

ABSTRAK

Dinda Nurrahma Agung. 2026. Pengaruh Strategi SQ3R (*Survey, Question, Read, Recite & Review*) Berbasis *Deep Learning* terhadap Kemampuan Membaca Pemahaman Siswa Kelas III Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Dewi Tryanasari, S.Pd., M.Pd., (II) Dr. Sri Budyartati, S.S., M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi SQ3R (*Survey, Question, Read, Recite & Review*) berbasis *Deep Learning* terhadap kemampuan membaca pemahaman siswa kelas III sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *quasi experimental design* dan desain penelitian *non-equivalent control group design*. Sampel penelitian adalah siswa kelas III SDN Jiwan 01, dengan kelas III B sebagai kelas eksperimen dan kelas III A sebagai kelas kontrol. Teknik pengumpulan data menggunakan tes kemampuan membaca pemahaman, sedangkan analisis data dilakukan melalui uji normalitas, uji homogenitas, dan uji-t (*Independent Sample T-Test*). Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kemampuan membaca pemahaman siswa pada kelas eksperimen dan kelas kontrol. Berdasarkan hasil uji-t diperoleh nilai signifikansi kurang dari 0,05 sehingga H_0 ditolak dan H_1 diterima. Kesimpulan penelitian ini menunjukkan bahwa strategi SQ3R (*Survey, Question, Read, Recite & Review*) berbasis *Deep Learning* berpengaruh terhadap kemampuan membaca pemahaman siswa kelas III sekolah dasar.

Kata kunci: Strategi SQ3R, *Deep Learning*, Kemampuan Membaca Pemahaman

ABSTRACT

Dinda Nurrahma Agung. 2026. The Effect of the SQ3R (Survey, Question, Read, Recite & Review) Strategy Based on Deep Learning on the Reading Comprehension Ability of Third Grade Elementary School Students. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Dewi Tryanasari, S.Pd., M.Pd., (II) Dr. Sri Budyartati, S.S., M.Pd.

This study aimed to determine the effect of the SQ3R (Survey, Question, Read, Recite & Review) strategy based on Deep Learning on the reading comprehension ability of third-grade elementary school students. This research employed a quantitative approach using a quasi-experimental design with a non-equivalent control group design. The research sample consisted of third-grade students at SDN Jiwan 01, with Class III B as the experimental group and Class III A as the control group. Data were collected using a reading comprehension test and analyzed through normality testing, homogeneity testing, and the Independent Sample T-Test. The results showed a significant difference in reading comprehension ability between the experimental and control groups. Based on the Independent Sample T-Test, the significance value was less than 0.05, indicating that H_0 was rejected and H_1 was accepted. It can be concluded that the SQ3R (Survey, Question, Read, Recite & Review) strategy based on Deep Learning has a significant effect on the reading comprehension ability of third-grade elementary school students.

Keywords: *SQ3R Strategy, Deep Learning, Reading Comprehension Ability.*