The effect of the SQ3R learning method on reading skills of Buddhist sunday school students' in west Tulang Bawang Regency

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Abstract: Low interest and reading ability among students remain a major challenge in the learning process, including at the Buddhist Sunday School in West Tulang Bawang Regency. Field observations reveal that many students have difficulty understanding the content of texts, quickly become bored when reading, and have difficulty staying focused and concentrating during the reading process. These problems indicate an urgent need for the application of learning methods that are not only effective and efficient, but also enjoyable and structured, in order to help improve students' reading skills and overall learning motivation. One method that is considered relevant and suitable for overcoming this challenge is the SQ3R method, which stands for Survey, Question, Read, Recite, and Review. This method is designed to encourage students to actively engage with reading materials through a systematic, gradual, and organised approach, so that students can understand the content of the reading deeply and not just read passively. The purpose of this study was to determine the effect of the SQ3R learning method on the reading skills of Buddhist Sunday School students and to measure the extent to which this method contributes to improving their reading abilities. This study used a quantitative approach with a survey method and involved 44 students as respondents. The instrument used was a Likert scale questionnaire with five indicators corresponding to the stages in the SQ3R method. The results showed that this method had a significant effect, with a contribution of 53.2%, while the remaining 46.8% was influenced by other external factors. These findings confirm that SQ3R is a practical and effective method for improving reading literacy in a religious education setting.

Keywords: SQ3R Learning Method, Reading Skills, Buddhist Sunday School Students

1. Introduction

Reading is an activity that involves applying a number of skills to process reading texts in order to understand their content. Low reading skills make it difficult for students to understand their lessons properly [1]. In addition, data from the Central Statistics Agency (BPS) provides an overview of the literacy conditions of children in Indonesia, particularly in terms of the role of parents. This data shows that parental support for the development of children's literacy from an early age is still relatively low. The lack of parental involvement can be seen from their lack of participation in reading activities with their children. These activities should be an important part of a family's daily routine, especially during the early stages of a child's growth. Unfortunately, this habit has not become a strong culture in most families.

Reading together is not only beneficial for fostering children's interest in reading, but also for strengthening the emotional bond between children and their parents. When

children are accustomed to listening to stories, learning new words, and discussing the content of what they read with their parents, their literacy skills will develop naturally and enjoyably. However, the reality on the ground shows that most parents are still unaware of the importance of their role in shaping their children's literacy habits from an early age. Many parents prefer to give their children gadgets or other visual entertainment rather than spending time reading with them.

Thus, the BPS data proves that efforts to improve children's literacy are not only the responsibility of schools or educational institutions, but also require the active involvement of parents. Without support from the family environment, the process of forming a culture of literacy in children will be difficult to develop optimally [2]. Citing a different study entitled World's Most Literate Nations Ranked by Central Connecticut State University in March 2025, Indonesia ranked 100th out of 207 countries in terms of interest in reading.
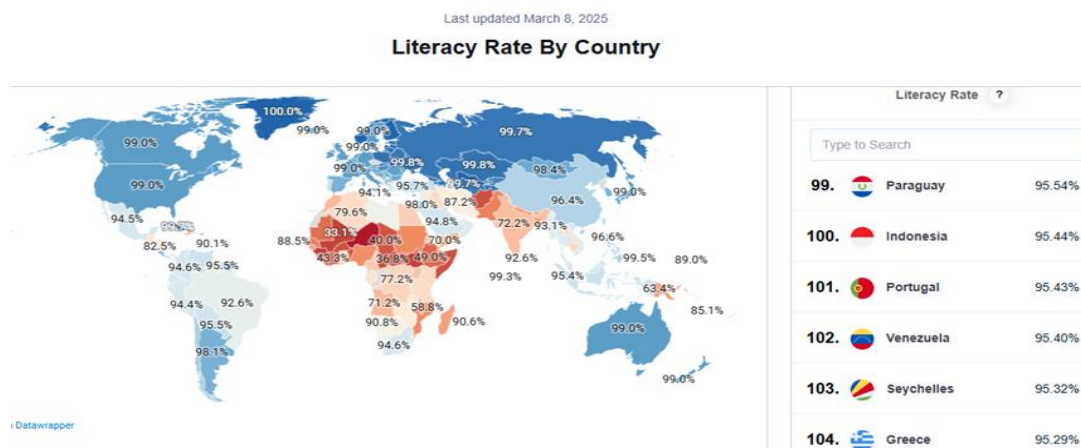

