Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 3, 2551–2563

Development of Quantum Learning Based Reading Model in English Learning Reading Course

Yaredi Waruwu[1], Mukhaiyar[2], Ishak Aziz[3]

[1]*Doctoral Student of Education Science, Universitas Negeri Padang, Indonesia*
[2]*Department of English Education, Universitas Negeri Padang, Indonesia*
[3]*Department of Sprort Science, Universitas Negeri Padang, Indonesia*

Abstract

Learning to read in English learning, including the main courses, is taught in the first semester. This proves that learning to read is important to be mastered by students. However, it is still found that the students' ability to interpret a reading text is still low, seen from the results of students' writing after reading activities. This requires an appropriate and easy-to-use reading learning model for students in reading courses. The model in question is a reading learning model based on quantum learning. The research method used is the development method. This model is designed using a 4-D development model that is tailored to the needs of students. The research instrument used consisted of a questionnaire, interview guide, observation guide, and reading test. The findings of this study indicate that the reading learning model based on quantum learning is very valid, practical, and effectively used in learning to read.

Keywoods: *Reading Model, Quantum Learning, English*

INTRODUCTION

The composition of language skills in learning English consists of independent listening, speaking, reading, and writing skills. Each language skill is always related to each other in context and text. Among the language skills, reading skills are very important skills to be learned by students which are marked by students' ability to understand a text. Students are able to understand the overall meaning of the text by distinguishing literacy, reference, and critical thinking (Liu, 2010).

Learning to read focuses on activities to explore written messages in a reading (Somadayo, 2011). Here students are instructed to be able to understand the written and unwritten meanings of a reading text. If it is associated with an independent learning curriculum, reading learning leads to the ability of students to think at a higher level (Higher Order Thinking Skill / HOTS) which consists of analysis, evaluation, and creation (Anderson and Krathwhol, 2010). That is, learning to read at the college level emphasizes reading practice by analyzing, evaluating, and developing creations.

On the other hand, reading activities are also interpreted as a central process to understand what the writer wants to express in writing (Grabe, 2009). The process of constructing meaning from combining the reader's background knowledge with information from the text by connecting all of them to produce a meaning (Nunan, 2003). In line with the opinion of Johnson (2008), reading is a strategy to gather information

and produce meaning from the text carried out by the reader. The strategy applied by the reader depends on the purpose of the reader in understanding the reading.

To understand a reading/text, it is necessary to take steps including recognizing the type of text, recognizing several kinds of text structures, write a summary by providing word construction based on the type of word. After that, look at the similarities and differences of words with their meanings so that they can be selected according to the type of word. By choosing words according to the type of word, the next step is to interpret the selected words according to the text and context. This means that the word can be produced according to the construction of the meaning it contains that they do not know the meaning of (Ghazali, 2010).

Referring to the results of observations and interviews of researchers with lecturers of English courses at PGRI University, West Sumatra in January 2020, several problems were found in learning to read in English learning, especially reading comprehension. The low ability of students in reading comprehension is indicated by the level of students' abilities semantically and morphologically. In addition, the lack of students' ability to interpret text/reading is marked by the lack of development of student creations. This proves that there is a need for a reading learning model that is able to improve students' skills in interpreting a textreading.

This is in accordance with the results of research conducted by Assaly and Smadi (2015) evaluating cognitive level questions in a textbook which found about 40% of textbook questions emphasize higher order thinking skills. The same study was conducted by Ulum (2016) which analyzed the extent to which Bloom's Taxonomy is in the practice of reading comprehension of English questions as a foreign language textbook. This study found that the book lacked higher order thinking skills, the textbook only developed key cognitive skills such as remembering and understanding.

Referring to the two studies above, the findings show that the problem in learning to read in English learning can be seen from the low ability of students to think at higher levels in interpreting a reading on the cognitive aspect. This is reinforced by the research conducted by Chalak and Mizbani (2017) which evaluated the reading and writing activities of textbooks used for third grade students of Iranian Middle Schools based on Bloom's Taxonomy of cognitive domains to see the categories of learning activity objectives from low to high levels. These findings indicate that the activities of reading and writing textbooks are mostly categorized at the lower level based on the learning objectives of the cognitive domain.

To overcome the problems of learning to read above, the researcher wishes to develop a reading learning model based on quantum learning. This model is designed according to the needs and characteristics of the students of PGRI University, West Sumatra. Strategies to teach reading using quantum learning. In line with the opinion of DePotter (2015) which states that the quantum learning strategy is a strategy that focuses on student engagement with reading texts because students predict the content of reading and prove it. The quantum learning strategy directs the active role of students in finding their own reading content. The same thing is Officialni and Juanda (2007) that quantum learning strategies can involve students intellectually and encourage them to formulate questions or hypotheses, process, and evaluate.

