



The Effect of the Survey-Question-Read-Recite-Review Learning Strategy on Students' Learning Creativity in Islamic Religious Education

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Abstract

This study was motivated by the implementation of Islamic Religious Education (IRE) lessons that still relied on lecture-based methods and provided limited opportunities for active student participation. It aimed to determine the effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity and to identify the factors hindering its implementation among seventh-grade students at SMPN 1 Siak Kecil. This study employed a quantitative approach with a true experimental design. The subjects were seventh-grade students at SMPN 1 Siak Kecil, with Class VII-1 as the control group and Class VII-2 as the experimental group. The population consisted of 88 students, while the sample consisted of 58 students selected through cluster random sampling. Data were collected through observation, tests, and documentation, and analyzed using descriptive analysis. The results showed that the SQ3R learning strategy had a significant effect on students' learning creativity in Islamic Religious Education, as indicated by the hypothesis test result with a significance value of $0.000 < 0.05$. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The inhibiting factors included students' lack of confidence, fear of presenting in front of the class, and dependence on group members during learning activities. These findings indicate that SQ3R can improve students' learning creativity, although its implementation requires active classroom management and continuous student encouragement.

Keywords

SQ3R learning strategy; Learning creativity; Islamic religious education



Introduction

Influence refers to a force that originates from people, objects, or various elements in the environment and can bring about changes in knowledge, character, skills, and behavior (Kemendikbud RI, 2013). In the context of education, influence is closely related to the way learning activities are designed and implemented to achieve specific educational goals.

A learning strategy is a plan that consists of a series of activities designed to achieve learning objectives. It serves as a guideline for teachers and students in conducting the learning process effectively and efficiently (Sanjaya, 2020). Therefore, the selection of an appropriate learning strategy plays an important role in determining the success of the teaching and learning process. Conversely, the use of an inappropriate strategy may negatively affect students' learning experiences and outcomes (Asril, 2017). In the teaching and learning process, interaction occurs between teachers, who carry out instructional activities, and students, who engage in learning activities (Sardiman, 2012).

One learning strategy that can be applied in the classroom is the Survey-Question-Read-Recite-Review (SQ3R) strategy. This strategy was developed by Francis Pleasant Robinson, an educational psychologist, as a method to help students learn effectively from textbooks and reading materials (Huda, 2014). The SQ3R strategy encourages students to survey the material, formulate questions, read actively, recite important information, and review what they have learned. Through these stages, students are expected to become more active, independent, and creative in understanding learning materials.

Islamic Religious Education is an important subject because it helps students understand the foundations of Islamic teachings, values, and norms exemplified by the Prophet Muhammad peace be upon him. However, the implementation of Islamic Religious Education is often influenced by various factors, one of which is the use of monotonous teaching strategies by teachers (Ramayulis, 2015). When teachers rely heavily on lecture-based methods, students tend to become passive recipients of information rather than active participants in the learning process.

Learning creativity is an important aspect of student development. Creativity does not always refer to producing something entirely new for the world, but rather to creating something new and meaningful for oneself (Slameto, 2015). In learning, creativity is closely related to students' ability to think actively, respond to learning materials, and engage in enjoyable learning experiences. Therefore, learning



strategies that encourage student participation are needed to foster creativity in the classroom.

Based on the initial observations conducted at SMP Negeri 1 Siak Kecil, the teaching of Islamic Religious Education was still dominated by lecture-based methods accompanied by question-and-answer activities. This condition caused students' learning experiences to be less engaging and limited their active participation. During the learning process, the teacher tended to become the main source of information, while students had limited opportunities to explore, discuss, and construct their own understanding. Therefore, a more comprehensive and enjoyable learning strategy is needed to encourage students to become more active and creative.

One alternative strategy that can be used to address this problem is the SQ3R learning strategy. This strategy provides students with opportunities to engage in meaningful learning activities, such as identifying key ideas, asking questions, reading actively, explaining information, and reviewing learning materials. Through these activities, students are expected to develop their learning creativity and improve their understanding of the subject matter. Previous research has also shown that the SQ3R strategy can improve students' reading skills and reading comprehension through active reading activities (Abhari, 2022).