Figure 1. Literacy Rate By Country

Furthermore, as reported by RRI media, it was explained that globally, Singapore ranked 14th, while Indonesia ranked 31st out of 102 countries surveyed. This data shows that although Indonesia is not at the top, its citizens' enthusiasm for reading is quite strong compared to neighbouring countries in the ASEAN region. However, current technological developments that make it easier for students to access information through sound have actually had an impact on declining interest in reading. This convenience has made many students lazy in reading, as they tend to prefer listening to reading texts directly. This problem is relevant to several studies that show several challenges in students' reading comprehension, low reading interest, poor reading culture, low vocabulary, difficulty in understanding foreign words, and difficulty in recalling text content [3].

One aspect of language development is reading, which means translating images or symbols into sounds and combining them with words; words are arranged so that others can understand them. Children who like pictures, letters, and storybooks from an early age will prefer to read more because reading provides new and enjoyable knowledge [4]. One aspect of language development is reading, which means translating images or symbols into sounds and combining them with words; words are arranged so that others

can understand them. Children who like pictures, letters, and storybooks from an early age will prefer to read more because reading provides new and enjoyable knowledge [5].

A culture of reading for students can be realised when they are not only able to understand the meaning of written words and sentences, but also able to dig deeper to grasp the essence of the reading material as a whole, so that they can confidently explain the information obtained in their own words [6]. In addition, the ideal reading condition for students is to be able to recognise letters, words, syllables, and sentences, and to be able to read fluently (aloud) [7]. However, in reality, the reading process does not only rely on the meaning of the text, but requires effective learning methods to achieve the learning process. Thus, choosing the right learning method can help students understand the text better and improve their reading skills effectively.

The use of learning methods is essential to create a different atmosphere that increases students' enthusiasm for learning activities. There are several learning methods that can be applied in learning, one of which is the Survey, Question, Read, Recite, Review learning method, abbreviated as the SQ3R learning method. The SQ3R method is a learning method that emphasises understanding of the reading text. This method emphasises students' reading comprehension skills so that they can master the learning material effectively and actively [8]. The SQ3R method, which consists of surveying, questioning, reading, reciting, and reviewing, is a systematic and effective reading technique designed to help readers identify the main and supporting ideas in a text and improve long-term information retention [9].

The teaching and learning process, especially in the field of reading, does not only occur in formal educational institutions, but also in non-formal institutions. One such non-formal institution is the Buddhist Sunday School (SMB), which is established and regulated by the Minister of Religious Affairs Regulation (PERMENAG) Number 55 of 2007 concerning Buddhist Religious Education, which states that its implementation is regulated by the Director General and carried out in temples, cetiya, and other places of worship every Sunday on a regular basis [10]. This activity is carried out outside of formal school hours so that it does not interfere with the main learning process in the classroom. The timing of the activity is usually adjusted to the students' schedule so that it remains comfortable and effective.

The main objective of this activity is to provide additional opportunities for students to deepen their understanding of Buddhist teachings. With activities outside of school hours, students can learn in a more relaxed and enjoyable atmosphere. Through these activities, it is hoped that students will not only understand Buddhist teachings theoretically, but also be able to apply them in their daily lives. This more flexible and contextual approach makes religious learning more meaningful for students [11].

