

The Application of Learning Model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) can Increase Activeness and Learning Outcomes of Student

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Abstract: *The objective of this study is to analyze implementation of SQ4R learning method, students' active participation and students' achievement in the subject " Public Administration of Public Relations and Protocol " for students of class XI ADMINISTRATIVE OFFICE 1 at SMK PGRI Turen. This type of research is a Classroom Action Research (CAR). Data collection was done by interview, observation, documentation, test, and field note. The result of the research shows that (1) the implementation of learning goes well, proved by the increase of students' active participation and students' achievement, (2) the students' active participation increased from the percentage of 61% in the circle 1 to 82% in circle 2, (3) Students' achievement from the cognitive aspect increased from the average of 6.7 in circle 1 to 88.7 on circle 2.*

Keywords: *SQ4R Model, Active participation, Achievement*

Education is one of the very important aspects of life. Reciprocation of a country or nation basically depends on the educational aspect. To create quality education requires the role of professional and competent teachers. Teachers are considered the main factors running a learning and learning process. The process of learning and good teaching must be supported by the quality of professional teachers. Professional teachers are considered able to make students more qualified. The results of the initial interview is conducted with the teacher researcher Public Administration of Public Relations and Protocol Dra. Neny Chuindha, researchers got information that there are some shortcomings in the learning process that has been going on for this, namely: (1) Learning Model used less innovative teachers, at the moment of learning students are always directed to search for material by way of *browsing* on the internet. After they get the material, one of the groups designated to present the results of the search for such material in front of the class. At the end of instruction also no review and explanation of the material are also less so that students do not understand the matter in depth; (2) Students' understanding of the material as evidenced by the student's daily test score of 50% has not reached the KKM; (3) The ability of students to speak mainly to express an opinion is still low; (4) Teachers have difficulty growing students' activeness in reading, asking and responding to the material they have learned. Based on the model of learning, one of the learning models that can increase the activeness and willingness of the students to read the learning model is SQ4R (*Survey,*

Question, Read, Reflect, Recite, Review). This learning model is part of the cooperative learning model. "SQ4R adalah pengembangan dari SQ3R dengan menumbuhkan unsur *reflect*, yaitu aktivitas memberikan contoh dari bahan bacaan dan membayangkan konteks aktual yang relevan" (Shoimin, 2014:190). Therefore by application of model learning SQ4R is expected to help students in remembering and understanding any material that they have read, so that their knowledge can be more meaningful, and can increase the activeness and student learning outcomes. A learning model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) according to Shoimin (2014:191) includes a *survey* that is to observe and record the reading text, key word marking. *Question*, namely by making the question (why, how, from where) about the reading material. *Read* namely by read the text and find the answer. *Reflect* the activities provide examples of reading materials and imagine the actual context is relevant. *Recite* is by considering the answers given (Note-discuss together). *The Review* is by way of a thorough review.

Every learning process, students always reveals the activeness. The activeness of the students is one of the goals of the learning process. Thorndike (Dimiyati & Mudjiono, 2006:45) concludes "keaktifan siswa dalam belajar dengan hukum '*law of exercise*'-nya yang menyatakan bahwa belajar memerlukan adanya latihan-latihan". Activeness in the study varied in shape, ranging from physical activity until psychic activity. Physical activities in the form of reading, listening, writing, practice skills etc. Learning outcomes by Bloom (in Suprijono, 2012:6) "hasil belajar mencakup kemampuan kognitif, afektif dan psikomotorik". Regarding what to do student to himself, then the initiative must come from the students themselves. Learning outcomes are changes that occur in learners after following the learning activities, both changes in terms of cognitive, affective and psychomotor.

