

A QUALITATIVE NEEDS ANALYSIS OF SQ3R-BASED DIGITAL LEARNING WORKSHEETS IN PRIMARY SCHOOL READING ACTIVITIES

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Abstract

Learner Worksheets (LKPD) have an important role in learning to read in elementary schools, but the application of LKPD in the field still faces obstacles, such as unattractive appearance, limited content, and practicality. The printed LKPD used is not fully interactive, thus affecting students' interest and reading comprehension. The lack of variety in the presentation of material also reduces the effectiveness of learning. Therefore, innovation in the form of digital LKPD based on the SQ3R strategy is needed to improve reading learning. This study aims to analyze the need for the development of SQ3R-based digital LKPD. Using descriptive qualitative research method, data were collected through document analysis of LKPD and interviews with four grade VI teachers in Gugus 1 Karangnunggal District. The results showed that the current LKPDs were less interesting and did not support comprehensive text comprehension. The SQ3R strategy (Survey, Question, Read, Recite, Review) has the potential to be a solution because it can increase students' involvement in understanding the text in a more structured manner. In addition, digital LKPD allows the integration of multimedia elements that enrich the learning experience. As a reference, the PISA study shows the importance of a systematic reading approach to improve student comprehension. Thus, the development of SQ3R-based digital LKPD is an urgent need to improve the quality of reading learning in elementary schools.

Keywords: lkpd; sq3r strategy; reading learning; elementary school

Abstrak

Lembar Kerja Peserta Didik (LKPD) memiliki peran penting dalam pembelajaran membaca di sekolah dasar, namun penerapan LKPD di lapangan masih menghadapi kendala, seperti tampilan yang kurang menarik, isi yang terbatas, dan kepraktisannya. LKPD cetak yang digunakan belum sepenuhnya interaktif, sehingga mempengaruhi minat serta pemahaman membaca siswa. Kurangnya variasi dalam penyajian materi juga mengurangi efektivitas pembelajaran. Oleh karena itu, inovasi berupa LKPD digital berbasis strategi SQ3R diperlukan untuk meningkatkan pembelajaran membaca. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan LKPD digital berbasis SQ3R. Menggunakan metode penelitian deskriptif kualitatif, data dikumpulkan melalui analisis dokumen LKPD dan wawancara dengan empat guru kelas VI di Gugus 1 Kecamatan Karangnunggal. Hasil penelitian menunjukkan bahwa LKPD yang digunakan saat ini kurang menarik dan belum mendukung pemahaman teks secara komprehensif. Strategi SQ3R (Survey, Question, Read, Recite, Review) berpotensi menjadi solusi karena dapat meningkatkan keterlibatan siswa dalam memahami teks secara lebih terstruktur. Selain itu, LKPD digital memungkinkan integrasi elemen multimedia yang memperkaya pengalaman belajar. Sebagai referensi, studi PISA menunjukkan pentingnya pendekatan membaca yang sistematis untuk meningkatkan pemahaman siswa. Dengan demikian, pengembangan LKPD digital berbasis SQ3R menjadi kebutuhan mendesak untuk meningkatkan kualitas pembelajaran membaca di sekolah dasar.

Kata Kunci: lkpd; strategi sq3r; pembelajaran membaca; sekolah dasar

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Introduction

Learner Worksheets (LKPD) or Student Worksheets (LKS) are considered as one of the teaching materials that can support the active involvement of students in learning. According to Kasi (2023), the participation and involvement of learners allows them to gain direct experience, increase their sense of involvement, and understand the connection between the material and everyday life. According to Dhari and Haryono, LKPD is a sheet that contains guidelines for students in carrying out activities that have been systematically designed (Kosasih, 2021). Widjajanti states that LKPD is a learning resource designed by educators to help students learn independently, understand material, and complete written assignments, and is often used in paper form (Ahsan et al., 2021). Meanwhile, Dhari and Haryono define LKPD as sheets that contain guidelines for students to carry out activities programmatically (Kosasih, 2021). Digital LKPD is a technology-based version of printed LKPD that utilizes digital devices. Fatmawati & Lestari (2022) state that digital LKPD is an innovation from print to digital format by utilizing technology. Researchers concluded that digital LKPD not only replaces printed LKPD, but also provides a more varied and interactive learning experience.