Based on the background described above, this study aims to examine the effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil.

Method

This study employed a quantitative approach with an experimental research design. The research was conducted from March 7 to June 7, 2023, at SMP Negeri 1 Siak Kecil, Lubuk Muda Village, Siak Kecil District, Bengkalis Regency. The research subjects were seventh-grade students at SMP Negeri 1 Siak Kecil. Class VII-1 was assigned as the control group, while Class VII-2 was assigned as the experimental group. The population of this study consisted of 88 students, and the sample consisted of 58 students. The sample was selected using cluster random sampling.

This study used a true experimental design. This design involves two groups selected randomly and given a pretest to determine whether there are initial differences between the experimental and control groups (Sugiyono, 2015). The specific design used in this study was the pretest-posttest control group design. The



experimental group received treatment through the Survey-Question-Read-Recite-Review (SQ3R) learning strategy, while the control group was taught using a conventional learning method.

Data were collected through observation, tests, and documentation. Observation was used to examine students' learning creativity during the implementation of the SQ3R learning strategy. Tests were used to measure students' learning outcomes before and after the treatment, while documentation was used to support the research data.

The data were analyzed using descriptive analysis, which aims to describe the collected data as they are and draw general conclusions from the findings (Nizar, 2022). Several statistical tests were also conducted, including validity testing, reliability testing, descriptive analysis of the control and experimental groups, normality testing, homogeneity testing, and hypothesis testing.

The validity test was used to determine whether the test items were appropriate for measuring the intended learning outcomes (Sugiyono, 2015). The instrument analysis included item validity testing, item difficulty testing, and item discrimination testing (Nurwati, 2016). Reliability testing was conducted to determine the consistency of the research instrument. After the prerequisite tests were completed, hypothesis testing was conducted to examine the effect of the SQ3R learning strategy on students' learning creativity.

Table 1. Blueprint of the Multiple-Choice Post-Test Instrument for Islamic Religious Education among Seventh-Grade Students at SMP Negeri 1 Siak Kecil

No	Core Competency	Content Indicators	Question Number	Total
1.	1.11. Appreciate the struggles of the Prophet Muhammad (peace be upon him) during the Meccan period in upholding the message of Allah	Understanding the struggles of Prophet Muhammad (peace be upon him) during the Meccan period in upholding the message of Allah (the Almighty).	1, 2, 8, 9	4



2.	2.11. Emulating the struggles of the Prophet Muhammad (peace be upon him) during the Meccan period	- Following the example of the Prophet - Muhammad's struggle during the Meccan period.	5, 7, 10, 15	4
3.	3.11. Understanding the history of the Prophet Muhammad's struggle during the Meccan period	- Narrating the history of the birth of the Prophet Muhammad (peace be upon him). - Explaining the history of the Prophet Muhammad's struggle during the Meccan period. - Explaining the struggles undertaken by the Prophet Muhammad (peace be upon him) during the Meccan period. - Explaining the Prophet Muhammad's (peace be upon him) - da'wah strategy.	3, 4, 11, 14, 18, 19, 20	7
4.	4.11. Presenting the strategies of the Prophet Muhammad's (peace be upon him) struggle during the Meccan period	- Demonstrating examples of behavior that emulate the Prophet Muhammad's (peace be upon him) struggle - during the Meccan	6, 12, 13, 16, 17	5



Results

1. Observation Results

This study was conducted at SMP Negeri 1 Siak Kecil. The sample consisted of Class VII-1, with 31 students as the control group, and Class VII-2, with 27 students as the experimental group. The teaching and learning process was carried out in six sessions. The experimental group was taught using the Survey-Question-Read-Recite-Review (SQ3R) learning strategy for three sessions, while the control group was taught using a conventional method for three sessions.

Students' learning creativity during the implementation of the SQ3R learning strategy was assessed using observation sheets. The observation sheet consisted of six aspects related to students' learning creativity. The observation results were then converted into percentages to determine the level of students' learning creativity during the learning process.