Based on research by Rahayu dkk (2014) with the title "Model Pembelajaran Kooperatif Tipe SQ4R Berbasis Keterampilan Proses Berpengaruh Terhadap Hasil Belajar IPA Siswa Kelas V SD Gugus Letkol Wisnu". The results of research conducted by using a learning model SQ4R can increase the learning outcomes, average student learning outcomes at the time of pre test of 63.51 and when post test results average student learning increased by 72.35. Previous research was also done by the Kartika Chandra Dewi in 2015 with the title "Peningkatan Aktivitas dan Hasil Belajar Sistem Ekskresi Melalui Penerapan Model Pembelajaran SQ4R Bagi Siswa Kelas XI IPA 1 SMA Negeri Cepiring Semester 2 Tahun Pelajaran 2015/2016". The results showed that the application of the learning model of the SQ4R can increase the learning activities of biology on student. Increase in learning activity of student is 61.66%, and an increase learning outcomes in cognitive aspects is 93.75%, affective aspects is 57.14% and aspects of psychomotor 86.13%.

The purposes of this study, namely: (1) Knowing the implementation of learning model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) on the subjects of Public Administration of Public Relations and Protocol 1 graders XI SMK PGRI Turen, (2) know the activeness of the students after the application of the Learning Model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) on the subjects of Public Administration of Public Relations and Protocol 1 graders XI SMK PGRI Turen (3) Knowing student learning outcomes after the application of learning model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) on the subjects of Public Administration of Public Relations and Protocol graders XI Public Administration 1 SMK PGRI Turen.

METHOD

The type of research used in this research is the Penelitian Tindakan Kelas (PTK). Class action research is a research procedure in a class designed to tackle the real problems experienced by teachers related to the students in the class. Arikunto dkk (2014:58) suggested that the "Penelitian Tindakan Kelas adalah penelitian tindakan (*Action Research*) yang dilakukan dengan tujuan memperbaiki mutu praktik pembelajaran di kelasnya". Research actions carried out in the two cycles, each cycle consisting of 4 stages being performed, among others, planning, implementation, observation, and reflection. The presence of researchers in this study acted as a planner action, observer, collecting data, data Analyzer and reporting of research results.

The role of the researcher during the research process was as a lecturer at once observers who should be involved and oversee each event or event which is actually from beginning to end on the field. This class action research conducted in class XI Public Administration 1 SMK PGRI Turen that located at Jalan Salak gang 1 Turen Malang. The subjects in this study is the grade XI Public Administration 1 SMK PGRI Turen with the number 18 students. the data needed in this research is SQ4R implementation data obtained from the SQ4R lecture observation sheet, student activeness data obtained from student activity sheet filled by 3 people observer and student learning outcomes data obtained from pre test and post test. The technique of data collection in this research is the interview, observation, documentation, test and field notes. Data is already collected will be analyzed as follows:

SQ4R Model Implementation, the analysis conducted by the researchers seen from the syntax implemented by the model teacher in applying the SQ4R model on the observation sheet of the implementation, then calculated the percentage using the formula:

$$\text{The percentage of implementation} = \frac{\sum \text{appears indicator}}{\sum \text{all indicator}} \times 100\%$$

Percentage of learning activity by teachers and students averaged then determined the criteria of its implementation based on the following table:

Table 1 Percentage and Criteria for the Implementation of Learning

Percentage Of implemented	Criteria
80-100	Very Well Performed
66-79	It's done
56-65	Enough To Be Implemented
40-55	Less Done
30-39	Very Less Resources Were

- 1) The activeness of student learning is measured using the observation sheet will be filled by the observer. In addition to the observation sheet can be seen from the Notes

field is written if there are new things that appear and are not listed in the observation sheet. After the observer do observations about the activeness of the students, the next thing to do is analyze the data that students may be. The calculation used is the percentage with the following formula:

$$\text{The percentage of students activeness} = \frac{\text{total score}}{\text{score maximal}} \times 100\%$$

Determination of the extent of the activeness of the student can be seen in the following table:

Table 2 Criteria Students activeness

Percentage Of implementation	Criteria
80-100	Very Active
66-79	Active
56-65	Fairly Active
40-55	Less Active
30-39	Not Active

