The Implementation of SQ3R Learning Strategies in Improving Student's Effectiveness and Learning Outcomes in Subject of Capita Selecta Indonesian History

Darnawati[1], Jamiludin[2], Jumatin[3]

[1,2]History Education Lecturer, Faculty of Teacher and Training Education, Halu Oleo University, Indonesia
[3]Economic Education, Faculty of Teacher and Training Education, Halu Oleo University, Indonesia

Abstract: *This research aimed at knowing the implementation of the SQ3R strategy in learning of the subjects of Capita Selecta Indonesia History and the implementation of the SQ3R strategy in the learning of the subjects of Capita Selecta Indonesia History. The research design was a mixed method research between research and development (R&D) with the classroom action research (CAR). The subjects of this study were the seventh semester students in the study program of history education, teacher and training education facullty, Halu Oleo University. There were 50 students. The response of students in the implementation of the development of the SQ3R strategy generally shows a positive response. After a test of student learning outcomes was obtained that student learning outcomes experience a significant increase before and after treatment. After the implementation of the SQ3R startegy student learning outcomes had increased, namely those who obtained an A score of 34 people (64%), B value of 16 people or about 32%.*

Keywords: SQ3R Strategy, Learning Outcomes, Capita Selecta Indonesia History

1. Introduction

The development and changes that occur in life of society, nation and state in Indonesia cannot be separated from the influence of global change, as the impact of the development of science and technology. This continuous change demands the need for improvement in the national education system including the improvement of the curriculum. Improving the curriculum is expected to respond to various changes and demands of stakeholders who want an increase in the quality of education.

The quality of education in Indonesia, especially in the subjects of Social Sciences (IPS) need to get special attention, considering IPS is a subject that study social life whose studies integrate the fields of social sciences and humanities. One aspect of IPS is the historical aspect that cannot be separated from the development of human life

The subject of Capita Selecta Indonesia History contains material on the development of Indonesian history from prehistoric times to the present. Learning this subect is essentially intended to increase national awareness, instill a sense of love for the homeland, stimulate creative and innovative abilities in the face of current and future challenges, foster the nation's personality through the process of integration and internalization of the soul, spirit and values of 1945 to the younger generation or students. Thus, a wise person will not repeat the mistakes of his nation's past history. Such a role, the course in the history of Indonesian history must have been mastered by students.

Learning outcomes as an indicator of the success of the learning process, is one problem that has never been discussed in education. Several factors influence the learning outcomes, including lecturer teaching skills, student learning environment, teaching media, as well as models or approaches and learning strategies which are applied by lecturers in the classroom. In the teaching process, the important factor that is directly related is the application of a model in teaching in the classroom, which directly affects the motivation and results of students in learning.

Bandura as one of the originators of social learning theory (social learning theory) states that people learn through direct experience or observation (modeling models), people learn from what they read, hear, and see in the media, and also from others and their environment. He believes that learning in this way will be more meaningful for students in receiving lessons because of their concrete nature.

In relation to the demands and expectations of IPS-Capita Selecta Indonesia History learning in current Indonesian history which according to the UNESCO version has four pillars, namely learning to know, learning to do something, learning to be someone, and learning to deal with shared life. Then the creation of learning that takes into account the four pillars above is always sought and developed both in the form of models and learning strategies and innovations in order to optimize learning IPS- Capita Selecta Indonesa History. Lecturers are expected to be able to open up various thinking and inspiring insights from students, so that they are able to learn various concepts and relate them to real life, so that they have a live skill for their life and livelihood as an independent person.

The lecturers's Complaints and teaching staff in the Capita Selecta Indonesia History are when students who are less enthusiastic or less active to take part in material studies, it can be seen when the learning process takes place, there are some students who have not studied when the lecturer teaches.

The above reality is closely related to the presentation model used by lecturers who tend to use methods that do not arouse student's activity in attending class. As long as learning takes place the lecturer has not empowered all of his potential so that some students have not been able to achieve the individual competencies needed to follow the advanced lessons. Lecturers sometimes find a difficult to find the best way to convey various concepts taught in a particular subject, so that all students can use and remember the concept longer, and understand as a part that is interconnected and form a complete understanding.