As a guide for students, LKPD must meet certain criteria, including as digital teaching materials. Widjajanti (in Yanto et al., 2013) refers to Hendro Darmodjo and Jenny R.E. Kaligis, who set three main requirements for good LKPD: didactics (teaching principles), construction (sentence structure and language), and technical (writing, images, and appearance). In addition, well-designed LKPD can improve concept understanding and encourage active involvement in learning (Rahayu & Kusuma, 2020). For educators, LKPD acts as a means to record learning activities as well as a systematic guide that supports the teaching and learning process. Kosasih (2021) explains that the use of LKPD allows educators to deliver learning materials and activities more effectively, because each stage of the activity is systematically designed, detailed, and easy to understand. LKPD also greatly supports the achievement of learning objectives that have been formulated (Setyadi et al., 2021). In addition, the development of digital-based LKPD is increasingly relevant in the technological era, where the presentation of interactive material can increase motivation and independence in learning (Triyani, R., et al., 2024).

The application of LKPD in schools has not fully run well, in fact the application and feasibility in the field are still not in accordance with the standards for preparing good LKPD. The quality of LKPD in elementary schools has a major effect on learning, especially reading. Reading in the 21st century supports various daily activities (Maulida, 2022). Sunarti (2021) states that reading learning materials must be prioritized because it is the basis for mastering other knowledge. In fact, the implementation of reading learning using LKPD in elementary schools still faces obstacles that need to be improved. Reading learning with printed LKPD is not effective because it still has weaknesses in appearance, content, and practicality. In addition, LKPD that is less interactive can reduce students' interest in reading, especially in understanding complex texts (Tamsiruddin, T. 2023). Innovation is needed in the development of digital-based or interactive LKPD to increase the effectiveness of reading learning in elementary schools. This is in line with the research which states that digital-based learning can improve the effectiveness of reading improve comprehension and students' interest in reading (Indrawati, F. 2020). The use of interactive media in LKPD allows students to be more active in the learning process, especially in reading comprehension which requires good cognitive strategies (Balqis, Y., & Raksun, A. 2024). According to Prasetyo et al. (2023), digital LKPD that applies a reading strategy-based approach can improve students' critical thinking skills (Ma'rufah, S. M. R. 2023). In addition, the development of digital-based LKPD is also in line with the Merdeka Curriculum

which emphasizes flexible and technology-based learning. Thus, innovation in digital LKPD based on the SQ3R strategy is a relevant solution in improving the quality of reading learning in elementary schools.

Several studies have been conducted related to digital LKPD such as analyzing the needs of canva-assisted digital LKPD to improve mastery of reading concepts and independence of elementary school students (Meka, et al. 2024). Then the utilization of integrated contextual-based digital LKPD in the classpoint application to train digital literacy (Yessi, 2024). In, the development of digital media based on google sites as a support for reading comprehension skills of grade IV students (Felindasari, 2024). These studies have in common that both regulate the use of digital LKPD. However, none of these studies have specifically examined the needs in the development of digital LKPD based on the SQ3R strategy. In fact, this needs analysis is important to ensure that the teaching materials developed are not only innovative, but also truly in accordance with the characteristics and needs of reading learning in elementary schools.

In the Survey stage, learners are asked to scan the text to get an overview of the content. Furthermore, in the Question stage, they formulate questions based on the title and subtitle in the text. The Read stage directs learners to read the text in depth with a focus on finding answers to the questions they have previously made. After reading, they enter the Recite stage, where they repeat the information that has been obtained in their own words, both orally and in writing. The last step, Review, is done by reviewing the understanding that has been gained, ensuring that the answers to the previous questions have been found, as well as remembering the key points from the reading. The SQ3R strategy has a number of advantages, one of which is to encourage learners to think actively in understanding the reading (Barmawi, B., et al., 2022). By creating their own questions, they are more involved in the learning process and indirectly develop critical thinking skills (Prasetyo & Rosy., 2021). This strategy also supports cooperation in groups and involves various senses, such as vision, hearing, and kinesthetic, so that the learning process becomes more effective. However, this strategy also has some limitations, such as requiring almost the same time as the regular reading method, challenges conditioning classroom discussions, and obstacles if adequate textbooks or reading sources are not available.

