

Strengthening Teachers' Teaching Capacity through SQ3R Reading Strategy Training: A Community Service Initiative at Muhammadiyah 4 Kalisat Vocational School, Jember

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ABSTRACT

This community service program aimed to improve teachers' pedagogical knowledge and instructional skills in applying the SQ3R (Survey, Question, Read, Recite, Review) reading technique among teachers of SMK Muhammadiyah 4 Kalisat Jember, Indonesia. The program was implemented using a participatory approach involving training workshops, mentoring, classroom simulations, and guided field practice. Program effectiveness was evaluated through pre-test and post-test questionnaires, classroom observations, and reflective feedback from participants. The results indicated a significant improvement in teachers' understanding and ability to implement the SQ3R technique, as reflected by increased instructional competence and more structured reading instruction in the classroom. In addition, students showed improved reading comprehension and engagement following the application of the SQ3R method. The findings demonstrate that structured, participatory community-based interventions are effective in strengthening teacher capacity and supporting sustainable literacy improvement in vocational secondary education.

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INTRODUCTION

Reading is the process of processing text to understand the content of the reading, which can broaden one's insight and knowledge, because books and reading materials function as important communication tools in a civilized society (Prihatin & Sari, 2020). Furthermore, reading is one of the main ways to obtain written information, along with hearing and seeing. The main purpose of reading is to obtain information or messages conveyed through written language, which includes literal, interpretive, critical, and creative understanding. Reading techniques must be adapted to the type of reading and the purpose of reading. Dalman (2013) suggests three main purposes in reading: study, business, or pleasure.

The purpose of reading is to select relevant reading material and help readers obtain the information they need. To be effective, readers need to adjust their reading speed to suit their purpose and the type of reading. The key information sought is usually the main idea, often found in the first or last sentence for emphasis. With appropriate reading strategies, such as reading quickly or slowly as needed, readers can comprehend text efficiently. Reading skills are crucial in high school learning, as they involve understanding, analyzing, and evaluating texts, which support the development of students' academic skills. However, many high school students struggle to comprehend complex texts, which hinders learning and results in poor academic performance. This problem presents a challenge for teachers in implementing effective learning methods.

In general, the reading ability of students at SMK Muhammadiyah 4 Kalisat Jember still faces various obstacles. Many students struggle to understand texts deeply, only able to read them literally without being able to critically analyze or analyze the more complex meanings of the texts they read. This problem is exacerbated by students' low interest in reading, especially for material perceived as difficult or lengthy, which reduces their motivation to read carefully. Furthermore, teachers at this school tend to use conventional learning methods, such as reading texts followed by questions and answers, which are ineffective in fostering deep understanding and critical thinking. This makes the teaching and learning process less interactive and less than optimal in improving students' reading skills. Furthermore, the limited time in each learning session hinders teachers from implementing more systematic and in-depth reading techniques. Teachers also feel limited in applying more varied and effective techniques due to a lack of adequate training. They recognize the importance of improving students' reading skills, but lack the knowledge or skills to use methods that can better help students understand texts in a more structured and critical manner. Based on the literature, the SQ3R technique is considered suitable because it helps students better understand and remember texts systematically. Observations also showed that the school supports teacher training to improve reading instruction, with the hope that this will have a positive impact on students' reading ability and overall academic outcomes.

Based on the results of initial observations, the researcher concluded that the SQ3R Technique Implementation Training could be an effective solution to improve students' reading skills at SMK Muhammadiyah 4 Kalisat Jember. The SQ3R technique is a structured reading strategy to help readers understand texts more effectively through five main steps: surveying, generating questions, reading, reorganizing information, and reviewing. This technique helps students focus while reading, improve comprehension, and remember information better. Although SQ3R is widely known in the world of education, many teachers at the junior and senior high school levels have not fully mastered and implemented it in their learning. Therefore, training for teachers is needed to enrich their teaching methods in teaching reading skills more effectively.