The results of observations conducted in February 2025 by researchers showed various important findings related to the reading abilities of Buddhist Sunday School students. One of the main findings was that there were still students who had difficulty understanding the content of the readings provided. This difficulty indicates that the reading process has not been fully effective in helping students grasp the meaning of the texts they read. In addition, it was also found that some students felt bored when they had

to read texts that were too long. This boredom had an impact on the physical and mental condition of students, such as drowsiness and decreased concentration levels during reading activities. This certainly hampered the learning process and the achievement of the expected reading competencies.

Furthermore, many students tend to read hastily without paying attention to the details of the reading material. As a result, they are often confused when answering questions related to the text. This habit of reading in a hurry is one of the causes of students' low level of comprehension of the reading material. Based on these findings, the researcher felt compelled to conduct a more in-depth study of learning methods that could help improve students' reading skills. One method considered to have potential is the SQ3R method, which includes the stages of Survey, Question, Read, Recite, and Review. This method is believed to be able to guide students in understanding reading material more systematically and effectively. Referring to the above description, this study aims to explore the extent to which the SQ3R learning method influences the reading skills of Sunday School students at the Buddhist Sunday School in West Tulang Bawang Regency. This study also seeks to reveal the relevance between the SQ3R method as the main variable and other variables that are thought to be closely related to students' reading abilities.

2. Method

The research method used in this study is field research with a quantitative approach, which aims to examine the influence of the SQ3R learning method on students' reading skills. The population in this study consisted of Buddhist Sunday school students from four temples in West Tulang Bawang Regency, with a total of 44 students. Because the population was less than 100, the entire population was used as the sample, in accordance with the principle stated by [12]. Data collection was carried out using a closed questionnaire compiled based on indicators from each variable. The variable (X) was the SQ3R learning method, which consisted of five indicators, namely survey, question, read, recite, and review. The variable (Y) was reading skills, which included three indicators, namely clarity, fluency, and pronunciation. The instrument was tested for validity and reliability before being distributed to respondents. The data analysis technique used was simple linear regression analysis to test the effect of independent variables on dependent variables. Before the analysis was carried out, the data was first tested for normality and linearity to ensure that the basic assumptions of the regression model were met. To obtain higher and more reliable analysis results, this study used data analysis using the SPSS for Windows version 27 data processing program.

3. Results And Discussion

3.1. Research results

Based on the validity test of the instrument conducted on 30 respondents from SMB Amurwa Bhumi Graha students with a total of 92 statement items, consisting of 48 items for the SQ3R learning method variable and 44 items for the reading skills variable. Based

on a table r value of 0.361 at a significance level of 5% for 9 items in the SQ3R variable (numbers 8, 16, 21, 22, 24, 26, 27, 30, and 37), these items were declared invalid because they had a calculated r value below the table r value. Meanwhile, of the 44 items from the reading skills variable, 34 items were declared valid and 10 items were invalid (numbers 53, 60, 62, 64, 65, 69, 74, 76, 78, and 92). The invalid items were removed by the researcher because other item numbers could already represent each statement indicator, so that from the 92 statement items, there were still 73 statement items that could be used in the study. The reliability test on the variable (X) of the SQ3R learning method obtained a reliability coefficient on 45 valid items, as shown in the following table.

Table 1. Reliability of Variable X

Reliability Statistics	
Cronbach's Alpha	Number of Items
.734	45

Source: results of data processing in 2025 using SPSS 27.0

The reliability statistics results using SPSS 27 produced a Cronbach's Alpha value of 0.734. Since this value is above the minimum standard of 0.7, the measuring instrument is considered reliable. Thus, it can be concluded that the research instrument used in this study has met the requirements for sufficient reliability. Meanwhile, the Y reading skills variable can be seen in the following table.

Table 2. Reliability of Variable X

Reliability Statistics	
Cronbach's Alpha	Number of Items
.751	35

Source: results of data processing in 2025 using SPSS 27.0

From the table above, the reliability coefficient for the 35 validated items was obtained. The Reliability Statistics results using SPSS 27 produced a Cronbach's Alpha value of 0.751. Since this value is above the minimum standard of 0.7, the measuring instrument is considered reliable. Thus, it can be concluded that the research instrument used in this study has met the requirements for sufficient reliability.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		44
Normal Parameters [a,b]	Mean	.000000
	Standard Deviation	7.11552526
Most Extreme Differences	Absolute	.057
	Positive	.057
	Negative	-.056
Test Statistic		.057
Asymp. Sig. (2-tailed)[c]		.200[d]
a. Test distribution is Normal.		