One way that can be taken to overcome the problems stated above is the improvement of learning patterns, especially the application of approaches, models, and strategies in the right learning. These problems can be answered if all want to improve their reading ability. The method is to find a reading technique that can improve the reading ability of the Indonesian History chapter. Psychologists have developed several efficient reading techniques. Similarly Robinson introduced a reading technique which he called the technique of reading Survey-Question-Read-Recite-Review or abbreviated as SQ3R (Kiranawati, 2008: 3). In the SQ3R technique, there is mastery of vocabulary, organizing reading material, linking facts with one another.

The research question in this study are:
1) How the implementation of the SQ3R strategy in learning of the subjects of Capita Selecta Indonesia History? and
2) Does the implementation of the SQ3R strategy in the learning of the subjects of Capita Selecta Indonesia History can improve student's activity and learning outcomes in the History Education Study Program?

2. Literature Review

Concept of History Learning
Learning is a systemic activity in which one of the components is an instructional design. The instructional design of history learning in Social Sciences Education is intended to make learning more effective, it is hoped that the learning objectives of history in can form the ownership of national awareness so that historical awareness can be achieved. In other words, history learning will enable students to be able to compete in the practice of social communication.

According to Delors (1996: 87) there are four learning pillars launched by UNESCO that need to be developed in formal education institutions in an effort to realize quality education.

Learning to know, in realizing this pillar the lecturer should be as a facilitator. In addition, the lecturer is required to be able to play a role as a colleague in making dialogue with students in developing mastery of certain knowledge.

Learning to do, it will work if the Faculty (University) facilitates the students to actualize their skills, as well as their talents and interests. Although children's talents and interests are influenced by hereditary elements, the development of talents and interests depends on the environment. While, skills can be used to sustain one's life. Learning to be is closely related to talents and interests, physical and psychological development, personal typology of children and environmental conditions. For children who are aggressive, the process of self-development will run if given the opportunity wide enough to be creative. On the contrary, for children who are passive, the role of the teacher as director and facilitator is needed for maximum self-development of students.

According to Mulyasa (2004: 100) learning is a process of interaction between students and their environment, so that behavior changes occur in a better direction thus, learning is not only limited to activities carried out by lecturers, but also it includes all events and activities that may have a direct influence on the human learning process.

Related to the efforts to achieve an effective historical learning, teaching materials and learning materials should be organized in a structured manner. Viewed in terms of models and strategies for delivering learning materials, various learning methods and media can be used depending on the characteristics and learning objectives of a field of study.

SQ3R Strategy
Helping the students find and choose an information, the lecturers should determine, introduce and develop the skills which are needed to solve problems in class. For smarter and more advanced students can be taught an integrated study plan to understand and master the reading material. To understand the essence of reading effectively in learning can use the SQ3R strategy. how this strategy works are: **Survey**, before starting to read first do a survey to get the picture contained in the book that is read. See the chapter that will be read in its entirety, what are the titles and subtitles. **Question**, ask questions that can guide us in reading activities. What will be discussed in the chapter and sub-headings, so that you can find or enter the essence of the chapter idea. **Read**, read the contents of each section and find answers to the questions that are already in the second step. **Recite**, write the key sentences that summarizes all the intentions of the part that have been read in its own words. Thus, it means that the reader has grasped the idea or essence of reading. **Review**, review the contents of the reading; what we tell in our own words is in accordance with the actual content or not.

The demands to the subjects of capita selecta Indonesia history as described above implicitly found in the reading techniques developed by Robinson. The technique is named SQ3R (Survey-Question-Read-Recite-Review). Furthermore Robinson in his book Effective Study introduces the model reading SQ3R in the following way:
a) The survey is a step of reading to get an overall picture of what is contained in the material that is read. This is done by examining the title and subtitles, drawings or illustrations, and the final summary in parts of the book or text. In carrying out this survey students actually use skimming and scanning reading techniques.
b) Question is a step that requires students to solve a problem regarding material or text after finding the

material or text that related to the needs of the task. These questions indicate the desire of the reader to find out about the message they want to get from the material, and will try to find answers to the questions that are their job.

c) Read is to read the material or text actively and try to get all the answers to questions that already existed before. When reading, students will get additional knowledge based on the development of their understanding and desires from what is read (analytical reading).

d) Recite is after students finish reading, students recall what they have read and examine everything they have obtained. Knowledge that has been obtained and in accordance with the context of the task, students can answer questions.

e) Review is the last step. Students read parts of the book or text carefully to ensure answers to the questions made in the third and fourth steps (Kiranawati, 2008: 5; Taringan, 1994: 35).