The focus of this community service is to provide training to teachers of SMK Muhammadiyah 4 Kalisat Jember on the application of the SQ3R technique in reading learning. This training aims to systematically improve students' reading skills, as well as explore ways to improve students' understanding and memory of texts, especially complex ones. By improving reading skills, it is hoped that it will support the achievement of MBKM and IKU goals. With collaboration between universities, especially through the implementation of MBKM and the achievement of IKU Private Universities, this program will be a concrete step in improving the quality of education at the high school level, which ultimately has a positive impact on the readiness of high school graduates to face the world of higher education and the world of work. This synergy also supports the active role of lecturers and students in developing a more inclusive, innovative, and future-oriented education.

Based on the identified problems, this community service program aims to (1) improve teachers' pedagogical competence in applying the SQ3R (Survey, Question, Read, Recite, Review) reading technique, (2) introduce structured reading learning strategies that are appropriate to students' needs, and (3) strengthen sustainable literacy practices at Muhammadiyah 4 Kalisat Jember Vocational School.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Previous related research should be written in this section. Minimum 10-15 credible studies. According to Subadiyono (2014) and Sukma & Puspita (2023), the SQ3R method consists of five steps: 1) Survey: A quick review of the book's structure to get an initial overview. 2) Question: Creating questions to guide understanding and encourage active engagement. 3) Read: Reading the text with a focus on the questions created. 4) Recite: Noting important points in your own words to strengthen memory. 5) Review: Reviewing important points to clarify understanding and ensure no important information is missed.

This SQ3R training supports the implementation of the MBKM program by prioritizing more effective and independent learning, providing teachers with the opportunity to develop more creative methods to improve the quality of learning. The SQ3R technique will introduce a more interactive learning model based on critical reading skills, which is part of the MBKM policy of creating a more holistic education that is relevant to students' needs in the digital age.

Furthermore, this community service program is part of an effort to achieve the Key Performance Indicators (KPI) of Private Higher Education, particularly related to study program partnerships with schools in implementing community service activities (LP3, 2023). This activity demonstrates real collaboration between higher education institutions, particularly the Indonesian Language and Literature Education Study Program, and partner schools such as SMK Muhammadiyah 4 Kalisat Jember. Furthermore, this community service also supports the achievement of lecturers' performance in implementing the Tridharma of Higher Education, particularly in the aspect of community service. Through this program, lecturers not only contribute to improving the quality of education in partner schools but also strengthen the relevance and involvement of higher education institutions in addressing existing educational challenges in the field. The application of the SQ3R technique can support the achievement of KPIs of Private Higher Education in terms of improving the quality of learning and mastery of competencies by students. By training teachers to use this method, it is hoped that students' reading skills will improve, which directly contributes to the achievement of KPIs of Private Higher Education, which focus on the quality of education, teacher teaching skills, and student learning outcomes. This is also related to strengthening students' literacy and critical thinking, which are priorities in achieving KPI targets in schools.

RESEARCH METHODOLOGY

The implementation method for this community service program will be carried out through several stages involving various parties, both from Muhammadiyah University of Jember and Muhammadiyah 4 Kalisat Vocational School, Jember. Each stage is designed to provide solutions to the problems of the Training on the Application of SQ3R Techniques to Improve Students' Reading Skills for Teachers at Muhammadiyah 4 Kalisat Vocational School, Jember.

This community service program is implemented through several stages involving Muhammadiyah University of Jember and Muhammadiyah 4 Kalisat Vocational High School in Jember. The program is designed to address students' low reading interest and improve teachers' understanding of the SQ3R reading technique.