LITERATURE REVIEW

Text as a Base for Reading Skills

Reading is a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities (Rahim, 2007). Reading is receptive, because by reading someone will gain information, knowledge, and new experiences. Another view is also explained by Klingner et al (2007) which states that reading is a process of building meaning by coordinating a number of complex processes which include reading words, word and word knowledge, and the ability to generate ideas. Activities to capture reading information by utilizing the reader's learning experience. Reading activities are also described as a central process for understanding what the writer wants to express in writing (Grabe, 2009).

Rubin (1995) mentions reading is a complex activity, a dynamic process that involves understanding to get meaning from reading material. A complex process that has social and cognitive goals, in which readers simultaneously use their knowledge in spoken and written language on a text or reading topic to acquire meaningful knowledge (Stone, 2013). Judging from the acquisition of ideas, reading is an activity to understand the contents of ideas or ideas, both expressed and implied in reading (Saddhono and Slamet, 2012). Reading activities are also often called verbal activities from the results of the formulation of opinions, ideas, theories, research results by experts to be known and become knowledge (Yamin, 2012).

Furthermore, Somadayo (2011) revealed that intensive reading is a complex intellectual process that includes two main abilities, namely the mastery of word meanings and the ability to think about verbal concepts. This opinion views that in reading comprehension, there is a simultaneous two-way concentration in the mind of the reader in carrying out reading activities. Readers actively respond by expressing the sound of writing and the language used by the author. For this reason, readers are required to be able to express the meaning contained in the text, namely the meaning that the author wants to convey.

Reading activities are required not only for physical activities, but also for spiritual activities, because reading can be fun (Fitriah, 2017). In order to be able to understand a reading, the reader must read with a high and focused understanding so that he is able to understand the reading clearly. The reader does not just absorb what is in the reading, but is able to understand the author's thoughts about the problems expressed in the reading. Therefore, in carrying out reading activities, three attitudes are needed, namely (1) reading attitudes refer to the feelings and beliefs that a person has with respect to reading, (2) reading interest relates to people's preferences for genres, topics, tasks, or contexts and motivation to read, and (3) refers to the internal state that makes people read (Clark and Rumbold, 2006).

In addition, Meithy (2008) explains that the process carried out in reading is the process of translating written symbols or patterns so that they have meaning for the reader. As a result of their reading, readers can recognize the words that are in extensive reading, because they read a lot about problems that occur on earth. On the other hand, Farr (2009) suggests that rading is the heart of eduction. The point of Farr's statement is that reading is at the heart of education. That is, someone who reads diligently will advance his education, they will have knowledge. In addition, people who read a lot from the results of their readings will become schemata for them. Based on the description above, it can be concluded that reading is a process

of interaction between the reader and the reading material to obtain information and understanding in accordance with the content displayed in the reading material. Therefore, the results presented by the reader in the form of thoughts or news in a text or reading can be accepted by the reader.

Reading as a language skill has a specific purpose in its activities. Activities carried out by re-encoding and decoding processes (a decording and decoding process). This means that decoding is used to replace the term reading, because the first written symbols are converted into sound symbols, then the password can be read (Anderson, 2010). The process of decoding in the form of writing and the reader must interpret what the meaning of the writing is, so that what the author wants to convey can be understood well by the reader.

To achieve the purpose of reading, Akkaya (2012) suggests that the ability to read by using the right strategy allows individuals to think critically and influence their thinking in a positive direction. Teaching reading with the right strategy improves critical thinking, so that they can draw conclusions and evaluate their reading appropriately. Learning to read must be done with the right strategy.There are several stages to carry out reading activities so that what is read can be interpreted as reading content properly. There are at least three stages in reading activities, pre-reading activities, reading activities, and post-reading activities (Stone, 2013; Rahim, 2007).

In a broader scope, Rubin (1995) suggests that lecturers can help students become more receptive to information by providing instructions before, during, and after reading activities. Before reading, lecturers can prepare students to read by doing the following things: determining the type of reading, finding difficult vocabulary or words, and using various appropriate strategies in learning. Lecturers can give students a number of questions to think about as they read or encourage students to ask questions about text material. Lecturers can challenge students to act by investigating as they read. After reading, students can answer their own questions or the teacher's questions, state the main ideas, summarize, discuss their responses to the material, or discuss how to restate the content of the text or change the material.

Burns, et al. (2006) stated that reading activities consist of two parts, namely (1) the reading process and (2) reading products. In the reading process, there are nine aspects that are harmoniously integrated to produce good communication between the reader and the writer. Communication between the reader and the writer is from the construction of meaning as outlined in the text with prior knowledge. The nine reading processes, namely (1) observing written symbols, (2) interpreting what is observed, (3) following a linear sequence of lines of written words, (4) connecting words (meaning) with experience. and knowledge that has been possessed, (5) making references and evaluating the material read, (6) remembering what was previously learned and incorporating new ideas and facts, (7) building associations, (8) responding personally to activities/ reading tasks according to their interests, (9) collecting and organizing all sensory responses to understand the material read.