Learning Outcomes

Basically, the learning outcomes are obtained through the learning process, where the learning process is not only marked and memorized but also it must be known and understood about what and how it must be learned. The end of a learning process, students will get a learning result. According to Sardiman (2007: 13) learning outcomes are the result of an intrusion of learning actions and teaching actions. In order to obtain optimal learning outcomes, the learning process must be done consciously and deliberately and well organized.

According to Winkel (1983: 61), the learning outcomes which are achieved by the students result in changes in the field of knowledge and understanding, areas of skills and attitudes. Changes that occur can be measured by using a measuring instrument in the form of evaluating learning outcomes provided by the lecturer. In line with this opinion, Sudjana (1996: 13) states that learning outcomes are a reflection of objectives at a certain level produced by students expressed in numbers / letters. In the subject of Capita Selecta Indonesia History, the learning outcomes that meant were none other than the ability of students after the evaluation which was given, as a manifestation of the efforts of the learning process.

Suparno (1997: 61) states that learning outcomes depend on what the learner already knows, works on concepts, goals, and motivations that have interactions with the material being studied. several aspects provides that affect a student's learning outcomes, namely: (1) internal factors which are conditions in students (intelligence, talents, interests, motivation, perceptions and physical condition of students); (2) external factors, namely factors outside the student's self, for example, environmental conditions include curriculum, learning materials, methods of presentation, community and family.

Based on the opinions above, the results can include cognitive, affective, and psychomotor aspects. Cognitive aspects include intellectual learning which consists of levels of understanding, application, analysis, synthesis, and evaluation. Effective aspects include attitudes (acceptance, answers or reactions, judgments, organization and interaction). While psychomotor aspects include learning outcomes which are obtained by students depending on the teaching method of lecturers, the availability of learning materials, the environment of the place of the study, curricula and others. Students will not achieve optimal learning outcomes if the material provided or how to teach lecturers is not attracting attention.

Previous Study

The research relevant to this study, first Sudrajat (2001: 77) shows that both fast and slow learning groups of students, SQ3R has a very significant influence on improving students' ability to communicate in Mathematics. This is indicated by the spread of the number of students who got scores 2, 3 and 4 as the scores categorized as correct answers. On average, 21.7% of fast group students who apply SQ3R get a perfect score of 4 for each problem, namely the score for the answer and the process of answering correctly. While the slow group that applies SQ3R on average as much as 13.9% gets a perfect score for each problem.

Second, a research that conducted by Ali (2005: 73) which is based on the analysis of research data is known the formative results of the first cycle average students learning outcomes are 7.2 with the percentage of learning completeness are 65%, the second cycle of the aveage students learning outcomes are7.5 with the with the percentage of learning completeness 87%. Thus, it was concluded that the application of the strategic learning model to learn the elaboration of the PQ4R method could increase student achievement and learning activities.

3. Methodology

The research design was a mixed method research between research and development (R&D) with the classroom action research (CAR). The subjects of this study were the seventh semester students in the study program of history education, teacher and training education facullty, Halu Oleo University. There were 50 students, divided into two parallel classes, namely class A, there were 25 students and class B , there were 25 students. The procedure of this research was to apply the SQ3R learning strategy by following the stages of classroom action research. Each cycle is carried out based on the indicators to be achieved. Each cycle is carried out by procedures: (1) plan, (2) act, (3) observing, and (4) reflect. The data collected were student learning activities, learning implementation, and learning outcomes of the subjects of capita selecta Indonesia history. Students learning activities and learning implementation were obtained from observation during the learning process, while student learning outcomes were obtained from the formative tests of each cycle to determine the effectiveness of the actions that had been given to the subjects of capita selecta Indonesia history (quantitative data). For the purposes of data analysis, researchers used the help of the SPSS program.