Source: results of data processing in 2025 using SPSS 27.0

The test was conducted using a significance level of 0.05 or 5%, where the sample data was declared to come from a normally distributed population if the significance value was greater than 0.05. Based on the normality test conducted using the One Sample Kolmogorov-Smirnov method. The test was conducted using a significance level of 0.05 or 5%, where the sample data was declared to come from a normally distributed population if the significance value was greater than 0.05. Based on the results of the normality test conducted on 44 respondents, a significance value (Asymp. Sig. 2-tailed) of 0.200 was obtained. This value is greater than the significance level of 0.05, so it can be concluded that the residual data is normally distributed. This shows that the assumption of normality in regression analysis has been fulfilled.

Table 4. Test of homogeneity

Test of Homogeneity of Variances			
Effect of X on Y			
Levene Statistic	df1	df2	Sig
1.067	1	86	.307

Source: results of data processing in 2025 using SPSS 27.0

The testing criteria used in the homogeneity test are based on significance values. If the significance value obtained is greater than 0.05 or 5%, it can be concluded that the variance of each data group is the same. In this case, the similarity of variance indicates that the data is homogeneous. Data homogeneity is an important requirement in statistical analysis, especially when using analysis of variance or regression methods. Homogeneous data indicates that the differences between groups are not caused by excessive variation within the groups, but rather by the influence of the variables being tested. In this study, the results of the homogeneity test can be seen in the Test of Homogeneity of Variances output in the SPSS application. The significance value obtained from the test for the SQ3R learning method and reading skills variables is 0.307. Because this significance value is greater than 0.05 (0.307 > 0.05), according to the test criteria, it can be concluded that the data has homogeneous variance. This means that there are no significant differences in variance between data groups, so that further analysis can be carried out with greater validity. To clarify these results, the complete values from the homogeneity test can be seen in the Test of Homogeneity of Variances table presented in the research results section. This table shows the calculation details and supports the conclusion that the data used in this study meets the homogeneity requirements.

Table 5. Linearity Test of the SQ3R and Reading Skills Learning Methods

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Skills SQ3R Learning Method	Between Groups	(Combined)	8950.848	31	288,737	.938	.580
		Linearity	69,464	1	69,464	.226	.643
		Deviation from Linearity	8,881.385	30	296,046	.962	.559
	Within Groups		3,692,333	12	307,694		
	Total		12,643.182	43			

ANOVA Table

Source: SPSS 27 data processing results

Based on the ANOVA table above, information is obtained regarding the significance value in the deviation from linearity section of 0.559. This value is very important in evaluating whether the relationship between the independent and dependent variables follows a linear pattern or not. This significance value is then compared to the significance threshold commonly used in statistical analysis, which is 0.05. Since 0.559 is greater than 0.05 ($0.559 > 0.05$), it can be concluded that there is no deviation from linearity in the model used. This conclusion indicates that the relationship between the SQ3R learning method as the independent variable and reading skills as the dependent variable is linear. This means that the higher the application of the SQ3R method, the higher the increase in students' reading skills, and the relationship follows a straight line or is linear. With no deviation from linearity, the regression model used in this study can be said to be valid and appropriate for describing the relationship between the two variables. This provides a strong basis that the linear regression model is the appropriate approach in analysing the data in this study. Therefore, it can be concluded that H0, which states that there is a deviation from linearity, is rejected. In other words, the regression model used in this study has a linear form, which supports the previous analysis results regarding the effect of the SQ3R method on students' reading skills.