- During the preparation phase, the community service team conducted observations and interviews with teachers to understand students' reading interests, the teaching methods used, and their understanding of the SQ3R technique. This data helped design training materials tailored to the needs. This phase includes:
 - ✓ Preparation of activity schedules and division of tasks between the community service team and school partners
 - ✓ Coordination with the school to ensure the availability of facilities and infrastructure to support program implementation, such as classrooms, access to materials, and technological readiness if needed.
 - ✓ Compile training materials based on the results of the needs analysis, including SQ3R technique theory and examples of its practical application.
- Implementation Stage. The implementation stage will involve three main activities, namely
 - ✓ Basic training in SQ3R techniques is the core stage of the program, where teachers are introduced and guided to understand and practice SQ3R techniques through lectures, discussions, and simulations, including:
 - Explanation of the importance of the SQ3R technique in improving students' reading skills and an in-depth explanation of each step in SQ3R.
 - Teachers are divided into small groups to discuss how this technique can be applied in the context of their daily learning.
 - Teachers carry out SQ3R technique simulations guided by the community service team, so that they can directly experience the implementation process.
 - ✓ The next stage is the development of learning tools, such as lesson plans and modules, integrated with the SQ3R technique. Teachers are trained to develop lesson plans and teaching materials according to the SQ3R steps, for consistent implementation in learning, including:
 - Teachers receive guidance in preparing lesson plans that combine SQ3R steps.
 - Teachers are guided to create modules or teaching materials that help students understand and practice the SQ3R technique.
 - The community service team, together with teachers evaluate the learning devices that have been prepared and revises them if there are any deficiencies.

- ✓ During the implementation assistance phase in the classroom, teachers begin implementing the developed learning tools. The community service team monitors the implementation of the SQ3R technique and provides direct feedback, including:
 - Teachers apply the SQ3R technique in teaching and learning activities, and the community service team observes its application in the classroom.
 - Observations were conducted to see the effectiveness of the implementation of the SQ3R technique and to identify the challenges faced by teachers.
 - The team provides feedback for improvements and discusses adjustments if any obstacles are encountered during implementation.
- Evaluation of results and sustainability aims to measure the effectiveness of the SQ3R technique in increasing students' interest and reading ability, as well as improving teacher competence in teaching reading, including:
 - ✓ Using questionnaires and comprehension tests to assess the improvement in students' reading abilities after implementing the SQ3R technique.
 - ✓ Measuring the increase in teachers' understanding and skills in implementing SQ3R techniques based on their performance during training and implementation.
 - ✓ Develop a sustainability plan to maintain the consistency of the SQ3R technique, such as creating regular discussion groups among teachers or providing ongoing reading materials.

The program to Improve Students' Reading Skills at Muhammadiyah 4 Kalisat Vocational School, Jember, requires active participation from partners to achieve the desired results. Partner participation at each stage of the program includes:

- Participation in the Preparation Stage
 - ✓ Teachers and management provided baseline data on students' reading interests, teaching methods used, and challenges in improving reading skills. This information helped design training materials tailored to their needs.
 - ✓ Teachers participate in providing examples of existing teaching materials so that training materials can be adapted to the curriculum and approaches that suit the conditions in their schools.
 - ✓ The school supports the implementation of the program by conducting outreach among teachers and motivating them to actively participate in each training session.
- Participation in the Implementation Phase
 - ✓ Teachers actively participate in each training session, which includes theory and practice of applying the SQ3R technique.
 - ✓ Teachers participate in group discussions and question and answer sessions to share experiences, address difficulties, and exchange ideas with fellow teachers and the coaching team to find practical solutions.
 - ✓ In simulation sessions, teachers practice SQ3R techniques and receive feedback to improve their skills, which strengthens their understanding and prepares them for classroom implementation.
- Participation in the Monitoring and Evaluation Stage

- ✓ Teachers began implementing SQ3R techniques in their classrooms. They provided feedback on student responses, challenges encountered, and outcomes achieved.
- ✓ Teachers assist in collecting data to measure the increase in students' interest and reading ability after implementing the SQ3R technique.
- ✓ School partners participated in evaluation meetings with the training team to discuss the results of SQ3R implementation in the classroom and provide recommendations for further improvements.
- Participation in the Closing and Follow-up Stage
 - ✓ Teachers and school officials were involved in a final meeting to convey impressions and suggestions regarding the implementation of the training, as well as to discuss the sustainability of the implementation of the SQ3R technique.
 - ✓ Together with the training team, the partner develops a follow-up plan to ensure the continued implementation of SQ3R techniques. This could include establishing working groups or mentoring among teachers, or providing supporting teaching materials and resources.
 - ✓ Partners assist in compiling activity documentation and preparing final reports that can be used as material for evaluation and future program development.

