

The Implementation of the Preview, Question, Read, Summarize, and Test (PQRST) Learning Model to Improve the Learning Outcomes of Indonesian Language Content for Fifth-Grade Students at UPT SDN 123, Pinrang Regency

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Abstract

The main issue in this study is the low quality of the learning process and outcomes of fifth-grade students. This research aims to analyze the improvement in the learning process and student outcomes through the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) learning model. A qualitative approach was used with a Classroom Action Research (CAR) design. The research subjects consisted of one teacher and 19 fifth-grade students at UPT SDN 123, Pinrang Regency, during the 2023/2024 academic year, comprising 12 male and 7 female students. This study focused on the learning process and student outcomes in fictional story material using the PQRST model. Data were collected through observation, tests, and documentation and analyzed qualitatively. In Cycle I, teacher and student observations were categorized as C. In Cycle II, teacher and student observations improved to category B. In conclusion, the implementation of the PQRST model can enhance both the learning process and student outcomes in reading fictional stories.

Keywords: PQRST Model, Learning Outcomes, Reading Comprehension of Fictional Stories.



INTRODUCTION

This study began with an observation conducted by the researcher at UPT SDN 123, Pinrang Regency. During this process, the researcher met with the school principal to convey the purpose and objectives of conducting Classroom Action Research (CAR). Following this, the researcher carried out observations to identify existing issues. Based on the collected data, students' learning outcomes in the Indonesian language subject were still relatively low. This was evident from the learning mastery level, which only reached 26%. Out of a total of 19 students, 12 had not yet achieved the minimum mastery criteria (KKTP) with scores of $\leq 72\%$, while 7 students met the criteria with scores of $\geq 72\%$. Furthermore, observations indicated that the teaching methods used were not entirely effective in enhancing students' comprehension. Therefore, the researcher planned more appropriate steps to improve student learning outcomes by utilizing a more interactive and engaging learning model.

After conducting the observations, the researcher proceeded with the study in the fifth-grade class of UPT SDN 123, Pinrang Regency, in the form of Classroom Action Research (CAR) aimed at improving students' Indonesian language learning outcomes through the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) learning model. This study consisted of two cycles, each comprising four main stages: planning, where the researcher developed a PQRST-based learning strategy; implementation, which involved active interaction between the teacher and students in understanding the text through the PQRST stages; observation, where the researcher recorded students' engagement and comprehension during the learning process; and reflection, where learning outcomes were analyzed to determine improvement steps for the next cycle.

In the first cycle, students' learning outcomes did not yet reach the expected level, as many still struggled with understanding texts and summarizing content. However, after refining the learning strategy, the second cycle showed significant improvement, with students becoming more active in asking questions, summarizing, and understanding reading materials more effectively. Each cycle was conducted over two sessions, bringing the total study duration to four sessions. Based on the study results, the implementation of the PQRST model proved effective in enhancing students' reading comprehension and encouraging their engagement in the learning process.

Overview Of Connectivism

Connectivism is a learning theory that has developed alongside advancements in digital



technology. Siemens (2016) explains that connectivism views learning as a process of building and managing information networks through various digital sources and social interactions. In the educational context, students do not solely acquire knowledge from teachers but also from online environments such as discussion forums, social media, and technology-based learning platforms. With the rapid development of technology, access to information has become increasingly widespread, allowing students to learn from various sources without being limited by space and time.

In connectivist theory, learning occurs through continuously evolving connections between individuals and available sources of knowledge. Downes (2017) states that the key ability in connectivist learning is the capacity to seek relevant information and filter out unnecessary content. This is crucial in an era saturated with digital information, where students must develop critical thinking skills to evaluate and select the information they acquire. Furthermore, connectivism emphasizes that learning no longer takes place in a closed and confined environment but rather within a vast and dynamic digital ecosystem.