Table 6. Regression Equation Output

Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.811	16.147		1,289	.205
	SQ3R learning method	.906	.131	.730	6,914	.000

a. Dependent Variable: Reading Skills

Source: data processed in 2025 using SPSS 27.0

Based on the output in the coefficient table, a constant value of 20.811 was obtained, which means that if the SQ3R learning method variable has a value of 0, the consistent

value of the reading skills variable will be 20.811. The regression coefficient for the SQ3R learning method variable (X) is 0.906, indicating that every one-unit increase in the SQ3R learning method will increase the Y variable, namely reading skills, by 0.906. The resulting regression equation is as follows.

$$Y = 20.811 + 0.906\ X$$

Explanation:

Y: Reading Skills

X: SQ3R learning method

Furthermore, the statistical hypothesis in this study is:

H_a : There is an effect of the SQ3R learning method on the reading skills of students at the Buddhist Sunday School in West Tulang Bawang Regency.

H_0: There is no effect of the SQ3R learning method on the reading skills of students at the Buddhist Sunday School in West Tulang Bawang Regency.

The criterion for testing the hypothesis is to reject H_0 if t count > t table or if the significance is < 0.05. Based on the data analysis, a t count value of 6.914 was obtained, with a degree of freedom (df) = n - 2 or df = 42. The t-table value at a significance level of α=0.05 is 1.681. Thus, because the t-count is $_6$.915 > t-table 1.1681 and the significance is 0.000 < 0.05, $H_{(0)}$ is rejected and $H_{(a)}$ is accepted. The positive regression coefficient indicates that the SQ3R learning method has a positive effect on reading skills. Based on the results of hypothesis testing, it can be concluded that the SQ3R learning method has a positive and significant effect on the reading skills of Sunday School students at the Buddhist Sunday School in West Tulang Bawang Regency. The hypothesis testing criteria use alpha 5% (0.05), which is to reject $H_{(0)}$ if the significance is < 0.05 by reading the following ANOVA table.

Table 7. ANOVA Analysis Output

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3817.181	1	3817.181	47,806	.000[b]
	Residual	3,353,614	42	79,848		
	Total	7,170,795	43			
a. Dependent Variable: Reading Skills						
b. Predictors: (Constant), SQ3R Learning Method						

Source: data processed in 2025 using SPSS 27.0

Based on the ANOVA output generated from the data analysis, a calculated F value of 47.806 was obtained. This value indicates the strength of the relationship between the independent variable, namely the SQ3R learning method, and the dependent variable, namely the reading skills of students. In addition, the significance value obtained from the analysis results is 0.000. In the context of statistical analysis, this number is very important because it forms the basis for decision-making on the hypothesis that has been formulated previously. SPSS, as a statistical tool, has facilitated the process of interpreting this significance automatically. Therefore, users no longer need to manually

match the F value with the F table value, because the significance is already provided in the form of numbers that can be directly compared. A significance value of 0.000 is clearly smaller than the standard significance limit of 0.05. This indicates that H0 (the null hypothesis) is rejected and Ha (the alternative hypothesis) is accepted. In other words, the results of this analysis show that there is a real difference or effect. This means that there is a significant effect between the application of the SQ3R learning method and the improvement of students' reading skills. This finding reinforces that the use of the SQ3R method can be an effective strategy in reading learning, especially in the context of Buddhist Sunday School.

Table 8. R Square Determination Coefficient Values

Model Summary				
Model	*R*	*R Square*	*Adjusted R-Square*	*Standard Error of the Estimate*
1	.730[a]	.532	.521	8.93577

a. *Predictors*: (*Constant*), SQ3R learning method
b. *Dependent Variable: reading skills*

Source: data analysis results 2025 using SPSS 27.0

The coefficient of determination in the Model Summary Table shows an R Square value of 0.532. This means that 53.2% of the reading skills variable in Sunday School students in West Tulang Bawang Regency is influenced by the SQ3R learning method. Meanwhile, the remaining 46.8% is influenced by other variables not included in this study. The quantitative analysis also shows that the residual normality test value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the residual data is normally distributed.