To assess students' learning creativity during the implementation of the SQ3R strategy, the following formula was used (Kunandar, 2013):

$$\text{Score} = \frac{\text{Points Scored}}{\text{Maximum Score}} \times 100$$

The assessment criteria were as follows:

1. 91–100 = Excellent
2. 71–90 = Good
3. 61–70 = Fair
4. Below 61 = Poor

Table 1. Summary of Observation Results on Students' Learning Creativity in the Experimental Class

No	Name of Student in the Experimental Class	Observation Score per Session					
		I	Notes	II	Notes	III	Note
1	Adila Cahya Ramadani	50	Poor	67	Fair	84	Good
2	Aguisniarti	67	Fair	84	Good	100	Excellent
3	Aisya Jannatuil Adawiyah	67	Fair	84	Good	84	Good
4	Alsa Deilia	17	Poor	50	Poor	67	Fair
5	Ameiliya	17	Poor	50	Poor	67	Fair
6	Ananda Arya Saputra	67	Fair	84	Good	84	Good
7	Anisya Fitry	50	Poor	67	Fair	84	Good
8	Cahya Deivita Sari	50	Poor	67	Fair	84	Good
9	Cinta Karitinsa Afrilia	50	Poor	67	Fair	84	Good
10	Darma Feibrian	67	Fair	84	Good	100	Excellent



11	Deismidila	50	Poor	67	Fair	84	Good
12	Fahrindra Puitra	67	Fair	84	Good	84	Good
13	Fakhri Nauifal Al Ikhsan	67	Fair	84	Good	84	Good
14	Fardhan Nauifal	50	Poor	67	Fair	84	Good
15	Ilham Pranata	50	Poor	67	Fair	84	Good
16	Isnaini Ayuiri	50	Poor	84	Good	84	Good
17	Jafa Prayuida	67	Fair	84	Good	84	Good
18	Luitfy Zaid An Nabil	50	Poor	84	Good	84	Good
19	Muihammad Auiza Hilmi	50	Poor	84	Good	84	Good
20	Muihammad Rafik Andrian	50	Poor	84	Good	84	Good
21	Najiha Zaskia Oktavianni	50	Poor	84	Good	84	Good
22	Nuir Afifa Zahra	50	Poor	84	Good	84	Good
23	Radein Rivaldo Angkasa	50	Poor	84	Good	84	Good
24	Raisya Assyafa	50	Poor	67	Fair	100	Excellent
25	Reifa Agustina	50	Poor	84	Good	84	Good
26	Ruidi Hartono	50	Poor	84	Good	84	Good
27	Suisi Savita Sari	50	Poor	84	Good	84	Good

Based on the observation results presented in Table 1, students' learning creativity improved during the implementation of the SQ3R learning strategy. In the first session, 20 students were categorized as poor, while 7 students were categorized as fair. In the second session, there was an improvement, with 17 students categorized as good, 8 students categorized as fair, and 2 students categorized as poor. In the final session, students' learning creativity showed further improvement, with 3 students categorized as excellent, 22 students categorized as good, and 2 students categorized as fair.

The percentage of students' learning creativity in the class was calculated using the following formula (Syah, 2019):

$$\text{Percentage of learning creativity} = \frac{\sum \text{Score for Each indicator}}{\sum \text{indicator} \times \sum \text{Number of Students}} 0\%$$

Table 2. Percentage of the Implementation of the Survey-Question-Read-Recite-Review (SQ3R) Learning Strategy

No	Name of Students in the Experimental Class	Indicator Scores		
		Meeting I	Meeting II	Meeting III
1	Adila Cahya Ramadani	3	4	5
2	Aguisniarti	4	5	6
3	Aisya Jannatuil Adawiyah	4	5	6
4	Alsa Deilia	1	3	4
5	Ameiliya	1	3	4
6	Ananda Arya Saputra	4	5	6