The application of connectivism in education has been widely studied in various research. Garcia et al. (2018) found that connectivist-based learning can enhance student engagement and help them develop critical thinking skills. Additionally, Kropf (2019) highlights that learning through digital networks provides students with the flexibility to control their own learning processes. Technology enables students to learn independently, adapt their learning methods to their needs, and collaborate with various individuals without spatial and temporal limitations.

Moreover, connectivism underscores the importance of social interaction in the learning process. According to Couros (2020), students gain a deeper understanding when they participate in online learning communities, share ideas, and develop insights through discussions with peers and experts in specific fields. This aligns with technological advancements that have introduced various interactive learning platforms, such as virtual classrooms, webinars, and technology-based discussion forums.

In the context of this study, connectivism is relevant to the implementation of the Preview, Question, Read, Summarize, and Test (PQRST) learning model, as this model encourages students to access information independently, formulate questions, and discuss their understanding with teachers and peers. Thus, the PQRST model can be linked to the principles of connectivism in enhancing students' learning outcomes, particularly in reading comprehension of fictional stories. This model also supports students in developing active learning skills, improving their understanding through extensive exploration of learning resources, and fostering critical and



analytical thinking abilities in text comprehension.

With the rise of connectivism, the role of teachers has also evolved from being mere knowledge providers to facilitators who assist students in building connections between the information they acquire. Teachers are no longer the sole source of knowledge but instead guide students in discovering, evaluating, and effectively managing information. Therefore, integrating connectivism into learning models such as PQRSST can have a positive impact on students' learning approaches and comprehension, ultimately enhancing the effectiveness of education in the digital era.

Overview Of Constructivism

Constructivism is a learning theory that emphasizes that individuals construct their own knowledge through experience, reflection, and social interaction (Jonasse, 2017). In this approach, students do not merely receive information passively but actively participate in the learning process by connecting new information with their prior knowledge. Thus, constructivism teaches that understanding develops through exploration and direct engagement with the environment.

According to Vygotsky's research, as reviewed by Kozulin (2016), social interaction plays a key role in the learning process. He introduced the concept of the Zone of Proximal Development (ZPD), which states that students can achieve a higher level of understanding with guidance from more knowledgeable individuals, whether teachers or peers. Additionally, Piaget (as discussed in Fosnot, 2019) highlighted that learning occurs through the processes of assimilation and accommodation, where students adjust their cognitive schemas to understand new concepts.

Recent studies by Schunk (2020) indicate that the application of constructivist theory in education can enhance student engagement and comprehension, particularly through inquiry-based learning and problem-solving strategies. Furthermore, research by Kirschner and Hendrick (2020) found that constructivist approaches emphasizing exploration and reflection help students develop critical thinking, analytical skills, and creativity, as they are required to connect information with prior experiences.

In the context of this study, constructivist theory supports learning models that allow students to explore concepts in depth, link new knowledge with their experiences, and engage in discussions with teachers and peers. This aligns with learning models that emphasize conceptual understanding, critical thinking development, and the application of knowledge in various situations. Thus, constructivism is a highly relevant approach to enhancing the effectiveness of education and student learning outcomes in the digital era, particularly in experiential learning



and collaborative problem-solving.

Social Learning Theory

Social Learning Theory, developed by Albert Bandura, emphasizes that individuals learn through observation, imitation, and modeling of others' behaviors (Bandura, 2017). In this approach, individuals do not solely learn from direct experience but also from their social environment through interactions with others. Bandura stated that learning occurs through vicarious reinforcement, where individuals observe the consequences of others' actions and use them as a basis for adjusting their own behavior.

Recent studies indicate that Social Learning Theory is highly relevant in education and student behavior development. According to Schunk and DiBenedetto (2020), social-based learning plays a crucial role in enhancing student motivation and helping them develop better academic and social skills.