The R square score of 0.532 indicates that the SQ3R learning method has a positive influence of 53.2% on reading skills, while the remaining 46.8% is influenced by other factors. The resulting regression model can be written as Y = 20.811 + 0.906 X, which means that every increase of one unit in the SQ3R learning method will increase reading skills by 0.563 units. This illustrates how the SQ3R learning method impacts students' reading skills in the context of this study.

4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that the SQ3R learning method has a positive and significant effect on the reading skills of Sunday School students at the Buddhist Sunday School in West Tulang Bawang Regency. The SQ3R method is considered effective in improving reading skills because its stages encourage students to be actively and systematically involved in the process of understanding reading material. In addition, the SQ3R method has been proven to be effective because it is designed to activate students' cognitive functions gradually and comprehensively in the reading process. Each stage of SQ3R not only guides students to read mechanically, but also activates full attention, critical analysis and deep

understanding of the content of the reading. As stated by Mawaria, the SQ3R method involves students from the beginning by reading quickly, formulating questions, reading actively, retelling and reviewing information [13]. This method gradually enables students to not only receive information, but also to truly process and store it in their long-term memory, which is an important foundation for effective reading skills. This makes the reading process more meaningful and contextual.

The effectiveness of this method also lies in its ability to build students' mental and emotional skills in relation to the text. When students are asked to come up with their own questions before reading, they are not just following the teacher's instructions, but are becoming active subjects in the learning process [14]. These active skills increase intrinsic motivation to understand the content of the reading, as students feel a sense of responsibility and attachment to their own learning process. In addition, this method is effective because it integrates cognitive skills with reflective practice. In the recite and review stages, students are trained to remember and restate information, which encourages higher-order thinking skills such as analysing and evaluating the content of the text [15]. This makes reading skills not just about understanding content, but also reflecting on meaning and relating meaning to personal experiences or moral values, especially in learning religious texts. Furthermore, the SQ3R method is also effective because it supports meaningful learning through the process of internalising values. At Buddhist Sunday School, students do not just read stories or quotations from the Dhammapada, but are invited to reflect on teachings such as sila (morality), karuna (compassion) and metta (loving-kindness) through the SQ3R method. Thus, students not only gain literal understanding but also a transformation of values within themselves that strengthens their overall understanding [16].

Thus, the application of the SQ3R learning method can improve students' reading skills. It can be said that the better the application of the SQ3R method, the higher the level of reading skills demonstrated by students, which includes the ability to understand and remember the information read effectively. This is in line with Inggriyani Feby & Aisyatun Annisa, who stated that this study proves that the application of the SQ3R method significantly contributes to improving students' reading comprehension skills [17]. With the stages of Survey, Question, Read, Recite, and Review, students become more active and focused in reading activities. This can be seen from the indicators found in the descriptive analysis test. In variable X, the indicator that has the most influence on reading skills is the read indicator. This shows that students are quite active and involved in reading activities as part of the learning process. The high level of student involvement in the reading stage shows the initial success of the application of the SQ3R method, particularly in encouraging students to focus on understanding the content of the reading before continuing to the next stage. In the context of Sunday School Buddhist learning, the Read stage plays an important role in fostering mindfulness (sati) and wise attention (yoniso manasikāra). In line with this, Buddha explained the importance of focusing the mind on the object of meditation to overcome mental distractions and train concentration. This teaching emphasises the importance of actively and attentively directing the mind towards the material being studied. This approach is in line with the principles of

meditation practice, where one is trained to focus and be fully present in the current moment.