7	Anisya Fitry	3	4	6
8	Cahaya Deivita Sari	3	4	5
9	Cinta Karitinsa Afrilia	3	4	6
10	Darma Feibrian	4	5	5
11	Deismidila	3	4	6
12	Fahrindra Puitra	4	5	6
13	Fakhri Nauifal Al Ikhsan	4	5	6
14	Fardhan Nauifal	3	4	5
15	Ilham Aghei Pranata	3	4	5
16	Isnaini Ayuiri	3	5	5
17	Jafa Prayuida	4	5	5
18	Luitfy Zaid An Nabil	3	5	5
19	Muihammad Auiza Hilmi	3	5	5
20	Muihammad Rafik Andrian	3	5	5
21	Najiha Zaskia Oktavianni	3	5	5
22	Nuir Afifa Zahra	3	5	5
23	Radein Rivaldo Angkasa	3	5	6
24	Raisya Assyafa	3	4	6
25	Reifa Agustina	3	5	6
26	Ruidi Hartono	3	5	6
27	Suisi Savita Sari	3	5	6
Total Score for Each Indicator		84	123	146
Percentage of Students' Learning Creativity		52%	76%	90%

Based on Table 2, the percentage of students' learning creativity in the first session was 52%. In the second session, it increased to 76%. In the third session, the percentage reached 90%. These results indicate that the implementation of the SQ3R learning strategy contributed positively to the improvement of students' learning creativity.

2. Test Results

Before implementing the Survey-Question-Read-Recite-Review (SQ3R) learning strategy, the researcher tested the research instrument to determine whether the test items were appropriate for use. The instrument analysis included item validity testing, item difficulty testing, item discrimination testing, reliability testing, descriptive analysis of the control and experimental groups, normality testing, homogeneity testing, and hypothesis testing.



Validity Test

In this study, the researcher used a test consisting of 20 multiple-choice questions in Islamic Religious Education. A total of 30 seventh-grade students from Class VII-3 at SMP Negeri 1 Siak Kecil were involved in testing the validity of the test items before they were used as the research instrument. The test items were validated to ensure that they were consistent with the indicators and suitable for measuring students' learning outcomes.

A valid instrument is an instrument that can measure what it is intended to measure (Sugiyono, 2015). In this study, a test item was considered valid if the value of r-count was greater than or equal to r-table. The r-table value used was 0.361. The validity test was conducted statistically using Microsoft Excel and SPSS version 25.0. The results of the item validity test are presented in Table 3.

Table 3. Item Validity Results

Item No.	Rtabel	Rating	Description
1	0.361	0.513	Valid
2	0.361	0.379	Valid
3	0.361	0.367	Valid
4	0.361	0.425	Valid
5	0.361	0.392	Valid
6	0.361	0.363	Valid
7	0.361	0.430	Valid
8	0.361	0.575	Valid
9	0.361	0.425	Valid
10	0.361	0.481	Valid
11	0.361	0.395	Valid
12	0.361	0.423	Valid
13	0.361	0.643	Valid
14	0.361	0.646	Valid
15	0.361	0.481	Valid
16	0.361	0.646	Valid
17	0.361	0.633	Valid
18	0.361	0.488	Valid
19	0.361	0.502	Valid
20	0.361	0.556	Valid

Source: Processed data from Microsoft Excel



Based on the results of the validity test using the Product-Moment correlation coefficient, all 20 test items were declared valid. Therefore, all items were considered appropriate for use as research instruments to measure students' learning outcomes.

Item Difficulty Test

Item difficulty analysis was conducted to determine the difficulty index of each test item (Nurmawati, 2012). Based on the results of the analysis, 5 items were classified as easy, 14 items were classified as moderate, and 1 item was classified as difficult. The complete results of the item difficulty analysis are presented in Table 4.

Table 4. Item Difficulty Index Results

Item No.	Difficulty Index	Description	Item No.	Difficulty Index	Description
1	0.600	Moderate	11	0.533	Moderate
2	0.833	Easy	12	0.133	Difficult
3	0.567	Moderate	13	0.133	Difficult
4	0.567	Moderate	14	0.500	Moderate
5	0.367	Moderate	15	0.267	Difficult
6	0.267	Difficult	16	0.767	Easy
7	0.433	Moderate	17	0.500	Moderate
8	0.433	Moderate	18	0.433	Moderate
9	0.600	Moderate	19	0.500	Moderate
10	0.767	Easy	20	0.633	Moderate

Source: Data processed using Microsoft Excel

The classification of item difficulty is as follows:

- Items with P values from 0.00 to 0.30 are classified as difficult.
- Items with P values from 0.31 to 0.70 are classified as moderate.
- Items with P values from 0.71 to 1.00 are classified as easy.