A study by Morin et al. (2019) found that in digital learning environments and modern educational technology, online social interactions through learning platforms can accelerate knowledge transfer and facilitate collaboration among students. Furthermore, Social Learning Theory is also linked to the development of students' cognitive and emotional skills. According to Zimmerman and Moylan (2018), observation-based learning strategies enable students to enhance critical thinking and self-regulation skills. By observing how others complete tasks, interact, and overcome learning challenges, students can adapt and refine their own learning strategies.

In the context of this study, Social Learning Theory is relevant as it emphasizes how students can improve their understanding through interactions with their surroundings, both in traditional classroom settings and technology-based learning environments. This approach also encourages students to actively participate in discussions and observe effective learning strategies, making it a valuable framework for improving student engagement and academic performance.

Theoretical Insights

Learning is a complex process that involves not only direct experience but also social and cognitive factors. Albert Bandura's Social Learning Theory (2017) emphasizes that individuals learn through observation, imitation, and modeling. In classroom learning, students do not solely gain understanding from textbooks or teachers' explanations but also by observing how peers or



teachers complete tasks and apply learning strategies. The PQRST (Preview, Question, Read, Summarize, Test) Learning Model serves as a structured strategy that enables students to develop a better understanding through a step-by-step process, reflecting principles of social learning. Through interaction in the Question and Summarize stages, students learn not only from teachers but also through peer discussions.

Additionally, Rogers' Paradox (2016) explains that while social learning can be an effective tool, it may also present challenges if students overly rely on external information without developing their own understanding. Within the PQRST framework, students must balance imitation with independent comprehension through the Read and Test stages, preventing them from merely copying strategies without truly grasping the material.

Furthermore, Diefendorff and Lord's (2017) theory on self-regulation provides a perspective that successful learning depends on how individuals regulate and control their learning process. The PQRST model fosters self-regulation by offering a structured learning framework and promoting reflection through the Summarize and Test stages. These stages help students identify areas they understand well and those requiring improvement.

Carver and Scheier (2018) emphasize that self-regulation involves key mechanisms such as goal-setting, feedback, and bridging knowledge gaps. In the PQRST model, the Preview and Question stages help students set learning objectives, while the Test stage allows them to evaluate their comprehension based on feedback from their learning outcomes.

By integrating these theoretical concepts into reading comprehension of fictional texts, the implementation of the PQRST model in this study is expected to enhance students' active engagement, self-regulation, and independent learning strategies. Through a systematic learning approach, this model aims to improve the reading comprehension and learning outcomes of Grade V students at UPT SDN 123, Pinrang Regency.

Cultural Evolution And Primary Education

The development of culture in primary education is influenced by social learning processes, allowing individuals to acquire continuously evolving skills and knowledge. Heyes (2017) states that non-genetic cultural changes expand through social interactions and complex cognitive processes. In education, the PQRST (Preview, Question, Read, Summarize, Test) model serves as a systematic learning structure that enhances students' comprehension. Scholz et al. (2018) explain that social learning occurs through information exchange, leading to new understandings and strengthened critical thinking skills. Through the Preview and Question stages, students



develop an initial understanding of the material, while the Read and Summarize stages deepen their comprehension through interaction and reflection.

Over & Carpenter (2019) emphasize that social factors, such as peer groups and environment, influence how individuals imitate and absorb information. By implementing the PQRST model, students not only develop academic skills but also enhance social abilities, such as reflective thinking and collaboration in understanding learning materials. In the context of primary education, this approach prevents students from merely imitating without deep comprehension, ensuring that information acquired through social interactions is valid and relevant to their learning needs.

The PQRST model also addresses limitations in social learning by providing a structured framework that prevents students from relying solely on external sources of information. Carver & Scheier (2018) highlight that self-regulation in learning involves evaluation strategies, such as the Test stage in the PQRST model, where students independently assess their understanding. This helps students avoid misleading information that may arise in social learning. By utilizing the PQRST model, students not only acquire knowledge from their social environment but also develop the ability to test, filter, and adapt information to improve their learning effectiveness.

