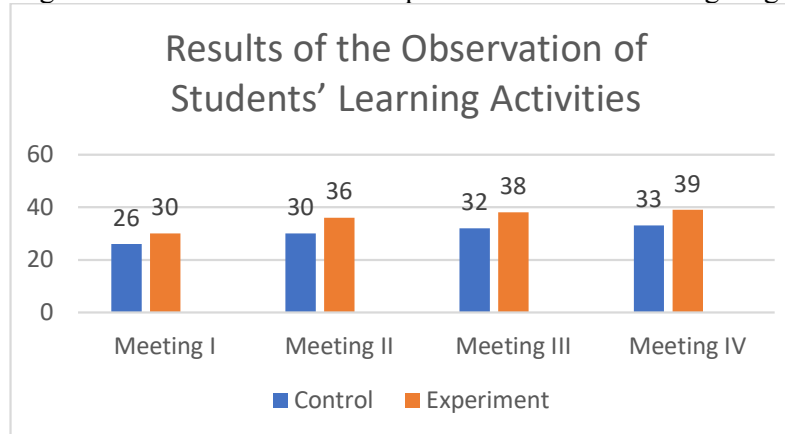


Figure 3. Results of the Observation of Students' Learning Activities

Based on Diagram 2, The findings of the observation demonstrate that the experimental class's learning activity scores increased steadily with each meeting, rising from 30 in Meeting I to 39 in Meeting IV. This steady improvement indicates significant development in students' learning activities. Meanwhile, the control class also showed improvement, with scores increasing from 26 in Meeting I to 33 in Meeting IV. However, the increase was lower and less significant compared to the experimental class.

Discussion

The Effect of Using the SQ4R Method Assisted by Digital Comic Media on Improving Reading Comprehension Skills

According to the data analysis, students' reading comprehension abilities were improved more by the SQ4R approach with the use of digital comic media than by traditional instruction. The t-test verified a significant difference between the two groups, and the experimental class outperformed the control class on the mean posttest. This indicates that the SQ4R method helps students better understand reading texts.

This improvement is closely related to the characteristics of SQ4R, which emphasizes active student involvement at each stage: surveying the text, generating questions, reading deeply, reflecting, reciting, and reviewing. These steps encourage students to engage cognitively, connect new information with prior knowledge, and restate content in their own words, thereby strengthening comprehension, critical thinking, and independent learning. Learning becomes student-centered rather than teacher-centered.

The use of digital comics further supports the process by providing attractive visuals and contextual storylines, making learning more engaging and interactive. This increases students' motivation and interest in reading, which positively affects comprehension skills. Theoretically, active engagement is essential to reading comprehension grows when students actively engage with the text, make connections between new material and what they already know, and keep an eye on their comprehension. The high percentage of student participation (89.78%) in this study suggests that students actively participated in every step of the SQ4R



process. In addition, digital comics enhanced students' attention and engagement with the reading materials, which may have contributed to the better reading comprehension performance of the experimental class compared to the control class.

In addition to cognitive improvement, the method also enhances affective and psychomotor aspects. Students demonstrate greater confidence, active participation, collaboration, and improved communication skills, both orally and in writing. Overall, the integration of structured SQ4R stages and engaging digital comic media creates meaningful learning experiences and significantly improves the reading comprehension skills of third-grade students at SDN Gugus Dwija Harapan.

These findings are in line with research (Indriyani & Suniasih, 2023) which shows that the SQ4R model assisted by folk tales produces significant differences between the experimental and control classes. Additionally, research (Saepudin Mubarakah Ulfah, 2022) proves that the application of SQ4R gradually improves students' average scores and learning completeness. Research (Afriyanti et al., 2023) also shows an increase in the percentage of mastery and average student scores after applying the SQ4R method. Thus, the findings of the N-Gain test support the idea that third-grade students at SDN Gugus Dwija Harapan may improve their reading comprehension abilities by using the SQ4R approach with the use of digital comics.

Increasing Student Activity through the SQ4R Method Assisted by Digital Comics

The observation results showed a consistent and significant increase in student activity in the experimental class, reaching an average of 89.38% (very good category). The improvement progressed from 75% in the first meeting to 97.5% in the fourth meeting, indicating students' adaptation to the SQ4R stages assisted by digital comics, which made learning more active and systematic.

The SQ4R method promotes active involvement at each reading stage, ensuring that students engage cognitively rather than read passively. High learning activity supports reading comprehension, as understanding texts requires concentration, analysis, and the ability to connect information. Additionally, SQ4R improves critical thinking and autonomous learning abilities in addition to comprehension.

Although the control class also showed improvement (average 56.25%, good category), it remained 14.37% lower than the experimental class. Higher engagement in the experimental class corresponded with better learning outcomes, as reflected in the N-Gain score of 45.01 compared to 27.21 in the control class. These findings align with previous studies indicating that SQ4R effectively improves elementary students' reading comprehension skills.

These findings are supported by previous studies. According to (Simbolon et al., 2020), the SQ4R model was effective in improving elementary school students reading comprehension skills. The implementation of the model increased students learning mastery from 26.66% in the pre-test to 86.66% after the second cycle, indicating that SQ4R can serve as an effective instructional strategy to help students understand texts more deeply. These findings are also in line with (Ramadhani & Halidjah, 2023) which proves that the application of SQ4R has a positive effect on the reading comprehension skills of elementary school students with a moderate effect size. Research (Fadilah et al., 2022) also shows that the SQ4R model can significantly improve reading comprehension learning outcomes.



Conclusion

Based on the results and discussion, it can be concluded that the implementation of the SQ4R method assisted by digital comic media had a significant positive effect on the reading comprehension skills of third-grade students. Statistical analysis confirmed a significant difference between the experimental and control groups ($t_{\text{count}} = 2.763 > t_{\text{table}} = 2.011$), indicating that students who learned through this approach showed greater improvement than those who received conventional instruction. The integration of structured SQ4R stages with digital comic media created more meaningful and engaging learning experiences and increased students' participation in the learning process. Therefore, this approach can serve as an effective alternative for elementary school teachers in improving students reading comprehension skills.

Recommendation

Based on these conclusions, It is advised that educators use the SQ4R technique in conjunction with digital comics as an alternate teaching approach to help students become better readers and to make learning more interesting and purposeful. Schools are expected to support the use of innovative digital learning media that align with the characteristics of elementary school students. Future research is recommended to apply the SQ4R method with different types of media, involve broader grade levels, and examine its effectiveness over a longer period of time.

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