Item Discrimination Test

The item discrimination test was conducted to determine the ability of each test item to distinguish between students who had mastered the competency and those who had not (Nurmawati, 2012). Based on the results of the item discrimination analysis, 14 out of 20 items were categorized as sufficient, while 6



items were categorized as good. The complete results of the item discrimination analysis are presented in Table 5.

Table 5. Item Discrimination Index Results

Item No.	Discrimination Index	Description	Item No.	Discrimination Index	Description
1	0.27	Sufficient	11	0.27	Sufficient
2	0.20	Sufficient	12	0.20	Sufficient
3	0.20	Sufficient	13	0.53	Good
4	0.33	Sufficient	14	0.60	Good
5	0.20	Sufficient	15	0.33	Sufficient
6	0.27	Sufficient	16	0.60	Good
7	0.33	Sufficient	17	0.60	Good
8	0.47	Good	18	0.33	Sufficient
9	0.27	Sufficient	19	0.60	Good
10	0.20	Sufficient	20	0.53	Good

Source: Data processed using Microsoft Excel

The classification of the item discrimination index is as follows:

- a. 0.00–0.19 = Poor
- b. 0.20–0.39 = Sufficient
- c. 0.40–0.69 = Good
- d. 0.70–1.00 = Very Good
- e. Negative value = Not Good

Based on the results of the item validity, difficulty, and discrimination analyses, the test items in the Islamic Religious Education subject, particularly on the topic *“Welcome, O Beloved Prophet Muhammad (peace be upon him),”* were considered appropriate for use. The validated items could be administered to students to measure their learning outcomes and to examine the extent of students’ learning creativity after the implementation of the SQ3R learning strategy.

Reliability Test

Reliability refers to the extent to which a measurement instrument can be trusted and consistently used to measure the same phenomenon under similar conditions (Sinambela, 2022). In this study, reliability was tested using Cronbach’s Alpha. An instrument is considered reliable if the Cronbach’s Alpha value is greater than 0.60.

Table 6. Reliability Levels Based on Cronbach’s Alpha Values

Cronbach’s Alpha	Reliability Level
0.00–0.20	Very Low



>0.20–0.40	Low
>0.40–0.60	Moderate
>0.60–0.80	Reliable
>0.80–1.00	Highly Reliable

Table 7. Reliability Test Results

Reliability Statistics

Cronbach's Alpha	Number of Items
.834	20

Source: Data processed using SPSS version 25.0 (2023)

Based on the reliability test results, the Cronbach's Alpha value was 0.834. Since this value was greater than 0.60, the research instrument was considered reliable and suitable for further analysis. Based on the reliability classification, the instrument was categorized as highly reliable.

Descriptive Statistics of the Control and Experimental Groups

The test consisted of 20 multiple-choice questions in Islamic Religious Education for seventh-grade students. The test was administered to 31 students in the control group and 27 students in the experimental group. The experimental group was taught using the SQ3R learning strategy, while the control group was taught using a conventional method. The pre-test and post-test scores of both groups are presented in Tables 8 and 9.

Table 8. Pre-Test and Post-Test Scores of the Control Group

No	Student Name in Control Class	Pre-Test Score	Post-Test Score
1	Adam Ahza Mahadir	40	80
2	Ardeilia Puitri	45	75
3	Aziqri Riski	60	75
4	Bobby Eirlanda	45	80
5	Deiska Ananta	70	70
6	Dian Deistiansyah	50	70
7	Dion Olga Finanda	45	75
8	Fikron Akbar	60	75
9	Gisya Avrillia	40	90
10	Intan Tri Rahayui	60	85
11	Jamratuil Awali	50	80
12	Juilia Irma Sapuitri	70	90