- 2) student learning outcomes, obtained from pretest and post test on each cycle: students comprehensively study said when the value of each student achieve KKM 75 and classical completeness when the number of students who complete learning reaches 85% of the total students. The percentage of classical completeness can be calculated using the following formula:

$$\text{The classical completeness} = \frac{\sum \text{mastery learning students}}{\sum \text{the number of students in class}} \times 100\%$$

RESULTS & DISCUSSION

Results

Implementation of a learning model of SQ4R (*Survey, Question, Read, Reflect, recite, Review*) conducted by the teacher model can be said to be very precise. Teachers have applied the learning model in accordance with the stages contained in the previous Lesson Plans. Based on data obtained during observations note that there is an increase in the percentage of the implementation of learning model SQ4R from cycle 1 to cycle II. The increasement can be seen in table 3:

Table 3 Observation Result of the Implementation of Learning Model SQ4R

No.	Aspects of the observed		Cycle I	Cycle II
1	Open The Lesson	<i>Survey</i>	2.5	3
2	Implement The Core Activities	<i>Question</i>	1	1
		<i>Read</i>	1	1
		<i>Reflect</i>	1	1
		<i>Recite</i>	1	1
		<i>Review</i>	1	1
		<i>Give back clearly against performasi students</i>	1	1
	<i>Respond to student responses</i>	1	1	
3	Close The Lesson		4	5
	The Amount Of Score		14.5	16
	Maximal Score		16	16
	The percentage		90.62%	100%

Table 3 shows that there has been an increase in the percentage of observation results of the implementation of learning model SQ4R from cycle 1 of 90.62% to cycle II of 100%. Thus, there has been an increase from cycle I of 9.38% to cycle II. This shows that the implementation of the SQ4R learning model is in very good category. observation results during the learning process goes on to state that the application of SQ4R learning model able to increase student activeness. The improvement can be seen in the increase of student activity between cycle I and cycle II in the following table:

Table 4 Observation Results of Student Activeness

No.	Aspects Of The Observed	Cycle I		Cycle II	
		P1	P2	P1	P2
1.	Survey	52	58	62	80

2.	Questions	47	52	61	76
3.	Read	48	52	60	72
4.	Reflect	40	46	50	65
5.	Recite	47	49	58	68
6.	Review	46	51	53	65
The Amount Of Score		280	308	346	422
The Maximum Score		480	480	480	480
The percentage of		58%	64%	77%	88%
Average Percentage		61%		81%	

In the above table it is known that the indicator of the highest student activeness is the syntax survey that is read at a glance about the reading material with the percentage of 68.75% in cycle I and 88.75% in cycle II, in the survey stage the highest value because at this stage is the easiest stage to be done. At this stage of *survey* students only directed to read *the handout* at a glance to find titles and subtitles. Assessment indicators of the activeness of the lowest student is on on the syntax *reflect* the actual example that is by solving a case study with the percentage of 53.75% in cycle I and 72.5% in cycle II, this is because students are less precise in answering the question of case studies provided by the teacher.

The table also shows that there has been an increase in the percentage of students at the activeness results cycle I of 61% and increased to 88% in cycle II. There has been an increase of cycle I of 27% to cycle II. This shows that activeness students on cycle II is very active on the category. Based on data obtained during implementation of actions note that student learning outcomes in the cognitive aspects of increased from *pre test* cycle I, *post test* cycle I to *post test* cycle II. The increasement can be seen in the following table:

Table 5. Student Learning Outcomes

No.	Types Of Tests	The total value of	Average	Description	
				incomplete	complete
1.	Pre Tes	895	53.6	100%	0%
2.	Post test S1	1310	81.87	25%	75%
3.	Post test S1	1420	88.75	0%	100%

In the table above shows that at the time the *pre test* average cognitive learning outcomes of students is 53.6. After the learning process with the model SQ4R average class of cognitive learning outcome of 81.87. In this cycle I have not fulfilled the learning classical completeness, this is because the number of students who reach KKM only 75% while classical completeness is 85%. In cycle II the average of cognitive learning outcomes of

students increased to 88.75 with 100% of students who achieve KKM scores. The average increase in cognitive learning outcomes between cycles I and II was 6.88.