In the context of learning to read in elementary schools, the SQ3R strategy can be integrated with the use of digital Learner Worksheets (LKPD) to improve learning effectiveness. Reading is a fundamental skill that needs to be mastered by students because it is the basis for understanding various other fields of knowledge (Febrianingsih, D. 2021). In addition, according to Lestari, N, et al., 2021) reading learning in elementary schools consists of several stages, including beginning reading and advanced reading. Advanced reading includes extensive reading activities and intensive reading, where reading comprehension becomes an important part in developing learners' thinking skills. In reading comprehension, learners are not only required to understand the meaning of the text, but also be able to identify the main idea, conclude the content of the reading, and analyze the language style used by the author. Therefore, the SQ3R strategy is very relevant to be applied in learning to read because it provides a clear and systematic structure in helping learners understand a text more deeply.

The research gap in this study lies in the absence of studies that specifically analyze the needs in the development of digital LKPD based on the SQ3R strategy for reading learning in elementary schools. Although several studies have discussed the utilization of digital LKPD, such as the use of Canva to improve the understanding of concepts, integration in the ClassPoint

application for digital literacy, and the development of Google Sites-based media for reading comprehension of narrative texts, there is no study that explicitly adapts the SQ3R strategy into the design of digital LKPD. The novelty of this research lies in the needs analysis focused on the development of digital LKPD based on the SQ3R strategy, which aims to improve students' reading comprehension skills with a more systematic and interactive approach. The integration of the SQ3R strategy in digital LKPD is expected to provide a more structured learning experience, support learners' active involvement, and improve their metacognitive abilities in understanding reading texts. Thus, to fill the gap, a needs analysis is needed for digital LKPD that is not only innovative and interactive, but also specifically designed to support reading learning by adapting the SQ3R strategy to suit the needs of learners in elementary schools.

Based on this background, researchers conducted a study that aims to analyze the needs of digital LKPD based on the SQ3R strategy in reading learning in elementary schools. This research is entitled " Analysis of the Need for SQ3R-Based Digital Learning Worksheets in Primary School Reading Activities". The SQ3R stands for Survey, Question, Read, Recite, and Review. The SQ3R strategy, introduced by Francis P. Robinson in 1946, is a reading method consisting of five main steps, namely Survey, Question, Read, Recite, and Review. The strategy is designed to improve text comprehension and develop learners' metacognitive skills by reading more thoroughly and deeply. The concept is also aligned with the principles of constructivism learning, where learners actively build their understanding through various stages such as observing, questioning, reading, summarizing, and reviewing the material that has been learned.

Research Methods

This research uses descriptive qualitative research methods. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Lexy, J. M. 2002). The participants involved in this research were four grade VI educators in the Gugus 1 Karangnunggal sub-district. The role of the educator is as an informant by providing data when analyzing the needs of digital LKPD used in reading learning. Data collection techniques consist of document analysis techniques, interviews, and observation. The instruments used were document analysis formats and interview guidelines and lists. Qualitative data analysis techniques in this study used the Miles and Huberman Interactive Model. The stages in the Miles and Huberman model include data collection, simplification or reduction of data (data reduction), presentation of data (data display), and drawing conclusions or verification (conclusion/verification) (Sugiyono, 2015). Researchers analyzed LKPD documents commonly used by grade VI educators in learning to read exposition texts. The analysis includes didactical, constructive, and technical aspects of the LKPD used. In addition, the analysis was also carried out on the aspect of relevance to reading learning on exposition text. The data obtained were then reduced by summarizing, sorting out the core information, and focusing on important aspects in accordance with the research objectives. After the reduction process, the data is presented in the form of narrative descriptions, such as text, tables, brief descriptions, and other similar formats. The final step is conclusion drawing and verification to ensure the accuracy of the analysis results (Sugiyono, 2022). To support the analysis process, a flowchart of the interactive model will be provided. For data validity, triangulation of sources and methods will be employed to ensure the credibility and trustworthiness of the findings.