Table 9. Pre-Test and Post-Test Scores of the Experimental Group

No	Student Name in the Experimental Class	Pre-Test Score	Post-Test Score
1	Adila Cahya Ramadani	50	85
2	Aguisniarti	45	100
3	Aisya Jannatuil Adawiyah	60	90
4	Alsa Deilia	65	75
5	Ameiliya	55	75
6	Ananda Arya Saputra	35	95
7	Anisya Fitry	65	85
8	Cahya Deivita Sari	65	80
9	Cinta Karitinsa Afrilia	65	90
10	Darma Feibrian	45	75
11	Deismidila	55	85
12	Fahrindra Putra	50	90
13	Fakhri Nauifal Al Ikhsan	65	95
14	Fardhan Nauifal	35	85
15	Ilham ^{ghetA} Pranata	40	80
16	Isnaini Ayuiri	50	85
17	Jafa Prayuida	50	90
18	Luitfy Zaid An Nabil	60	85
19	Muhammad Auiza Hilmi	50	85
20	Muhammad Rafik Andrian	60	80
21	Najiha Zaskia Oktavianni	55	90
22	Nuir Afifa Zahra	50	80
23	Radein Rivaldo Angkasa	65	90
24	Raisya Assyafa	70	100
25	Reifa Agustina	50	90
26	Ruidi Hartono	60	95
27	Suisi Savita Sari	60	95

Table 10. Descriptive Statistics of the Control and Experimental Groups

	N	Minimum	Maximum	Median	Standard Deviation
Pre-Test Experiment	27	35	70	54.63	9,500
Post-Theistic Experiences	27	75	100	87.04	7.106
Pre-Test Control	31	35	70	54.84	9,957



Post-Test Control	31	70	100	82.58	7,624
Valid N (D)	27				

Source: Data processed using SPSS version 25.0 (2023).

Based on Table 10, the control group obtained a post-test mean score of 82.58, with a standard deviation of 7.624. Meanwhile, the experimental group obtained a post-test mean score of 87.04, with a standard deviation of 7.106. These results indicate that the experimental group achieved a higher average post-test score than the control group after the implementation of the SQ3R learning strategy.

Normality Test

The normality test was conducted to determine whether the data were normally distributed (Sinambela, 2022). In this study, the normality test was conducted using SPSS version 25.0 with the Kolmogorov-Smirnov and Shapiro-Wilk tests at a significance level of 0.05.

Table 11. Normality Test Results of the Pre-Test and Post-Test Scores

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test Eksperimen	.159	27	.080	.932	27	.076
	Post-Test Eksperimen	.143	27	.165	.944	27	.153
	Pre-Test Kontrol	.150	31	.075	.938	31	.074
	Post-Test Kontrol	.141	31	.122	.946	31	.124

a. Lilliefors Significance Correction

Source: Data processed using SPSS version 25.0 (2023).

Based on Table 11, all significance values for the pre-test and post-test scores in both the experimental and control groups were greater than 0.05. Therefore, the data were normally distributed.

Homogeneity Test

After the data were found to be normally distributed, a homogeneity test was conducted. The homogeneity test was used to determine whether the samples came from populations with equal variances (Sinambela, 2022). In this study, the homogeneity test was conducted using Levene's test.



Table 12. Homogeneity of Variance Test Results

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.278	1	56	.600
	Based on Median	.198	1	56	.658
	Based on Median and with adjusted df	.198	1	55.792	.658
	Based on trimmed mean	.286	1	56	.595

Source: Data processed using SPSS version 25.0 (2023).

Based on Table 12, the significance value based on the mean was 0.600. Since this value was greater than 0.05, the data were considered homogeneous. This indicates that the control and experimental groups came from populations with equal variances.

Hypothesis Testing

After the prerequisite tests had been completed, hypothesis testing was conducted. The hypothesis test used in this study was the paired sample t-test because the data met the assumptions of normality and homogeneity. The decision was made at a significance level of 0.05 (Nuryadi et al., 2017).