Quantum Learning in Learning to Read

Quantum learning is a systematic approach to teaching whole people that contains specific core elements when used together by empowering students to learn faster, more effectively, and fun (Mantra et al, 2019). On the other hand, quantum learning can activate students. Student activity in this case is carried out happily, comfortably, easily and with a high success rate (Kusuma et al, 2020).

Reinforced by the opinion of Davis (2012) which states that learning with quantum learning is able to create a pleasant learning atmosphere so that it has an impact on the acquisition of grades. Quantum learning does not construct students' thinking because the learning process only takes place in a fun way, but it is less effective in instilling concepts in students and requires real experience and a long time to provide motivation.

This approach can increase student interest in learning so that in the end students can improve overall learning outcomes. Quantum learning includes a very balanced combined model between work and play, between internal and external stimuli on time spent in the safe zone and will step outside of the original place or old habits (DePorter, 2015; Angell, 2015). In short, quantum learning can be said as tips, instructions, strategies, and the whole learning process that can sharpen understanding and memory, and make learning activities a fun and useful process (Fradiba, 2021). The quantum learning method can increase the activeness and independence of students in learning. Using the quantum learning method requires students to make their own conclusions on the material being studied (Saputron and Latipah, 2018).

RESEARCH METHODS

This research is research and development, namely research designed in a structured and systematic way to develop a product through certain stages and evaluations to test the level of validity and effectiveness in using it. Research and development methods are included in the need to do research category, namely research whose results are used to assist the implementation of work, so that if the work is assisted with products produced from R&D, it will be more productive, effective, and efficient (Sugiyono, 2014). This development research does not aim to formulate and test theory, but to develop an effective product, so that the product can be applied (Gay, Mills & Airasian, 2011). Research and development serves to validate and develop products. Validating the product means that the product already exists, and the researcher only tests the effectiveness or validity of the product. Developing products in a broad sense can be in the form of updating existing ones so that they become more practical, effective, and efficient or creating new products that have never existed before (Saritas, 2015).

This development model contains a set of sequential procedures to carry out the design and development of learning which is realized in the form of graphics (diagrams) or narratives. The development model used in this study is a 4-D development model (four D models) which consists of defining, designing, developing, and disseminating (Sugiyono, 2014). The development model chosen in this study has advantages that can be used as a basis and reference in the selection of the model. The advantages of the 4-D model include (1) it is more appropriate to use as a basis for developing learning tools, (2) the description looks more complete and systematic, and (3) its development involves expert judgment, so that prior to testing in The field has been revised based on assessments, suggestions, and input from experts.

During the trial, the researchers observed the implementation of the quantum learning-based reading learning model assisted by the observer to see the practicality and effectiveness of the developed model. At the end of the trial, the researcher asked the lecturer for a response to the quantum learning-based reading learning model by filling out a questionnaire for the responses of the lecturers and students. The data of this study consisted of quantitative and

qualitative data. Quantitative data was collected using a questionnaire filled out by the validator and the working papers were carried out by students.

The prepared working papers are in the form of worksheets of learning outcomes. Questionnaires are used to measure the validity and practicality of teaching materials carried out by validators. Working papers are carried out by students to see the effectiveness of the worksheets contained in online learning materials. Worksheet designed to measure students' reading comprehension skills. The research instrument developed to collect data in this study is as follows.

Table 1. Research Instruments

No	Stages	Instrument
(1)	(2)	(3)
1	Needs and context analysis	English pretest questions.
		Interview format with lecturers.
		Interview format with students.
2	Validity	Quantum learning-based reading model book validation sheet.
		Lecturer book validation sheet.
		Student book validation sheet.
3	Practicality	The observation sheet on the implementation of the quantum learning-based reading learning process.
		Lecturer's book practicality questionnaire.
		Student book practicality questionnaire.
	Effectiveness	Student learning activity observation sheet.
		Student learning motivation questionnaire.
		English posttest questions.

RESULT AND DISCUSSION

Data Description

After this quantum learning-based reading learning model was tested on students who took reading lectures at the PGRI University, West Sumatra, the following research results were obtained. First, the results of the validity of the quantum learning-based reading model book which were assessed by several experts were found to be very valid. The aspects assessed by experts in the model book are (1) content/material aspects, (2) language aspects, (3) presentation, and (4) graphics.