Shifting Higher Education

The shift towards online learning in higher education reflects a transformation in the way students acquire and process information. Goldie (2016) emphasizes that the PQRST (Preview, Question, Read, Summarize, Test) model can be applied in online learning to enhance students' conceptual understanding. During the Preview and Question stages, students can identify the key points of digital content. Allen et al. (2017) indicate that the Summarize and Test stages of the PQRST model help students reflect on and evaluate their understanding independently, thereby improving the effectiveness of online learning.

Social Learning Theory - Academic Perspective

Social learning theory focuses on how individuals acquire knowledge through social interaction and observation. Bandura (2017) emphasizes that the PQRST (Preview, Question, Read, Summarize, Test) model can be applied within the context of social learning to enhance students' understanding. In the Preview stage, students identify the key concepts, such as how interaction with peers and teachers influences the learning process. Schunk & DiBenedetto (2017) suggest that the Question stage helps students develop critical thinking by asking questions before



delving deeper into the material.

In the Read stage, students explore how group-based learning strengthens academic engagement and enhances understanding (Tomasello, 2019). The PQRST model facilitates collaboration through discussions and reflection, as emphasized by King et al. (2020), who state that social learning allows individuals to gain new perspectives in understanding the material. Carver & Scheier (2018) highlight that the Summarize stage enables students to process information more effectively through group work and personal reflection.

In the Test stage, students assess how well they have understood the material and identify areas that still need improvement. By applying the PQRST model, social learning becomes more structured, allowing students to develop a deeper understanding. Tenenbaum et al. (2019) assert that this approach not only improves academic effectiveness but also supports the development of social skills and self-regulation.

Overall, the PQRST model enables a more systematic social learning process, where students not only absorb information but also apply critical thinking and reflective strategies in their learning journey.

IMPLICATIONS OF CONNECTIVISM FOR TEACHING AND LEARNING

1. **Digital Learning Infrastructure** must be prepared and evaluated for the effectiveness of technology. This ensures that the necessary resources and tools are in place to support the learning process in a digital environment.
2. **Instructor Attitudes Toward Technology** greatly influence the success of digital learning. Instructors who actively use technology contribute to the maintenance, sustainability, and effectiveness of e-learning systems in education (Kop & Hill, 2018). Their engagement is key in driving digital learning forward.
3. **Connectivist Learning Design** should support flexible online interactions. E-learning platforms should integrate community-based teaching methods and social experiences to enhance the effectiveness of learning (Downes, 2019). This fosters collaboration and knowledge sharing among learners.
4. **Context-Specific Training** improves understanding of educational technology. Continuous evaluation ensures that teaching methods remain relevant and beneficial to both instructors and students (Anderson & Dron, 2020). Regular updates and feedback mechanisms are essential to maintain the effectiveness of the digital learning environment.



IMPLICATIONS OF CONSTRUCTIVISM FOR TEACHING AND LEARNING

1. **Instructors must identify students' interests** and value their efforts in independent learning exploration. Recognizing individual interests fosters motivation and encourages active participation in the learning process.
2. **Data sources, original research, and engaging materials** should be used to enhance understanding, motivate students, and cultivate academic curiosity. These resources provide students with authentic learning experiences, stimulating deeper exploration of the subject matter.
3. **Before delivering the material, instructors should understand students' initial ideas** to identify their understanding and misconceptions of concepts. This approach helps instructors tailor their teaching to address gaps in knowledge and correct misunderstandings early in the learning process.
4. **Active conversations among students, peers, and instructors** enable the exploration of ideas, correction of misconceptions, and the development of new perspectives in constructivist learning. Collaborative dialogue helps reinforce and expand students' understanding of the material.
5. **Students should be encouraged to communicate effectively with instructors and their social environment**, fostering learning independence and enhancing critical and reflective thinking abilities. These communication skills are essential for lifelong learning and problem-solving.
6. **Students are introduced to perspectives different from their initial understanding**, promoting active discussions and reflection. This process strengthens their analytical and synthesis skills, encouraging them to examine issues from multiple viewpoints and make informed conclusions.