Result and Discussion

The results of the study were obtained from the analysis of LKPD documents used by educators in learning to read in elementary schools and also the results of interview activities. The respondents were 4 educators of grade VI elementary schools in Gugus 1 Karangnunggal District. In addition, this study also considered observations of the reading learning process in the classroom, in order to directly understand the effectiveness of the use of LKPD as well as the obstacles faced by educators and students. The data collected was analyzed to identify the suitability of the LKPD with good preparation standards as well as the level of student involvement in learning to read.

Based on the results of the analysis of the LKPD documents used today, the level of fulfillment of each indicator can be determined. This identification process aims to find aspects that still need to be improved or further developed in order to increase the effectiveness of LKPD in supporting the learning process. The document analyzed is the LKPD used in learning to read in grade VI elementary school (SD). There are 3 elementary schools that use the 2013 curriculum and 1 elementary school that uses the Merdeka Curriculum. The following is table 1 of the document analysis results:

Table 1. Document Analysis Results

No	Indicator	Yes	No
A. Didactical Requirements			
1	Encourage active participation of learners	1	3
2	Focus on the process of discovering concepts	2	2
3	Provide a variety of stimuli through media and activities	0	4
4	Develop social, emotional, moral, and aesthetic communication skills	1	3
B. Constructive Terms			
5	Use age-appropriate language for learners	4	0
6	Constructing clear sentences	1	3
7	Adjust the sequence of lessons to the learners' ability	1	3
8	Avoiding too open-ended questions	2	2
9	Avoid sourcebooks beyond learner readability	3	1
10	Provides space for creative thinking	0	4
11	Presents clear and measurable answer criteria	1	3
12	Provides clear and attractive illustrations	0	4
13	Set clear and useful goals	2	2
14	Have complete identity	2	2
C. Technical Requirements			
15	Use clear and attractive fonts	1	3
16	Print letters for the topic	3	1
17	Using frames to distinguish instructions and answers	1	3
18	Include images that are relevant to the message	1	3
19	Helps learners understand the basic meaning of the text read	0	4

No	Indicator	Yes	No
20	Facilitate learners to conclude the purpose of the author.	0	4
21	Direct learners to evaluate the content and structure of the text.	0	4
22	Encouraging participants learners to adjust reading speed to their needs	0	4

Based on Table 1, the didactical requirements of the currently used LKPDs show that the analyzed LKPDs have not sufficiently encouraged students' active participation (only 1 out of 4 schools). The process of discovering new concepts is quite varied, with two schools that have integrated it. However, none of the LKPDs provide a variety of stimuli through media and activities, which may hinder students' deeper engagement with the material. The aspect of developing social, emotional, moral and aesthetic communication is also still low, with only one school paying attention to this aspect.

Meanwhile, from the aspect of constructive requirements, the LKPDs used in the four schools have generally used language that is appropriate for the age of the students. However, only one school had clearly structured sentences, while the other three schools still had poorly structured sentences. The order of the lessons in the LKPDs had also not been adjusted to the students' abilities, which could potentially hinder their understanding. Two of the four schools still use questions that are too open-ended, which can make it difficult for students to provide the right answers. Three schools have used learning resources that are still within students' readability, but one school still uses a source book that is difficult to understand. Unfortunately, none of the LKPDs provided space for students to think creatively, and none presented interesting illustrations to support the material. In addition, only half of the LKPDs have clear and useful learning objectives and include a complete identity.

From the aspect of technical requirements, only one of the four schools has used clear and attractive fonts, while the other three schools still use a writing format that is less comfortable to read. Three schools had bolded letters for topics, which helped students to identify important points in the material. Unfortunately, only one school uses frames to differentiate instructions and answers, which may cause students to have difficulty understanding the part they need to fill in. Most of the LKPDs also do not include pictures that are relevant to the material, making it less helpful for students' understanding. In addition, none of the LKPDs explicitly help students understand the basic meaning of the text or guide them in developing deep reading skills.