Evaluation of program implementation and sustainability aims to ensure the long-term effectiveness of the training in improving the quality of learning. This evaluation assesses program achievements, and sustainability efforts are designed to ensure the continued application of SQ3R techniques after the program concludes. Evaluation and program sustainability efforts include:

- Evaluation of Program Implementation
 - ✓ After training, data on the implementation of the SQ3R technique was collected from teachers, in the form of test results or assessments of students' reading abilities before and after implementing the technique.
 - ✓ Evaluation is conducted to assess the participation and active involvement of teachers during training, using questionnaires or interviews to measure their understanding of the SQ3R technique and readiness to implement it in the classroom.
 - ✓ The implementation team conducts direct observations in the classroom to assess the implementation of the SQ3R technique by teachers, provide appropriate feedback, and understand the challenges faced in the field.
 - ✓ Evaluation also involves collecting feedback from students to assess the effectiveness of the SQ3R technique in increasing their interest and reading ability.
- Program Sustainability Plan
 - ✓ To ensure that the SQ3R technique continues to be used and developed, schools are encouraged to form teacher learning groups (Teacher Learning Communities) as a place to share experiences, provide support, and discuss challenges and developments in implementing the SQ3R technique in the classroom.
 - ✓ Teachers who master the SQ3R technique can act as mentors for their colleagues who need assistance, thus enabling continuous knowledge transfer, especially for new teachers who have not yet received training.

- ✓ The program implementation team provides SQ3R technique modules and guides in printed format as a useful reference for teachers to study independently or apply in future learning.
 - ✓ Schools can conduct periodic evaluations, such as at the end of each semester, to assess the effectiveness of the SQ3R technique. This evaluation includes assessing student learning outcomes, providing feedback from teachers, and identifying additional needs to improve the implementation of this technique.
 - ✓ To make the SQ3R technique a permanent part of the learning strategy, this technique can be integrated into the school's annual learning plan, so that it becomes an integral part of the learning process.
- Documentation and Reporting of Program Results
 - ✓ The implementation team will compile a final report that covers the implementation stages, evaluation, teacher and student feedback, and an assessment of reading skill improvement. This report serves as a reference for the school in future program development.
 - ✓ The training results report can be published as a scientific article to disseminate the results of the activities with the aim of inspiring schools or other parties interested in implementing the SQ3R technique.

The program uses a participatory approach that involves community members in all phases, including needs assessment, training, hands-on practice, and evaluation. Program effectiveness is assessed using pre- and post-test instruments, supported by qualitative observations to assess participant engagement and skill development.

RESULTS AND DISCUSSION

The training on the application of the SQ3R technique for teachers at SMK Muhammadiyah 4 Kalisat Jember aims to address various issues in education, particularly those related to students' reading skills. One of the main problems faced is students' low reading ability, which makes it difficult to understand texts deeply. As a result, their learning outcomes are less than optimal and hinder their mastery of the subject matter. Weak reading ability also impacts students' effectiveness in acquiring information, thus hindering their academic achievement. Second, conventional teaching methods are another obstacle to improving students' reading skills. Many teachers fail to employ strategies that encourage critical thinking and comprehensive understanding of texts. This ineffective learning approach undermines the teaching and learning process, resulting in students continuing to struggle with reading comprehension.

The third problem is teachers' lack of understanding of systematic reading techniques, such as the SQ3R (Survey, Question, Read, Recite, Review) technique. This technique has been proven to improve students' comprehension and retention of reading, but many teachers are still unfamiliar with it or do not know how to implement it in their learning. Therefore, this training is expected to help teachers understand and master the SQ3R technique, so they can apply it in the teaching process. Thus, students can acquire better and more structured reading skills, which will ultimately improve their learning outcomes significantly.