DISCUSSION

In the context of modern education, the role of the teacher extends beyond simply delivering content; teachers also act as facilitators who assist students in accessing and connecting various sources of information. Anderson & Dron (2017) emphasize that the PQRST model (Preview, Question, Read, Summarize, Test) can enhance the effectiveness of network-based learning by integrating digital resources and social interaction. In the **Preview** stage, teachers can guide students in identifying relevant learning sources, such as online journals, academic social media, and discussion forums, which enrich their understanding (Kop & Hill, 2018).



In the **Question** stage, students are encouraged to question and explore how the concepts they are learning can be applied to real-life situations. Richardson et al. (2020) found that model-based approaches can improve student understanding, especially in subjects such as organic chemistry, by encouraging students to develop better learning techniques. In the **Read** stage, students actively read and comprehend concepts by interacting in online learning communities and social discussions. Banks et al. (2021) highlight that informal learning plays a significant role in student academic success.

The **Summarize** stage allows students to reflect on what they have learned and integrate new understanding into a broader context. Canning et al. (2019) state that teachers who understand how their thinking influences student motivation can significantly enhance the overall effectiveness of learning. In the **Test** stage, students can evaluate their understanding through social interaction and the practical application of the concepts they have learned.

By applying the PQRST model in digital and connectivist-based learning, students can optimize their access to information, enhance critical thinking skills, and build a deeper understanding through ongoing collaboration and reflection. This approach not only strengthens their ability to engage with content but also fosters a more interactive and effective learning process.

CONCLUSION

Social Learning Theory, particularly connectivism and constructivism, provides a strong framework for understanding the learning process. The PQRST model (Preview, Question, Read, Summarize, Test) can be applied to reinforce this approach at various educational levels. In the **Preview** stage, students identify key concepts in learning, understanding that education is not just about memorizing content but also about enculturation and critical thinking skills (Siemens, 2017). In the **Question** stage, students are encouraged to explore how connectivist and constructivist-based learning can enhance their understanding across disciplines. The **Read** stage allows them to realize that learning is an active process of knowledge-building through social interaction and real-life experience (Schunk & DiBenedetto, 2018). **Summarize** focuses on the role of teachers and students in creating a collaborative learning environment that promotes reflective and critical thinking (Richardson et al., 2020). Finally, in the **Test** stage, students can assess the effectiveness of their learning through group-based discussions and communication technologies that strengthen conceptual understanding. By applying the PQRST model, learning becomes not only



informative but also transformative, enabling students to develop deeper understanding and critical thinking skills in addressing academic and professional challenges.

FUTURE DIRECTIONS

Future research in social learning can be optimized by applying the PQRST model (Preview, Question, Read, Summarize, Test) to evaluate the effectiveness of educational methods in enhancing student interaction and engagement. In the **Preview** stage, it is essential to identify how activities and interactions in social learning can be developed into more systematic strategies (Beers et al., 2016). In the **Question** stage, research should explore the impact of students' social identities and the perspective of teaching programs on their academic outcomes. The **Read** stage allows for in-depth studies comparing the effectiveness of social media-based learning with traditional methods in improving access to information and broader experiences (Siemens, 2017).

Summarize emphasizes the need for a more inclusive approach, where supervisors or facilitators can balance antithetical and synthetic interactions in academic discussions, thus creating a more constructive learning environment (Richardson et al., 2020). Finally, in the **Test** stage, further research can assess the effectiveness of participatory methods in helping students adopt more effective learning strategies, ensuring that technology and social media truly enrich their academic experiences.

With this approach, the future of education will increasingly lean toward the integration of technology and more optimal connectivist-based learning strategies.

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