Discussion

The Application of learning model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) on subjects Public Administration of Public Relations and Protocolclass grades XI Public Administration 1 at SMK PGRI Turen aims to increase student activeness and learning outcomes. The steps in applying SQ4R model are done with 6 stages. Shoimin (2014) revealed that the SQ4R learning model includes six stages of activity, namely: (1) *Survey*; (2) *Question*; (3) *Read*; (4) *Reflect*; (5) *Recite*; (6) *Review*. Implementing this learning model makes it easier for students to understand the material and also make it easier for them to recall the lessons already delivered. Expected that students are not bored to learn because the learning model used is quite interesting compared with previous learning that generally teachers only convey material with lecture and question and answer methods so that students more often become listeners, teacher difficulties growing the activeness of students in reading, asking questions and responding to material that has been studied. In addition to this learning model is expected to provide the attraction for students or teachers to manage classes, can facilitate the understanding of the students, and increase the student's memory to the materials have been studied.

The application of learning model on research at the beginning of a learning teacher giving a *handout* to each student about a material will be studied. In the *Survey*, the teacher asked each student to observe sub chapter handouts that have been handed out, this is in line with Nurhasanah, Hanurawati, & Djalil (2014:113) which States that " pada langkah survey siswa membuat ramalan ilmiah tentang materi yang akan dibaca dan dipelajari, berdasarkan judul (pokok bahasan) dan sub judul (subpokok bahasan)." After the students were asked to observe a sub chapter material on *handouts*, the next step that is *the question*. At this stage, students are asked to create a question, a question that has been created will be answered by the student on a cycle I and cycle II questions will be exchanged with friends, this study conducted in accordance with the Goddess (2016) stating that " tahap *question* mengajukan pertanyaan bertujuan untuk menimbulkan rasa ingin tahu".

Read, students read in their entirety from the content of the handouts to be learned and to answer the questions they make,, this is in line with the research Nurhasanah et al (2014:113) state that on stage *read* the student is asked to read with a focus on paragraphs that are relevant to the questions that it is composed. In addition to looking for answers to their own questions students are also asked to answer or solve the case studies on the material provided by teachers (*reflect*). *Recite*, after they found the answers and solve the problem of these case studies each student appointed to go forward in front of the class to return the content of the answers suggested text and the important words in the text by writing it into a note and other students who responded, this research in accordance with the terms of Rahayu et al (2014) state that "melalui langkah *recite* guru menugaskan siswa untuk menyebutkan jawaban-jawaban atas pertanyaan yang telah tersusun". After all the

students have already expressed questions and answers do review the readings by making inferences from questions and answers that they create (*review*).

The results of research that has been done by researchers as well as the teacher model States that the application of the learning model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) has been done in class XI Public Administration 1 SMK PGRI Turen shows the result of an increase in activity of students in terms of reading, asking questions and expressing opinions and learning to walk with fun. Students are enthusiastic in accepting SQ4R learning model is because this model is still relatively new and has never been applied in Class XI Public Administration 1. A good student response is characterized by many asking about the learning model and taking care of the teacher's direction. According to research results, for the application of the learning model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*), students can accept this model of learning well so that the activity and student learning outcomes also experience increase.

Activeness Grade Public Administration 1 SMK PGRI Turen Subjects Public Administration Of Public Relations And Protocol.

The activeness of the students can be developed by giving trust (Nam, 2014), the non-communication (Beird et al, 2017), directors, and supervision that are not too tight (Clarke & Collins, 2007). Increased learning achievement happened because students are active for the learning process (Wiryani et al, 2014). It is related to the results of research that has been done by researchers as well as the teacher model States that provide opportunities for students to ask questions freely and find answers to the question itself was able to encourage students to be active in learning (Countinho & Almeida, 2014). One of the actions of the teacher who can grow the activeness of students namely by means of an electronic tool students gathered in front of the class, this makes the students more attention focused on learning and the direction of teachers who can make them more active.