By applying mindfulness when studying, students become more mentally and emotionally involved in the learning process. This high level of concentration helps the brain absorb and store information more effectively. Therefore, as in meditation practice, when the mind is directed with full awareness towards the subject matter, the information being studied will be more easily embedded in long-term memory. If students only read without deep mental engagement, the information they receive will not take root strongly in their minds. Conversely, when they interact with the teaching material actively and reflectively, they will remember and understand the information better. This is because their minds are fully engaged in the learning process, similar to how meditation requires full attention to a specific object [18]. When students read Buddhist texts such as the Dhammapada, Jataka tales, or stories from the Buddha's life, they are guided to explore the moral and spiritual meanings contained in the texts. Reading attentively while answering questions allows students not only to understand the content of the story, but also to reflect on Buddhist values such as dāna (generosity), sīla (ethics), and paññā (wisdom). In addition, active reading also strengthens the process of internalising Buddhist teachings. For example, when students read stories about the sacrifices of Bodhisattvas, they not only note the facts of the events, but also relate them to the teachings of anattā (no self) and karuṇā (compassion). This activity helps students develop literacy skills while shaping their character and spirituality in accordance with Buddhist teachings.

In this study, the SQ3R method, which consists of five stages: Survey, Question, Read, Recite, and Review, was used as an approach to improve students' reading skills in a systematic and structured manner. Through linear regression analysis, a coefficient of determination (R Square) value of 0.532 was obtained. This figure shows that 53.2% of the improvement in students' reading skills was positively and significantly influenced by the application of the SQ3R learning method. This indicates that SQ3R is an effective and relevant method in helping students understand reading more deeply, structurally, and actively. The SQ3R method, which consists of the stages of Survey, Question, Read, Recite, and Review, is designed to increase reader engagement in the reading process, so that readers not only understand the content of the text but are also able to remember and apply the information obtained. The effectiveness of this method in the context of Buddhist Sunday School also shows that planned learning strategies that are tailored to the characteristics of the students can encourage the achievement of more optimal learning outcomes. The SQ3R method, with its systematic and reflective approach, is designed to guide students through structured reading stages. Each stage of Survey, Question, Read, Recite, and Review encourages students to not only read passively but also actively absorb and process information.

Through this approach, students are not only placed as recipients of information, but also as active participants in the learning process. This method encourages their direct involvement in understanding and processing the information obtained from reading. One form of involvement is by encouraging students to ask questions. By asking questions,

students learn to think critically about what they read and not simply accept every piece of information presented. In addition, students are also trained to summarise the content of the reading using their own words. This activity helps them to internalise the meaning of the text and develop their language skills and deep understanding. The reading process does not stop after the text has been read. Students are directed to review the content of the reading in order to better understand the overall meaning and remember important information more effectively.

Overall, these activities shape critical thinking in students. They learn to actively assess, reflect on, and understand the reading material, not just as information to be memorised, but as knowledge that is meaningful and relevant to their lives. Thus, the impact of the SQ3R method is not limited to improving literal reading skills, such as recognising information directly from the text. More than that, this method contributes to the development of the ability to understand the deeper meaning of the reading. Skills such as interpretation, analysis, and evaluation of texts become more refined because students are accustomed to reviewing the reading and assessing its content critically. This is important in forming the high level of understanding required in the context of religious and general learning.

Therefore, SQ3R can be viewed as a comprehensive reading learning method, which not only improves basic comprehension but also supports the development of advanced thinking skills in students. However, there are still 46.8% of other influences that come from factors outside this study. As stated by Siregar et al, the results of the study show that parental educational background has a significant influence on students' early reading abilities [18]. This indicates that the higher the level of parental education, the greater the likelihood that children will receive adequate support, guidance, and literacy stimulation from an early age. In addition, the availability of reading materials in primary school libraries plays a significant role in optimising students' interest in reading. These findings underline that the existence and quality of library collections are among the external factors that greatly influence students' reading habits and motivation [19]. In the context of learning at Buddhist Sunday School, libraries that provide Buddhist texts such as suttas, Jataka stories, and picture books about moral teachings can strengthen the learning process and increase students' interest in reading religious material. When students have easy access to meaningful library materials, they will be more motivated to read, understand, and internalise the values they learn.