The researcher provides four main aspects of questions in this study, namely (1) the condition and implementation of reading learning in grade VI, (2) the use of LKPD in reading learning, including the effectiveness and obstacles faced, (3) the application of learning models used by educators in improving reading skills, and (4) the integration of the SQ3R strategy in the development of digital LKPD to improve understanding and active involvement of students. These four aspects are analyzed in depth to identify the need for developing digital LKPD that is more innovative, interactive, and in accordance with the characteristics of 21st century learning. The four aspects of the question are re-detailed into 19 questions in table 2, as follows:

Table 2. Tabulation of Interview Results

Question List	Interview Results
1. What curriculum is used in the learning in grade VI?	There are differences in the implementation of the curriculum in each school. SDN Cilangkap, SDN Sukawangi 1, and SDN Sukahurip are still using the 2013 Curriculum in the classroom. 3 and 6, while SDN 1 Cibatu has implemented Merdeka Curriculum in all classes.
2. What is the structure of the reading materials taught in the current curriculum?	Reading learning in grade VI differs according to the curriculum implemented. At SDN Cilangkap and SDN Sukawangi 1 (Curriculum 2013), reading is done through a scientific approach and integrated in the learning theme. However, nonfiction texts in thematic books are less interesting for students, resulting in low comprehension of informative reading. SDN Sukahurip also experienced similar problems, especially in training students to read critically. Meanwhile, SDN 1 Cibatu (Merdeka Curriculum) presents reading partially in the Indonesian language subject, focusing on reading elements such as vocabulary, main ideas, and narrative, description, exposition, poetry, and rhyming texts, and fairy tales.
3. What facilities and infrastructure are available to support reading learning?	Each school has various facilities. SDN Cilangkap has complete facilities, including textbooks, a reading corner, digital devices (laptop, projector, smartboard) and internet access. SDN Sukawangi 1 also has adequate basic facilities, with, classroom equipment and teacher laptops, although without WiFi. SDN Sukahurip has limited facilities due to limited BOSP funds, but still has textbooks, school laptops, and access to electricity and the internet. SDN 1 Cibatu has supporting facilities such as, children's reading books, digital devices (laptops, projectors, speakers), as well as adequate electricity and internet networks.
4. Do you think the existing facilities and infrastructure are effective in supporting reading learning?	Reading learning in all four schools still relies on textbooks as the main source, with limited access to digital reading. At SDN Cilangkap, digital devices are more often used for ANBK than reading lessons. SDN Sukawangi 1 and SDN 1 Cibatu have technology facilities but their utilization is not optimal. Meanwhile, at SDN Sukahurip, there is no dedicated reading room and teaching methods are still conventional, so the experience is not optimal, learners' reading is less varied.
5. What challenges are often faced in the reading learning process in grade VI?	Learners face various obstacles in understanding the text, such as difficulties in finding important information (SDN Cilangkap), low motivation because the text is not interesting (SDN Sukawangi 1), limited learning time (SDN Sukahurip), and lack of integration, rechnology in learning to read (SDN 1 Cibatu).
6. How do you deal withthese challenges?	Teachers guide learners with various strategies. At SDN Cilangkap and SDN 1 Cibatu, learning is gradual from understanding the title to retelling. SDN Sukawangi 1 uses group discussions, while SDN Sukahurip applies independent reading, guidance, then discussion.
7. Does has reading learning in grade VI used LKPD? If yes, what is the form?	LKPDs in all schools are still text-based and basic comprehension exercises, such as finding the main idea and explicit information. SDN Cilangkap emphasizes comprehension questions without a variety of reading strategies, SDN Sukawangi 1 and SDN 1 Cibatu