The activeness of the students have been very active, students have been able to implement the indicators of liveliness well ranging from reading at a glance, make inquiries to be exchanged with his friend, read in its entirety and find answers to the question. Students can already solve the given case study teacher, at the time of delivering the results recorded in front of a classroom of students is not appointed by the teachers, they enthusiastically come forward one by one. In drawing conclusions at the end of learning, many students raised a hand to convey the point.

The observation conclusions during the learning activities underway using models of learning SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) which is done with a 2 cycle, is a good strategy to stir activeness students, because by making students active indirectly will facilitate students in understanding the subject matter. This results are consistent with research conducted by Wiryani et al (2014) concludes that the application of the cooperative learning model type STAD environmental media to improve the activity and learning achievement of subjects.

Learning outcomes Grade XI Public Administration 1 SMK PGRI Turen Subjects Public Administration of Public Relations and Protocol

Based on the results of data analysis of learning outcomes that have been done by researchers, learning model SQ4R was able to increase student learning outcomes (Rahayu et al, 2014). This can be demonstrated by the increasing number of students who achieved the KKM on *pre test* cycle I compared to the *post test* cycles I and also a comparison between the *post test* cycle I with *the post test* cycle II. The increase between values of pre test post test compared cycle I is good enough, although students who reach the KKM have not met the requirements of the established classical completeness. This is because grade XI XI Public Administration 1 has never been studied with the use of model learning SQ4R, so at first the students are still confused to follow learning activities. At a subsequent meeting the teacher explained back learning model SQ4R until students can follow the learning well. The results on the cycle II an increase in the results of a study of *post test* cycle I to *post test* cycle II.

The conclusions of the observation during the learning process using learning model SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) which is done with a 2 cycle, is a good learning model to improve student learning outcomes on subjects Public Administration of Public Relations and Protocol. Seen that each meeting the students have learning outcome and the average value was good at every meeting. This results are consistent with research conducted by Rahayu et al (2014) using cooperative learning model type SQ4R can increase student learning outcomes. Other research results that are in line with this research by Kartika Chandra Dewi (2016) that by applying the SQ4R learning models can increase the activity and learning outcome.

CONCLUSION & SUGGESTIONS

Conclusion

Based on the results of research and discussion about the increase of liveliness and learning outcomes through learning model SQ4R, it can be concluded as follows: (1) the application SQ4R learning model (*Survey, Question, read, Reflect, Recite, Review*) is goes well. Because learning takes place in accordance with the syntax in the implementation plan of learning, (2) the application learning model of SQ4R (*Survey, Question, read, Reflect, Recite, Review*) can increase the activeness of students on subjects of Public Administration of Public Relations and Protocol. By applying the SQ4R learning model (*Survey, Question, read, Reflect, Recite, Review*) is able to make students active in learning, seemed visible when they started asking questions and trying to find answers to their own questions, (3) the application learning model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) can increase student learning outcomes. By using the model of the SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) to see that this learning model makes it easier for students to remember and understand the lesson. This is evidenced by the data value of student learning outcomes on the problem of pre-test and post test conducted on cycle I and cycle II that increased learning outcomes at each meeting.

Suggestions

The advice that can be put forward among others: (1) for teachers, are expected to apply the learning model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) well as an alternative learning model in classroom to be more varied, and to foster student activity, teachers are expected to collect any electronic devices during learning so that students are more focused in learning. (2) for students, is expected to follow in an orderly learning, pay attention to every instruction of the teacher and also implement it seriously. It is advisable to reduce the use of any electronic device at the time of learning. (3) for the Other researchers, are expected to create and plan a learning model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) that are more innovative and mature in order to achieve maximum goals. With this research is expected to make reference to develop the learning model model of SQ4R (*Survey, Question, Read, Reflect, Recite, Review*) according to the times.

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