4. Result

The SQ3R strategy Research Stages

Table 1: Stages of the Implementation of SQ3R Strategy in Learning

Activities	
Lecturer	**Students**
Survey 1. Distributing reading material to students 2. Giving examples of how to identify reading material by paying attention to the title, subtitle, keywords or other terms that were considered important or become a common thread in the text or material.	1. Reading the text / learning material 2. Identifying the reading texts or material that had given based on review of titles, subtitles, keywords or other terms that were considered important or become a common thread in the text or material.
Question 1. Guiding students to compile questions in accordance with identification at the survey stage. 2. Compiling a list of questions relevant to the text. 3. Lecturers gave instructions to students how to formulate questions that are clear, concise, and relevant with parts of the text that had been marked or recorded at the survey stage.	1. Compiling questions based on the results of the reading survey. 2. Developing questions that were relevant to the text or material. 3. Formulating questions that were clear, concise and relevant to the text.
Read 1. Directing students to read actively in finding answers of the questions. 2. Giving students time to read the reading carefully.	Reading actively and carefully to find answers of the questions that had been prepared previously.
Recite 1. Requesting the students to discuss answers of the questions that had been arranged in groups. 2. Asking students to read answers without reading material or notes.	Answering questions that had been prepared without the help of notes or reading material .
Review 1. Asking each group to present the results of the discussion. 2. Asking the students to review the answers that had been compiled. 3. Asking students to draw conclusions from the reading material that has been learned.	1. Presenting the material that had been given. 2. Reviewing the questions and answers that had been compiled. 3. Makinf a reading of the conclusion.

Stages of Classroom Action Research
The stages of classroom action research were carried out on the seventh semester students in the study program of history education, teacher and training education facullty, Halu Oleo University. These stages carried out in two cycles. Each cycle consisted of the stages of planning, acting, observing and reflecting. Based on the research activities both in the first cycle and second cycle obtained a variety of data, including data on student learning activities, implementation of learning, and learning outcomes of Capita Selecta Indonesian History. Student learning activities and learning implementation were obtained from observation during the learning process, while student learning outcomes were obtained from the formative tests of each cycle to determine the effectiveness of the actions that had been given to the subject of the capita selecta Indonesian History (quantitative data).

Overall student activities in learning in cycle I were in good criteria with a total score of 32 and a score of 80%. Nevertheless, there were still some shortcomings that must be corrected in the next cycle. Based on research data in the first cycle, it showed that students had not been able to adjust to the learning process with the SQ3R method, because the learning method was still perceived as new. This is because student activities in group discussions look sufficient. During the discussion, students were not very active, it was because students still feel embarrassed and afraid of being wrong in answering questions or even presenting their work. In the first cycle of learning using the SQ3R method in learning obtained the average value of students 78.44 with the percentage of classical learning completeness is 84%. Comparison of learning outcomes before and after cycle I can be seen as follows.

Table 2: Student Test Results Before Action and Cycle I

Description	Before Action	Cycle I
The highest score	79	88
The lowest score	54	55
Average student score	73,06	78,44
Classical completeness	54%	84%

Based on the table above, it could be seen that there was a significant increase in the completeness of classical student learning, from before the action was 54% to 84% after being given an action in cycle I. The classical completeness student learning calculation was used to determine the percentage of students who had met the criteria for completion of learning. From the results of the assessment analysis of student learning outcomes of the first cycle, students who had not achieved mastery learning were 8 (eight) students, with an average percentage of learning completeness by 84%. Learning outcomes had not met the indicators of success of classical learning completeness, which wass at least 85% of all students in the class get a minimum score.

Table 3: Student Test Results Cycle II

Description	Cycle II
The highest score	91
The lowest score	74
Average student score	83,12
Classical completeness	96%

Based on the table above, it could be seen that there was a significant increase in the completeness of classical student learning, namely from the first cycle action of 84% to 96% after being given an action in cycle II. The calculation of student learning classical completeness was used to determine the percentage of students who had met the criteria for completion of learning. From the results of the assessment analysis of student learning outcomes of cycle II, students who had not achieved mastery learning were 2 (two) people, with an average percentage of classical

completeness learning were 96%. Learning outcomes had met the indicators of success of classical completeness, which was at least 85% of all students in the class got a minimum score of 75.