Question List	Interview Results
8. How the process of making the LKPD used in learning to read in grade VI?	<p>use thematic LKPDs but without systematic guidance, while SDN Sukahurip uses conventional printed LKPDs with no systematic guidance, not yet encouraging active involvement of learners.</p> <p>Teachers generally use LKPDs from the textbooks with slight modifications. SDN Cilangkap adapts LKPDs to the theme, but lacks guidance on systematic thinking. SDN Sukawangi 1 and SDN Sukahurip use thematic LKPDs but they are less interactive and unstructured. SDN 1 Cibatú only provides practice questions without a variety of activities, making it less interactive and less structured. appealing to learners.</p>
9. What are the considerations in preparing LKPD?	<p>Teachers consider various aspects in preparing the LKPD. SDN Cilangkap focuses on the suitability of the curriculum and the level of understanding of students. SDN Sukawangi 1 adapted the text from the textbook. SDN Sukahurip adapts to the diversity of learners and time allocation. SDN 1 Cibatú considers learning objectives and availability of learning resources.</p>
10. Are there any obstacles experienced by students in working on LKPD learning to read? If yes, what are the obstacles?	<p>The main obstacles in learning to read include difficulties in understanding texts in depth (SDN Cilangkap), finding main ideas and implied information (SDN Sukawangi 1), understanding difficult words in context (SDN Sukahurip), as well as low interest in reading and a tendency to copy answers from text without reading, deep understanding (SDN 1 Cibatú).</p>
11. What are the advantages and disadvantages of the LKPD currently in use?	<p>The strengths of the LKPDs used in the schools include text comprehension exercises with questions that aid information retrieval (SDN Cilangkap), alignment with the curriculum and thematic texts (SDN Sukawangi 1), text summaries and main idea tasks (SDN Sukahurip), and the use of fiction and nonfiction texts from thematic books (SDN 1 Cibatú). However, weaknesses include the lack of a variety of reading strategies and supporting media (SDN Cilangkap), the absence of a systematic guide to phased reading (SDN Sukawangi 1), the limitations of interactive activities and the cost of duplicating printed LKPDs (SDN Sukahurip), and the lack of in-depth guidance and technology integration (SDN 1 Cibatú).</p>
12. What are your suggestions for the development of LKPD to make it more effective in learning to read?	<p>The teachers suggested that the LKPD could be more effective with a gradual reading strategy (SDN Cilangkap), systematic guidance in understanding the text (SDN 1 Sukawangi), interactive activities such as mind mapping or LKPDs digital (SDN Sukahurip), and a variation of about which is challenging and clear examples of reading strategies (SDN 1 Cibatú). The use of supporting media such as pictures, diagrams or videos was also proposed to improve learners' understanding.</p>
13. What learning models or strategies are commonly used in teaching reading in grade VI?	<p>SDN Cilangkap teachers use a scientific approach with a problem-solving model. SDN Sukawangi 1 teachers use repeated reading with guidance and discussion. SDN Sukahurip teachers ask learners to take turns reading, retelling and discussing difficult words. SDN 1 Cibatú teachers divide the reading process into</p>

Question List	Interview Results
14. How effective is the model or strategy in improving learners' reading skills?	guided/independent stages and evaluation through questions or discussion, Summary. The problem-solving strategy at SDN Cilangkap is effective in training critical thinking but learners need assistance with complex texts. The repeated reading method at SDN Sukawangi 1 helps comprehension but some learners are less active in discussions. Alternate reading at SDN Sukahurip improves comprehension but some learners lack confidence in speaking. The phased reading and summarizing approach at SDN 1 Cibatuh is effective, but learners still need practice in summarizing in an organized way coherent.
15. Have you ever heard of the SQ3R reading strategy? If so, what is your understanding of this strategy?	Teachers at SDN Cilangkap have used a phased reading strategy similar to SQ3R. Teachers at SDN Sukawangi 1 and SDN Sukahurip were not familiar with SQ3R but were interested in learning about it. Teachers of SDN 1 Cibatuh have applied some of the stages of SQ3R without realizing that they were part of the strategy.
16. Do you think that the SQ3R strategy can be applied in the development of LKPD for learning to read? Why?	All teachers agreed that the SQ3R strategy can be applied in the LKPD because it helps learners read gradually, focus more, and understand the reading better. The advantage is that it helps learners find important information, improve focus, and understand the text independently. However, the challenges include adjustments to classroom conditions, longer implementation time, the need for adaptation to learners' learning habits, and learners' difficulties in the retelling stage, reading content.
17. What are the advantages and challenges in applying the SQ3R strategy to the LKPD for learning to read?	It was agreed that the SQ3R strategy can be applied in the LKPD because it helps learners read more focused and understand the text gradually. The advantage of this strategy is that it facilitates information retrieval and increases learners' independence. The challenges include adjustments to class conditions, implementation time, and learners' difficulties in retelling the content Readings.
18. If SQ3R-based digital LKPDs developed, what features or components should be included to suit the needs of learners and teachers?	The digital LKPD should have a clear reading step-by-step guide, interactive exercises with automatic feedback, and features such as voiced text, important section markers, and various forms of practice questions. Examples of using the SQ3R strategy through videos or animations are also desirable, as well as space for writing summaries. In, illustrations and diagrams are required to make the reading more interesting and easy to understand.
19. What are your expectations for the development of this SQ3R-based digital LKPD?	Teachers expect SQ3R-based digital LKPDs to have clear steps, interactive exercises, voiced text, illustrations, and bookmark and summary features to make learning more interesting and effective.