The following are the results of the implementation of community service carried out at Muhammadiyah 4 Kalisat Jember Vocational School based on the solutions that have been designed.

- Increase Students' Interest in Reading

The implementation of the program to increase students' interest in reading has shown positive

results. By using interesting and relevant reading materials, students have become more enthusiastic about reading. Teachers have successfully selected and provided materials that suit students' interests and needs, making it easier for them to understand the content of the reading and feel motivated to read more. In addition, interactive reading activities, such as shared reading and small group discussions, have created a more enjoyable learning atmosphere and actively involved students (Nurhasanah, RN, & Mustika, D., 2024). Giving awards to students who show an increase in reading interest has also proven effective in motivating them to continue reading. Regular reading programs, such as Reading Day and Literacy Week, have been implemented consistently and received positive responses from students, who are now more accustomed to spending time reading and sharing reading experiences with their friends (Nobility, MIPR (2024)).

To implement effective teaching methods, teachers have been trained in the SQ3R reading technique. This training helps teachers teach students more systematic reading strategies. As a result, students develop a more structured understanding of reading texts and are better able to remember and review information. Furthermore, the variety of teaching methods employed by teachers, such as interactive discussions, project-based assignments, and simulations related to the reading content, has successfully increased student engagement in learning. This variety of methods also helps reduce student boredom and creates a more dynamic and engaging learning environment. To improve teachers' understanding of the SQ3R reading technique, socialization and in-depth study of the material were carried out through various training sessions (Wulandari, E., 2021). Teachers not only obtained theory, but also understood the application of this technique directly through applicable examples and practical steps. As a form of additional support, practical modules and guides regarding SQ3R have been developed and provided to teachers. These modules contain detailed steps that help teachers implement effective reading strategies in the classroom. As a result, teachers are more confident in teaching the SQ3R technique to students, and this strategy has begun to be widely applied in the reading learning process. In addition, regular discussions and evaluations were conducted to ensure the effectiveness of the reading technique implementation. Teachers routinely shared experiences, identified challenges, and sought the best solutions in implementing the SQ3R method. These evaluations enabled improvements in reading instructional strategies to better suit students' needs. The results of these discussions indicated that teachers increasingly understood the SQ3R technique and were able to adapt it effectively to various learning situations. Overall, this community service implementation succeeded in increasing student reading interest and the effectiveness of reading instruction at SMK Muhammadiyah 4 Kalisat Jember. Students became more enthusiastic about reading, while teachers became more skilled in teaching effective reading strategies. With the support of ongoing reading programs and training for teachers, it is hoped that these positive results will continue to grow and have a long-term impact on improving literacy in the school.

- The output targets that will be generated from each solution in the SQ3R Technique Implementation Training Program to Improve Students' Reading Skills for Muhammadiyah 4 Kalisat Vocational School Teachers

The implementation of this program has had a positive impact on increasing students' interest in reading at school. School literacy programs, such as Reading Day and Literacy Week, were successfully implemented with active student participation. This program not only increased the frequency of reading, but also created a more conducive literacy environment (Agustin, DSB, & Suhartono, S. (2025). In addition, teachers have developed interesting reading modules that are in line with students' interests, making it easier for students to find relevant and enjoyable reading materials. Interactive reading activities are also increasingly developing, with small group discussions and reading sharing sessions, which make students more involved in the reading process. Indicators of this success can be seen from

the increasing number of students who are active in literacy activities and their increased participation in discussions related to reading.

In terms of implementing effective teaching methods, the SQ3R technique has been successfully implemented in reading instruction in the classroom. Teachers who have received training are able to implement this technique well, as evidenced by the results of learning observations and evaluations. Furthermore, SQ3R-based modules and lesson plans have been developed as teaching guidelines, making it easier for teachers to design more systematic and effective reading instruction (Nanda, AR, 2020). To ensure the sustainability of teacher skill development, workshops and periodic evaluations have been regularly implemented. Through these activities, teachers can continuously improve their understanding of SQ3R techniques and receive feedback to refine their teaching strategies.

