

The Influence of the SQ4R Learning Model on Learning Outcomes Student

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ABSTRACT

This research aims to test whether or not there is an influence of the SQ4R learning model (Survey, Question, Read, Reflect, Recite, Review) on the learning outcomes of class VIII B students at MTsN 8 Jombang. This research uses a quantitative approach using quasi-experimental methods. The sample used was 38 class VIII students at MTsN 8 Jombang and was taken using a purposive sampling technique. Data collection techniques use observation sheets and tests to obtain data related to student learning outcomes. The results of this research show that the SQ4R learning model (Survey, Question, Read, Reflect, Recite, Review) has a significant influence on student learning outcomes in the basic competency of analyzing halal food and drink provisions, proven through t-test analysis with t results - count > t-table (270.683 > 2.042) and sig value. (2-tailed) of 0.000 or <0.05.

Keywords : SQ4R Learning , Learning Outcomes

INTRODUCTION

Globalization education is very important need for man . Education provides opportunity for man For develop potency so that can solve problem and become means in fulfillment need life . Education can become container that can produce quality natural resources so that capable compete and improve existence nation (Suhanda et al., 2019) . In essence education is efforts made in a way aware For develop potency participant educate with stimulate and provide means as well as infrastructure activity Study . Activity Study help form character somebody through an involving stimulus process teacher's role as well participant educate (Yunisa, 2023) .

Implementation process education need efforts For maximizing quality education so that results learning gained in accordance with hope you want achieved . Required exists reciprocal relationship between participant educate , educator as well as learning media to make it happen atmosphere effective learning . In learning needed creativity a teacher so will formed something future innovations innovation the effect on improvement results Study participant education (Sri, 2020). There is innovation in learning will add motivation student so that activity Study become more active . Educator or the teacher has role as teacher , manager class , supervisor, motivator, consular as well as explorer (Arianti, 2023) .

Education facility besides give knowledge in a way general , but also provide knowledge regarding the religion adhered to by the participants educate . Based on Dukcapil data , it was 236.53 million The majority (86.88%) of Indonesian citizens adhere to the Islamic religion (Rustina, 2013) . This matter impact on giving more religious learning Lots focused on Islamic religious education and of course bring up a number of school increasingly Islam mushrooming in Indonesia began from MI, MTs, and MA which are also located under government of the Ministry of Religion of the Republic of Indonesia. That matter requires educators For can make atmosphere learning that is not boring and more pleasant .

Still child go to school need intake good nutrition because matter the influence on level concentration as well as intelligence child in understand material available at school (Sumiaty & Hardi, 2018) . However intake nutrition provided must customized with Allah SWT commands in His words in the surah:

QS Al-Baqarah verse 168

يَا أَيُّهَا النَّاسُ كُلُوا مِمَّا فِي الْأَرْضِ حَلَالًا طَيِّبًا وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ إِنَّهُ لَكُمْ عَدُوٌّ مُبِينٌ

" Hi everyone Humans , eat halal again Good from what is on earth , and do not You follow steps devil ; Because actually devil That is real enemy for you "

QS An-Nahl verse 114

فَكُلُوا مِمَّا رَزَقَكُمُ اللَّهُ حَلَالًا طَيِّبًا وَاشْكُرُوا نِعْمَتَ اللَّهِ إِنَّ كُنتُمْ لِيَآءِهِ تَعْبُدُونَ

“ Then eat what is halal again Good from the fortune that has been made God has given you ; and be thankful God's favor , if You only to Him alone worship ”

One learning model innovative that can be implemented is the SQ4R model (*Survey , Question , Read , Reflect , Recite , Review*), the SQ4R model is capable made as reference For introduce students on nuance new to get it analyze halal and haram provisions food and Drink . MTsN 8 Jombang is one of implementing schools learning about provisions on halal and haram food and drinks . After done classroom observations VIII, obtained that activity Study Still use method lecture so that cause participant educate tend passive . This matter Because student only accept information without find Alone draft from material studied . Presentation material also tends to boring as well as facilities and infrastructure that are not support . That matter causes the learning process No effective so that will impact on understanding child about food as well as drink that can consumed by Islam . Understanding This important owned by the child matter This Because in puberty student have a desire know the high , if No given provision since early so will cause child will experience deviation association .