The hypotheses in this study were formulated as follows:

Table 13. Hypothesis Test Results

Paired Samples Test					t	df	Sig. (2-tailed)
Mean	Paired Differences						
	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			



Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	- 32.407	11.298	2.174	- 36.877	- 27.938	- 14.905	26	.000
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	- 27.742	12.236	2.198	- 32.230	- 23.254	- 12.623	30	.000

Source: Data processed using SPSS version 25.0 (2023).

H_a : There is a significant effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil.

H_0 : There is no significant effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil.

Based on Table 13, the significance value, Sig. (2-tailed), was 0.000. Since 0.000 was lower than the significance level of 0.05, H_0 was rejected and H_a was accepted. Therefore, it can be concluded that the implementation of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy had a significant effect on students' learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil.

Discussion

This section discusses the results of the data analysis based on the research questions formulated in this study. The discussion focuses on two main aspects: the effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity and the factors that hinder the implementation of the strategy in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil.

1. The Effect of the SQ3R Learning Strategy on Students' Learning Creativity

The first research question examined the effect of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy on students' learning creativity in Islamic Religious Education. In the experimental group, the SQ3R learning strategy was implemented as the treatment. Before the implementation, a pre-test was



administered to determine students' prior knowledge. The pre-test results of Class VII-2 showed a mean score of 54.63 with a standard deviation of 9.500. These results indicate that students' initial learning outcomes were relatively low. This condition may have occurred because students had not yet prepared adequately before the lesson and were not familiar with the learning material.

After the implementation of the SQ3R learning strategy, the students' post-test results improved. The post-test results showed a mean score of 87.04 with a standard deviation of 7.106. This increase indicates that students' learning outcomes improved after they were taught using the SQ3R learning strategy. The stages of SQ3R—survey, question, read, recite, and review—provided students with structured learning activities that encouraged them to understand the material more actively. This is in line with the idea that learning strategies are designed to help teachers and students achieve learning objectives effectively and efficiently (Sanjaya, 2020). In addition, the use of appropriate learning strategies plays an important role in determining the success of the teaching and learning process (Asril, 2017).

The SQ3R strategy is relevant to learning activities that involve reading comprehension because it guides students to examine reading materials systematically. This strategy was developed to help learners understand textbook content through the stages of surveying, questioning, reading, reciting, and reviewing (Huda, 2014). Through these stages, students are not only required to read the material but also to identify important points, formulate questions, recall information, and review what they have learned. Therefore, SQ3R can encourage students to become more active and independent in the learning process.

During the learning process, Student Worksheets were used as supporting learning media. These worksheets contained the stages of the SQ3R strategy and guided students to engage in activities beyond merely listening to the teacher's explanation and completing exercises. Through the worksheets, students were encouraged to identify important information, formulate questions, read actively, explain ideas, and review the material. These activities helped students construct their own understanding and participate more actively in the learning process. In classroom interaction, learning does not only involve the teacher as the source of information, but also students as active participants in learning activities (Sardiman, 2012).

The learning materials were presented in the form of short stories related to the Islamic Religious Education topic, *"Welcome, O Beloved Prophet Muhammad*



(peace be upon him).” The use of contextual and easy-to-understand stories helped students relate the material to real-life situations. Islamic Religious Education is important because it helps students understand Islamic teachings, values, and norms, and therefore requires learning strategies that can make students more engaged in the learning process (Ramayulis, 2015).

The observation results also showed an improvement in students’ learning creativity during the implementation of the SQ3R strategy. In the first session, 20 students were categorized as poor, while 7 students were categorized as fair. In the second session, students’ creativity improved, with 17 students categorized as good, 8 students categorized as fair, and 2 students categorized as poor. In the third session, students’ learning creativity improved further, with 3 students categorized as excellent, 22 students categorized as good, and 2 students categorized as fair.

In terms of percentage, students’ learning creativity increased from 52% in the first session to 76% in the second session and reached 90% in the third session. The low percentage in the first session indicates that students were still adapting to the SQ3R learning strategy. However, the increase in the following sessions shows that students gradually became more familiar with the learning stages and more active in participating in the classroom. This improvement indicates that the SQ3R strategy had a positive effect on students’ learning creativity. Creativity in learning is closely related to students’ ability to create something meaningful for themselves and to experience enjoyable learning activities (Slameto, 2015).