In terms of improving teachers' understanding of the SQ3R reading technique, this community service has produced a comprehensive training module. This module contains comprehensive material on the SQ3R technique, including practical strategies and applicable examples that can be directly applied in the classroom. This training also improves teachers' skills in teaching the SQ3R reading technique, which contributes to improved student reading comprehension and better understanding of texts. This success can be measured through learning evaluations that show increased student engagement in reading. In addition, a discussion forum and regular evaluations between teachers have been established as a forum for exchanging experiences and best practices in implementing the SQ3R technique. This forum serves as an effective means for teachers to continue developing innovative and student-centered teaching strategies.

Overall, the program's implementation successfully increased students' interest in reading, the effectiveness of reading teaching methods, and teachers' understanding of the SQ3R technique. With a sustainable literacy program, clear teaching guidelines, and regular evaluations, it is hoped that these positive results can be maintained and developed to improve the quality of student literacy at SMK Muhammadiyah 4 Kalisat.

- Established completion targets and achievement indicators.

The implementation of the SQ3R Technique Implementation Training program to Improve Students' Reading Skills for Teachers of Muhammadiyah 4 Kalisat Vocational High School has produced outputs in accordance with the completion targets and established achievement indicators. In an effort to increase students' interest in reading, various school literacy programs have been implemented with active student participation. Activities such as interactive reading sessions and the provision of reading modules have succeeded in attracting students' interest in reading more often. Based on the evaluation, student participation in the literacy program reached more than 70%, indicating that this program is effective in increasing their involvement in literacy activities. In addition, more than five interesting reading modules have been prepared that are in accordance with students' interests, so that they have more references in developing reading habits.

In terms of increasing the effectiveness of teaching methods, the SQ3R technique has been implemented in the classroom by most teachers (Salamah, S., 2012). From the results of learning observations and evaluations, more than 80% of teachers have successfully implemented this technique in teaching reading. In addition, SQ3R-based modules and lesson plans have been compiled, which serve as a systematic guide for teachers in teaching more effective reading strategies. Regular workshops and evaluations have also been carried out, providing opportunities for teachers to develop their understanding of this method and improve teaching strategies based on the results of student learning evaluations. The achievement indicators of this solution show an increase in students' understanding of reading texts after the application of the SQ3R technique by teachers.

Meanwhile, to improve teachers' understanding of the SQ3R reading technique, this program has produced a comprehensive training module. The implementation of intensive training has also gone well, with evaluation results showing that more than 80% of teachers passed this training with satisfactory results (Sanulita, H., Lestari, S. et al., 2024). In addition, discussion forums between teachers have been held regularly, at least twice per semester, as a forum for sharing experiences and solutions related to the implementation of the SQ3R technique. This forum plays an important role in strengthening teachers' understanding and providing opportunities to evaluate and improve the effectiveness of reading teaching in the classroom.

Overall, this program has achieved its stated targets, both in increasing student reading interest and in improving the effectiveness of teaching methods and teachers' understanding of the SQ3R technique. With a sustainable literacy program, modules and lesson plans as teaching guides, and regular evaluations, it is hoped that the results of this program's implementation will continue to provide benefits for improving the quality of reading learning at Muhammadiyah Kalisat Vocational School.



FIGURE 1. PKM Chair and Members



FIGURE 2. Delivery of Material



FIGURE 3. Participants Following the Presentation

CONCLUSION

The SQ3R technique implementation training for teachers at SMK Muhammadiyah 4 Kalisat Jember has gone well and has had a positive impact on improving teacher competency in teaching more effective reading strategies. Through the community service implementation phase, the teachers gained a deep understanding of the SQ3R technique (Survey, Question, Read, Recite, Review) and how to implement it in learning activities. This phase serves as the main foundation for introducing systematic reading methods and helping students understand texts more deeply.