SQ4R learning model is used For help participant educate so you can follow learning in a way active , critical and systematic so that capable increase knowledge gained (Octavia, 2020). Learning model This done through a number of stages , ie *survey* conducted with inspect or review fill text , *question* that is stage participant educate compile a list of questions based on fill given text , *read* ie stage participant educate read given reading so that capable identify answer based on text and can answer questions that have been arranged in phases previously , *recite* ie participant educate remember and explain One one by one information already studied , *reflect* ie give sign or lines on keywords For remember things important , and *review* that is review repeat answer from question (Yulia, 2018) . Learning model This own superiority with involve participant educate in a way direct so that create active learning . The preparation and implementation process is also easy as well as can increase Power remember participant educate (Usmansyah et al., 2019) .

In this research there are several important updates compared to previous research. This research examines the influence of the SQ4R learning model, which is rarely applied in the context of secondary school education. This provides new insight into the effectiveness of alternative learning models. This research examines the influence of the SQ4R learning model which is rarely applied in the basic competency of analyzing halal and haram food and drink provisions. This research also increases knowledge about how the SQ4R learning model can be applied to improve student learning outcomes.

Based on exposure above , it's important For done study about application of the SQ4R deep learning model learning halal and haram provisions food and Drink . This matter done because the SQ4R model hasn't yet Once implemented at MTsN 8 Jombang as place study . So writer do study with title " The Influence of the SQ4R Learning Model (*Survey , Question , Read , Reflect , Recite , Review*) on Learning Outcomes ." Students in Basic Analyzing Competencies Halal and Haram provisions Food and Drink at MTsN 8 Jombang ”.

METHOD

Types of research This use design Experiment pseudo (*quasi experimental design*) that is research that tests try something intervention in a group subject with or without group comparison . Design approach *pre-test and post-test design* , ie researcher only do intervention on a group without comparison . (Creswell & Creswell, 2017) Study This only One the group that was given treatment later observed the result . Population and sample in study This is all over student class VIII B MTsN 8 Jombang , totaling 38 people. Instruments used is sheet observation form Plan Implementation Learning (RPP) and tests written form question choice double about inheritance . Then the data is obtained from score answer test written analyzed use test normality and paired t-test.

RESULTS AND DISCUSSION

Results

This research was carried out at two meetings, where at each meeting observations of teacher and student activities would be carried out. The first meeting began by giving a *pre-test* to students, and research results showed that there was an increase in student learning outcomes after being given the SQ4R model.

However, despite this, in the learning process, it was still observed that some students did not fully understand the material provided. There is a tendency for students to be less active when given the opportunity to ask questions, and some students find it difficult to direct them when carrying out learning activities. There are also disturbances in work groups, where some students disturb their group friends during the implementation of tasks. Therefore, this class action research was continued to the second meeting with the need to improve several aspects of the action.

Based on the results of observations by observers at this second meeting, the results showed that the implementation of the SQ4R learning model was better compared to the first meeting, so it can be concluded as follows:

- Participant educate become more easy For understand material lessons that use SQ4R method .
- The value of cooperation between participant educate will fertilized If participant educate get used to For do Work group in finish Assigned job .
- Demanding activities participant educate should need get used to creating it condition active class .

Based on results research in class VIII B after applied the SQ4R learning model , the data obtained was an average posttest score of 87.80 with maximum value 100 and minimum value 73.33. Test result normality can served as following :

Table 3. Normality Test Results Data

Data	Shapiro-Wilk
Pretest	,155
Posttest	,169

Table 3 shows that the *pretest results* get a sig value. $0.155 > 0.05$ and the *post-test results* obtained a sig value. $0.169 > 0.05$, so the pretest and post-test scores are normally distributed. In hypothesis testing, the *post-test results* got an average of 87.80 and the pretest results got an average of 54.64, which means the SQ4R model is effective for learning outcomes in the basic competency of analyzing the halal provisions for food and drinks in class VIII B MTsN 8 Jombang. The next test is the T-test where the data results are presented as follows:

Table 4. T-Test

Data	Average	Sample	Significance
Pretest – posttest	-33.16158	38	,000
Pretest	54.6455		-
Posttest	87.8071		-

Based on Table 4 , the average pretest score is 54.64, while the average posttest score is 87.80. In the t test of the relationship between the pretest and posttest were obtained sig value (2-tailed) 0.000 which means sig value < 0.05 . So H_a is accepted and H_0 is rejected can interpreted that there is the influence of the SQ4R learning model on results Study participant educate class VIII-B MTsN 8 Jombang on competency base analyze halal and haram provisions food and Drink .