The interview results show that the implementation of Merdeka Curriculum in elementary schools is still gradual. SDN Cilangkap, SDN Sukawangi 1, and SDN Sukahurip implement it in grades 1, 2, 4, and 5, while grades 3 and 6 are still using the 2013 Curriculum. SDN 1 Cibatuh as a Mobilizing School has implemented the Merdeka Curriculum in all grades. The main difference between the curricula lies in learning to read: Curriculum 2013 integrates it in thematic, while Merdeka Curriculum teaches it in the Indonesian language subject

separately. Challenges remain, such as a lack of interest in reading nonfiction texts and difficulty understanding important information in the text. In fact, reading skills are very important to support other language skills (Megantara & Wachid, 2021). Therefore, learning strategies that can increase reading interest and text comprehension are needed. The infrastructure in these schools is still limited. Textbooks are the main source, while digital reading and digital devices are mostly used for assessment. Other challenges in learning to read include difficulty finding important information, low motivation and time constraints. Teachers have tried strategies such as phased reading, small group discussions and directed guidance, but still need support from more interactive teaching materials. This is important considering that the 2013 Curriculum textbooks are considered to provide less active and explorative learning experiences (Sopyan et al., 2022).

The use of LKPD in reading learning is also still conventional, focusing on simple practice questions without guiding students to understand the text in depth. The existing LKPDs have not trained many critical reading skills, such as finding the main idea, making inferences, or summarizing information. In addition, most of the LKPDs have not utilized reading strategy-based approaches such as SQ3R (Survey, Question, Read, Recite, Review), which can help students build a more structured and in-depth understanding of the text. Therefore, it is necessary to develop digital LKPDs based on interactive and contextual SQ3R strategies to improve students' reading skills in elementary schools.

Conclusion

Based on the results of the research, it can be concluded that the use of LKPD in learning to read in elementary schools still faces various obstacles, both in terms of feasibility, effectiveness, and suitability to the needs of students. The available LKPDs are generally still in printed form with less attractive appearance and content, so they have not been able to fully increase students' interest and reading comprehension. In addition, learning to read requires the right strategy so that students can understand the text deeply and systematically. The SQ3R (Survey, Question, Read, Recite, Review) strategy is one of the effective approaches in improving reading skills, because it helps learners in organizing information gradually and strengthening memory of reading content. However, the implementation of this strategy in LKPD is still very limited. Therefore, the development of digital LKPD based on the SQ3R strategy is an innovative solution that can not only increase the effectiveness of reading learning, but also in line with technological developments in education. The use of digital LKPD allows the integration of various interactive elements, such as images, videos, and multimedia-based exercises, which can increase students' motivation and involvement in the learning process. In addition, the development of digital LKPD based on the SQ3R strategy also supports the Merdeka Curriculum which emphasizes flexible, independent, and technology-based learning. This research provides practical implications for teachers in designing more engaging, systematic, and student-centered reading activities using digital tools. Policymakers are also encouraged to facilitate training and provision of resources that support the integration of digital LKPD into classroom instruction. In conclusion, the urgency to innovate reading instruction through digital LKPD based on SQ3R is not only a response to existing learning gaps but also a strategic step to equip students with critical literacy skills in the digital era. Concrete and collaborative actions are needed to realize this vision in schools.

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