5. Discussion

Based on data on student learning outcomes, classical completeness learning before action and after the action in cycle I with the SQ3R strategy in cooperative learning basically increased from 32% to 80%. When lecturers taught with this strategy students look enthusiastic in receiving lessons. Likewise when reading material to find answers the questions, they look serious. Even so, classical completeness learning in the first cycle had not reached the success indicator of 85%. Students' activities in learning in the first cycle also found some deficiencies. These deficiencies include students' activities in group discussions that seem sufficient. During the discussion, students were not very active. It was because students still feel embarrassed and afraid of being wrong in answering questions or even presenting their work.

Based on data analysis in cycle I, the next step in cycle II learning was planned learning by applying the SQ3R strategy in learning. This step was carried out as an improvement effort from cycle I so that success indicators could be achieved. In cycle II, learning techniques using the SQ3R strategy in learning need to be improved, by means of lecturers giving group assignments at home to students to read the material and summarize the material to be taught before the second cycle begins. Thus, students became more prepared with the material to be taught.

Based on the test data of student learning outcomes in the second cycle obtained learning completeness achieved for cognitive assessment were 96% which showed the completeness of students' classical learning had been achieved. In the learning process in cycle II, students' activities were more optimal. This could be seen from the majority of students who had been able to make questions well. Students also didn't feel shy anymore to answer questions and expressed opinions during the discussion. During learning activities, students had begun to adjust to the SQ3R strategy in learning. This was supported by the results of student responses that the SQ3R strategy made students tend to more easily understand the content of reading texts in a relatively fast time which had a high percentage of agreed options. In learning, the atmosphere of the class looked orderly, the interaction did not only occur to lecturers and students, but the interaction between students and students were also seen. Lecturers no longer dominated in discussion activities, but the lecturers still directed the discussion. Based on the results of the reflection of cycle II, the indicators of success had been achieved in real terms.

6. Conclusion

Based on the description and stages of the SQ3R strategy, the conclusions produced as report material are:
1) This study uses the SQ3R model which starts with the stages of Survey, Question, Read, Recite and Review. From the observation that student learning activities show changes in patterns and techniques in learning material, namely the stages of the **survey** by marking important concepts, the **question** can compile questions related to the subject matter. **Read** can understand what is read and can find answers to questions, **Recite** students in answering questions through group discussions are active and not afraid of being wrong in answering questions or even presenting their work, and the **Review** can recall the answers to the questions they made.
2) The response of students in the implementation of the development of the SQ3R model generally shows a positive response or good for each student at the end of learning. This is because the SQ3R method has clear steps that make it easier for students to understand the material. Among them are (a) students become active readers and are directed directly to the essence or content of the main implicit and explicit in the text, (b) students concentrate more on reading concepts or subject matter, (c) students can understand the parts of the subject matter because the concepts studied have been marked and repeated so that the subject matter is longer stored in longterm memory.
3) After a test of student learning outcomes is obtained that student learning outcomes experience a significant increase before and after treatment. Before the implementation of SQ3R student learning outcomes from 50 respondents only 12 people obtained an A (24%) value of B (37 people or around 74%) and a C score of one person or around 2%. However, after the implementation of the SQ3R model student learning outcomes have increased, namely those who obtained an A score of 34 people (64%), B value of 16 people or about 32%.

7. Future Research

To improve the implementation of learning social sciences materials extensively, a number of suggestions are recommended for the next researcher as follows:
1. Social sciences materials generally have a very broad, cover with the complex material. Therefore, lecturers are expected to be able to train and familiarize students by using fast and precise reading methods and techniques as in the SQ3R strategy.
2. Lecturers in conveying learning, need to introduce to students some new techniques or strategies of effective learning / reading. This is important to avoid student learning saturation.
3. SQ3R learning startegy can be used as reference material or comparison in implementing learning practices in subject or other relevant subject matter

References

[1] Ahiri, Jafar. 2007. *Evaluasi Pembelajaran dalam Konteks KTSP*. Kendari: Unhalu Press.
[2] Albertus, Lesmono, Wijaya, dan Yushardi. (2015). *Penerapan Metode Survey, Question, Read, Recite, Review (SQ3R) Dalam Pembelajaran IPA di SMP*. 1-10. Available at https://jurnal.unej.ac.id/index.php/JPF/article/view/1867
[3] Al Ghazo-Abeer. 2015. *The Effect of SQ3R and Semantic Mapping Strategies on Reading*

Comprehension Learning among Jordanian University Students. International Journal of English and Education. 4 (3), 92-106.