Based on the results of the t test, $t_{count} = 270.683$, which means $t_{count} > t_{table}$. So it can be concluded that the SQ4R learning model influences student learning outcomes and is used effectively. In line with Ratna Rustina, 2013 stated that “ students who were given the SQ4R model showed enhancement ability understanding and thinking more critical Good compared to students who are given the conventional model ”.

This is also in line with Nanda, 2015 who obtained result “ that application SQ4R learning is capable help increase results Study proven students of the average results increased learning ” . Study This there is a number of recency important compared to with study previously :

- Study This study the influence of the SQ4R model is rare implemented in context education at school intermediate . This matter give outlook new about effectiveness of learning models alternative .
- Study This research influence of the SQ4R sparse learning model applied in competence base analyze halal and haram provisions food and Drink .
- Study This increase knowledge about way the SQ4R model can increase results Study participant educate .

Discussion

Application method SQ4R learning on competencies base analyze halal and haram provisions food and drinks at MTsN 8 Jombang , as reason he wears method This Because method This is very easy planned by the teacher . SQ4R learning method in research This can applied If student seen reluctant or fed up in follow lesson . Study about competence base analyze halal and haram provisions food and Drink with method SQ4R learning in Class VIII B MTsN 8 Jombang the result revealed after done study .

Based on results data collection , at meetings First Still observed that a number of participant educate Not yet fully understand material taught by the teacher. Apart from that , there is trend participant insufficient education active moment given chance For ask , as well a number of participant educate difficult directed when carry out activity learning . There are also distractions in group work , where some participant educate bother Friend a group of them during implementation task .

Lowest value student is 40 achieved by 2 students . The highest score is 66.66 achieved by 3 students . Average value still low namely 54.64. Based on results obtained in do pre -test questions at the meeting First can is known students who get value > 67 still a lot , just student certain ones already get mark Enough Good . Conclusion of the meeting First Still Lots students who haven't understand material with Good .

Based on results research on activities meeting second obtained results that implementation of the SQ4R learning model already more Good compared to with meeting First , look that participant educate become more easy understand material lessons delivered , participants educate become more active and start formed attitude Work The same in activity group .

Lowest value is 73.33 achieved by 2 students . The highest score is 100 achieved by 3 students . The average value is 87.80. Students who get a score of >75 is 36 students . By whole material lesson Already controlled by all student . The average student score of 87.80 shows that all student has control material lesson with Good .

Based on t test results with using the paired t-test was obtained $t_{\text{count}} = 270,683$ then It means $t_{\text{count}} > t_{\text{table}}$. So that can be concluded that the Survey, Question, Read, Reflect, Recite, Review (SQ4R) learning model is influential to results Study participant educated and effective used for competence base analyze halal and haram provisions food and Drink class VIII B at MTsN 8 Jombang . With that's what Ha proposed that there is significant influence results Study student through the Survey, Question, Read, Reflect, Recite, Review (SQ4R) learning model results Study participant educate .

CONCLUSIONS

Based on the research results, it was concluded that the application SQ4R learning can help increase competence base analyze halal and haram provisions food and drink student class VIII B at MTsN 8 Jombang . Proved from the average value student increase from 54.64 to 87.80. In addition , the SQ4R learning model provides significant influence to results Study students where in the t-test analysis it was obtained that $t_{\text{-count}} > t_{\text{-table}}$ ($270.683 > 2.042$), meaning that there was an influence of the SQ4R learning model on student learning outcomes in the basic competency of analyzing halal and haram food and drink provisions.

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