The hypothesis test further supported these findings. The paired sample t-test showed a significance value, Sig. (2-tailed), of 0.000, which was lower than 0.05. Therefore, H_0 was rejected, and H_a was accepted. This means that the implementation of the Survey-Question-Read-Recite-Review (SQ3R) learning strategy had a significant effect on students’ learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil. In hypothesis testing, a result is considered significant when the significance value is lower than the predetermined significance level of 0.05 (Nuryadi et al., 2017).

Based on these findings, the SQ3R learning strategy can be considered an effective strategy for improving students’ learning creativity, particularly when it is implemented with adequate preparation. The strategy helps students become more active, independent, and engaged in understanding learning materials. Therefore, teachers need to select appropriate learning strategies to prevent students from becoming passive or bored, especially when the material requires reading comprehension and reflection.



2. Inhibiting Factors in the Implementation of the SQ3R Learning Strategy

The second research question focused on the factors that hindered the implementation of the SQ3R learning strategy in improving students' learning creativity. Based on the observation results, several inhibiting factors were found during the learning process.

The first inhibiting factor was students' lack of confidence in their own abilities. Some students often said that they could not or did not want to complete the assigned tasks. This condition was frequently observed in each session, especially during the first meeting. When students were asked to present in front of the class, only the same students were willing to come forward. Other students tended to avoid presenting because they felt afraid, shy, or hesitant. This condition shows that students' psychological readiness can influence their participation in classroom activities. Learning creativity requires students to be actively involved, confident, and willing to express their ideas during the learning process (Slameto, 2015).

The second inhibiting factor was students' dependence on their group members. During group activities, some students relied heavily on their peers. In a group of five students, for example, only two students actively searched for information and answered questions, while the others depended on their groupmates' work. When asked about this behavior, some students stated that they were reluctant to write or assumed that other group members would complete the task for them. This dependence may limit students' active participation and hinder the development of their learning creativity. In an effective learning process, both teachers and students should be actively involved so that learning objectives can be achieved effectively (Sanjaya, 2020).

These inhibiting factors show that the success of the SQ3R learning strategy depends not only on the strategy itself but also on classroom management, student motivation, and teacher guidance. Students need continuous encouragement to build confidence, participate in discussions, and take responsibility for their own learning. Therefore, teachers play an important role in guiding students, distributing group responsibilities fairly, and creating a supportive learning environment. The teacher's ability to manage learning activities is essential because inappropriate learning strategies or weak classroom management may affect the learning process and its outcomes (Asril, 2017).

Overall, the findings indicate that the SQ3R learning strategy can improve students' learning creativity when implemented properly. However, its



effectiveness may be limited if students lack confidence or rely too much on their peers. Thus, effective implementation of SQ3R requires careful preparation, active classroom management, and consistent encouragement from the teacher.

Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn. First, the Survey-Question-Read-Recite-Review (SQ3R) learning strategy had a significant effect on students' learning creativity in Islamic Religious Education among seventh-grade students at SMP Negeri 1 Siak Kecil. This finding was supported by the hypothesis test result, which showed that the significance value, Sig. (2-tailed), was 0.000, lower than the significance level of 0.05. Therefore, H_0 was rejected, and H_a was accepted. This means that the implementation of the SQ3R learning strategy significantly influenced students' learning creativity in Islamic Religious Education. Second, several factors hindered the implementation of the SQ3R learning strategy in improving students' learning creativity. The first inhibiting factor was students' lack of confidence in their own abilities, which was often reflected in statements such as "I cannot" or "I do not want to." This condition frequently occurred during the learning process, especially in the first meeting. Students who were willing to present in front of the class tended to be the same individuals, while other students were hesitant, afraid, or shy. The second inhibiting factor was students' dependence on their group members during SQ3R-based group activities. Some students relied on their peers to complete the tasks, which limited their active participation and could affect their ability to follow the learning process effectively.

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