[4] Ali, M, 2005. Meningkatkan Prestasi Belajar Siswa pada Pokok Bahasan Kelangsugan Hidup Melalui Penerapan Model Pembelajaran Elaborasi Metode PQ4R. *Laporan penelitian diterbitkan oleh Buletin Pelangi Pendidikan.*

[5] A.M. Sardiman. 2007. Interaksi dan Motivasi Belajar Mengajar. Jakarta: PT. Raja Grafindo Persada

[6] Arikunto, Suharsimi, 1998. *Prosedur penelitian*. Jakarta : Rineka Cipta

[7] Borg, R. F. & Gall M.D. 1983. *Educational research Inntroduction.* New York: Longman.

[8] Delors, Jacques. 1996. Learning: The Treasure Withi. Paris 07; UNESCO.

[9] Hopkins, David. 1993. *A Teacher's Guide to Classroom Research.* Philadelphia: Open University Press.

[10] Kiranawati. 2008. *Teknik Membaca Cepat.* (Wijianta, Wijianta@gmail.com.html, retrievd on 27 May 2008).

[11] Mulyasa, E 2004. *Implementasi Kurikulum 2004: Panduan Pembelajaran KBK.* Bandung: PT Remaja Rosdakarya.

[12] Musnir, N. Diana. 1998. *Ilmu Sejarah dalam Pendidikan Ilmu Pengatahuan Sosial.* Depdikbud Bagian Proyek penatara guru SLTP Setara D-III.

[13] Nur, M. 2000. *Strategi Strategi Belajar.* Surabaya: Universitas Negeri Surabaya.

[14] Sanjaya, W. 2006. *Strategi Pembelajaran, Berorientasi Standar Proses Pendidikan*. Jakarta: kencana.

[15] Safari. 2003. *Evalusi Pembelajaran*. Jakarta: Dikjen Dikdasmen Dekdiknas.

[16] Sanaky, Hujair AH. 2006. *Metode dan Strategi Pembelajran Berorientasi pada Pemberdayaan Peserta Didik.* (www.sanaky.com.html, retrieved on 6 June 2008).

[17] Soekamto, T & Winata Putra, U.S. 1997. *Teori Belajar dan Model-Model Pembelajaran.* Jakarta: PAU-PPAI Universitas terbuka.

[18] Sudjana. 1996. *Metode statistika*. Bandung: Tarsito.

[19] Sudrajat. 2001. *Penerapan SQ3R pada Pembelajaran Tidak Lanjut untuk Peningkatan Kemampuan Berkomunikasi dalam Matematika Siswa SMA*. *Tesis Magister PPS* UPI. Bandung: UPI.

[20] Sugiono. 2004. *Statistik untuk penelitian*. Bandung: Alfabeta.

[21] Suparno, P. 1997.*Filsafat Kontsruktivisme dalam Pendidika*. Yogyakarta: Kanisius.

[22] Taringan, H.G. 1994. Membaca *sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa

[23] Winkel. W.S. 1983. *Psikologi Pengajaran. Jakarta*: PT Gramedia Widia Sarana Indonesia

Author Profile

Darnawati received S.Pd. and M. Pd. degrees in Halu Oleo University in 1995 and 2009. She received Dr. Degrees in State University of Jakarta in 2012. She is a lecturer at History Education of Halu Oleo University.

Jamiludin received Drs. degree in Halu Oleo University in 1987. He received M. Hum. Degrees in 1996 in Gadjah Mada University and in 2016, he received Dr. degrees in State University of Makassar. He is a lecturer at History Education of Halu Oleo University.

Jumatin received S. Pd. degree in Halu Oleo University in 2007. He received M. Pd. Degrees in 2011 in State University of Yogyakarta. He is a lecturer at Economic Education of Halu Oleo University