Irawan & Putri stated that interesting reading materials play an important role in increasing primary school students' interest in reading and language skills [20]. This statement emphasises that the content and presentation of reading materials play a very important role in determining the extent to which students engage in reading activities. If reading materials are presented appropriately, students will be more motivated to read actively and continuously, rather than simply as a learning obligation. In the context of Buddhist education in Sunday School, the presentation of interesting reading materials is essential to stimulate students' interest. Students who are interested in the content of the reading material will find it easier to absorb the teachings contained therein. Therefore, it is important for teachers to select and provide reading materials that are appropriate to

the characteristics and needs of the students. One effective form of reading material is picture stories that tell the life of Buddha, Jataka stories, and illustrations that depict moral values in Buddhist teachings. Such reading materials can be a powerful tool for building students' intrinsic motivation to read. When students feel emotionally connected to the stories they read, reading becomes not only a cognitive activity, but also touches their affective aspects.

In addition to the content of the story, the use of simple and easy-to-understand language is also very important. Child-friendly language will help students understand the content without feeling overwhelmed. Coupled with attractive visuals, such as colourful illustrations and a comfortable layout, the reading material will become more lively and enjoyable to read. With this presentation, students will not only be more engaged in reading, but also more reflective of the Buddhist teachings they are learning. Values such as compassion, wisdom, and discipline can be instilled more strongly when conveyed through reading materials that are interesting and relevant to everyday life. This makes reading an effective bridge between understanding the text and applying values in real life. This method not only helps students understand the reading material more deeply, but also trains them to think critically and actively during the reading process. The success of this method is also greatly influenced by the teacher's readiness to manage the SQ3R stages well. Overall, the results of this study show that the SQ3R learning method ( ) has a significant impact on improving students' reading skills in Buddhist Sunday School. These findings confirm that the use of the right method plays a major role in helping students understand the content of the reading material more deeply.

The SQ3R method, which consists of the stages *of Survey*, *Question*, *Read*, *Recite*, and *Review*, has been proven to be able to guide students in understanding texts systematically. This process encourages active student involvement during reading, so that they do not only read passively, but are also involved in critical thinking and reflection on the content of the reading material. Given its effectiveness, this method is worthy of being used as one of the main alternatives in reading learning activities, especially in the context of learning Buddhist religious texts. Religious material with deep meaning requires the right approach so that students understand not only literally, but also contextually and spiritually. However, to obtain more optimal results, the application of the SQ3R method should not stand alone. This method can be combined with other learning approaches, such as group discussions, the use of visual media, or reflective meditation practices so that students can connect more emotionally and spiritually with the material being studied. In addition, supporting factors outside the method also need to be considered, such as a conducive learning environment, the role of an inspiring teacher, and parental support at home. Thus, the application of the SQ3R method can provide maximum results in improving students' reading skills as a whole.

5. Conclusion

This study shows that the SQ3R learning method has a positive and significant effect on the reading skills of Sunday School students at the Buddhist Sunday School in West Tulang Bawang Regency. This proves that the use of structured learning strategies can

have a real impact on improving students' reading abilities. The systematic application of the SQ3R strategy encourages students to be more active in the process of understanding, remembering, and connecting the content of the reading material. Each stage of this method Survey, Question, Read, Recite, and Review helps students develop a logical and in-depth line of thinking about the text they are reading. This is an important factor in building a more comprehensive understanding. These findings also reinforce the view that planned and systematic reading strategies can be an effective approach in religious values-based education. In the context of Buddhist Sunday School, reflective understanding of religious texts not only improves students' cognitive abilities but also shapes their character and spiritual attitudes. Based on these research results, it is recommended that the SQ3R method be consistently applied in reading instruction, especially in the context of Buddhist Sunday School. Continuous application will have a long-term impact on the quality of learning and the reinforcement of Buddhist values in students. To strengthen and expand these findings, further research can be conducted using more diverse approaches, such as field experiments or longitudinal studies. The research can also be expanded to formal school contexts or different age groups so that the effectiveness of the SQ3R method can be tested more comprehensively and applied in various educational environments.

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