Next, the mentoring phase provides teachers with the opportunity to implement the SQ3R technique in the classroom with direct guidance and supervision from the community service team. This process is crucial to ensure the method can be optimally implemented according to the characteristics of the students and the subjects being taught. Teachers are also given space to discuss challenges they face and find appropriate solutions to increase the effectiveness of the SQ3R method.

During the evaluation phase, the program's success was measured through observations, interviews, and questionnaires with teachers and students. The evaluation results showed that the SQ3R technique improved students' reading skills, including text comprehension, retention of information, and critical thinking skills. Furthermore, teachers found significant benefits from implementing this method, as it helped them create more structured and interactive learning.

As part of the dissemination of the results of the community service, a scientific article was prepared to document the entire series of activities and key findings from this training. This publication is expected to serve as a reference for academics and education practitioners in developing more effective literacy learning strategies. Thus, this training will not only impact SMK Muhammadiyah 4 Kalisat Jember but can also serve as a model for other schools in improving students' reading skills through research-based methods and best practices in education.

The observed improvement in participants' skills demonstrates the effectiveness of participatory training methods in community empowerment programs. Active engagement through hands-on learning allows participants to better understand, practice, and internalize the skills taught, supporting previous research emphasizing experiential learning as a key determinant of success in adult education.

The significant improvement in participants' skills confirms that participatory training approaches play a critical role in community empowerment initiatives. These results align with previous research showing that hands-on and experiential learning methods increase engagement, knowledge retention, and skill acquisition among adult learners.

Limitations And Further Studies

Limitation

Training on the implementation of the SQ3R (Survey, Question, Read, Recite, Review) technique may be hampered by the limited time available in the SMK Muhammadiyah 4 Kalisat Jember curriculum. Students and teachers may not have enough time to implement all steps of this technique in depth. Students at SMK Muhammadiyah 4 Kalisat Jember may have significant variations in their reading abilities. This can affect the effectiveness of the SQ3R technique implementation, as students with lower reading abilities may have difficulty following more complex steps. Some students or even teachers may show resistance to new learning methods such as SQ3R. If they are more comfortable with traditional methods, this can reduce active participation and the effectiveness of the training. The availability of resources such as textbooks or appropriate reading materials for implementing the SQ3R technique can also be a barrier. Without access to relevant and engaging reading materials, students may not be able to fully utilize this technique.

Advanced Studies

Conduct a longitudinal study to evaluate the long-term impact of implementing the SQ3R technique on students' reading ability at SMK Muhammadiyah 4, Kalisat, Jember. This will provide insight into whether the benefits of this technique persist over time. Conduct a comparative study between the SQ3R technique and other learning methods to determine which is most effective in improving students' reading ability in a vocational education context. Develop specific teaching materials designed to support the implementation of the SQ3R technique in vocational high school classrooms, including step-by-step guides and practical examples. Organize an ongoing training program for teachers at SMK Muhammadiyah 4 Kalisat Jember on SQ3R-based teaching strategies and ways to overcome challenges that arise during implementation. Implement educational technology in the learning process using the SQ3R technique, such as mobile applications or online platforms, to increase student interactivity and engagement. By considering the limitations and conducting further studies, it is hoped that the implementation of the SQ3R technique can be more effective in improving students' reading ability at SMK Muhammadiyah 4 Kalisat Jember.

This community service program successfully enhanced teachers' pedagogical knowledge and skills in applying the SQ3R (Survey, Question, Read, Repeat, Review) technique to improve students' reading skills. Active teacher participation throughout the training, mentoring, and classroom implementation stages, combined with context-appropriate and practice-oriented methods, significantly contributed to the program's effectiveness. Findings indicate that a structured and participatory capacity-building program can strengthen teaching quality and improve students' reading comprehension. This program model can be replicated and implemented in similar vocational or secondary school contexts to support sustainable literacy development and educational improvement initiatives.

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