There are five experts who validate the reading model book based on quantum learning according to their respective fields. For the content/material aspect, Professor Yasnur Asri assessed, the language aspect was assessed by Professor Atmazaki, while the presentation aspect was assessed by

Professor Mukhaiyar, and the graphic aspect was assessed by Professor Darmansyah. The results of the validation from experts for the reading model based on quantum learning can be stated as shown in the following table.

Table 2. Expert Validation Results of Quantum Learning Based Reading Model

No	Aspect	Validation Result	Category
1	Contents	95	Very valid
2	Language	95	Very valid
3	Presentation	93	Very valid
4	Graphics	95	Very valid
Total		378	Very valid
Average		94,5	Very valid

Based on the results of the validation of the reading model based on quantum learning in the reading II subject of the English Education Study Program, 3.92 categories were very valid. This proves that the developed model can be accepted by experts and can be tested in learning to read. The data from the expert validation above were tested for normality using the Kolmogorov Simirnov Z test α : 0.05, the results were obtained as follows.

One-Sample Kolmogorov-Smirnov Test

		Validator_1	Validator_2	Validator_3	Validator_4
N		20	20	20	20
Normal Parameters[a,b]	Mean	3,85	3,85	3,80	3,85
	Std. Deviation	,366	,366	,410	,366
Most Extreme Differences	Absolute	,509	,509	,487	,509
	Positive	,341	,341	,313	,341
	Negative	-,509	-,509	-,487	-,509
Test Statistic		,509	,509	,487	,509
Asymp. Sig. (2-tailed)		,000[c]	,000[c]	,000[c]	,000[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the test above, it shows that the value of Kolmogorov Simirnov Z = 0.509 with Asymp Sig = 0.000, then H1 is accepted and H0 is rejected with the conclusion that the data is normal. Furthermore, the practical results of this quantum learning-based reading model were tested on West Sumatra PGRI University students, by filling out/checking the questionnaire given to students, totaling 20 statement items, the results were obtained as follows.

Table 3. Results of Student Practice Questionnaire Forms

No	Conventional Learning Model	Quantum Learning Based Reading Model
1	15	19
2	15	19
3	14	20
4	13	17
5	12	19
6	10	18
7	13	20
8	14	20
9	12	20
10	13	20
11	10	17
12	13	18
13	12	19
14	13	18
15	14	19
16	15	18
17	14	18
18	12	18
19	11	19
20	10	17
Total	255	373
Average	12,75	18,65

From the results of filling out the questionnaire above, the next step the researcher tested the results with the help of SPSS through the Paired Samples Test, the results are shown in the image below

.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Model_Konvensiona - Model_Dikembangkan	-5,900	1,553	,347	-6,627	-5,173	-16,995	19	,000

Referring to the test results above, it can be seen that the Sig value of 0.000 is smaller than the t value of 16.995, so it can be concluded that the reading model based on quantum learning is very practical and easy to understand by students.

The results of the practicality of the model can be seen from the questionnaires given to students as many as 20 students indicate that the model

book is very practical and can be used easily.

Furthermore, the researcher described the results of the effectiveness of the student's quantum learning-based reading model in the reading course at PGRI University, West Sumatra.

Table 4. Student Score Results

No	Conventional Learning Model Student Values	Student Value of Quantum Learning Based Reading Model
1	75	85
2	75	80
3	65	85
4	60	85
5	70	90
6	55	85
7	55	80
8	65	85
9	60	85
10	65	80
11	60	85
12	75	80
13	80	85
14	65	80
15	60	85
16	65	85
17	60	90
18	65	85
19	60	85
20	75	80
Total	1310	1680
Average	65,5	84

From the data above, a Paired Variables test was conducted to see the difference in student scores using the following conventional and quantum learning-based reading models.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Model_Konvensiona - Model_Dikembangkan	-18,500	8,445	1,888	-22,452	-14,548	-9,797	19	,000

From the test results above, it can be seen that the Sig value of 0.000 is smaller than the t value of 9.797, it can be concluded that the quantum learning-based reading model is very effective, marked by the increase in student reading learning outcomes.

Discussion

Based on the results of the research above, the researchers describe the process of developing a reading model based on quantum learning in English learning as follows.

First, referring to the data analysis of the needs of lecturers in the English Education Study Program at PGRI University, West Sumatra, Indonesia, it shows that a quantum learning-based reading learning model is needed. Lecturers realize the importance of the right learning model used in learning English. It can be seen that lecturers still use conventional learning models. This makes the construction of new knowledge not obtained, because student learning outcomes focus on knowledge, not skills. The main thing that is expected in learning to read is to be skilled at interpreting the contents contained in the text. In line with the results of research by Paradiba et al (2021), a lecturer must be able to construct critical and analytical thinking patterns.

This quantum learning-based reading model book is designed according to the Joyce and Weill model. The design of the quantum learning reading model book includes the composition of the model book in general. This model book is adapted to the needs of students and the characteristics of students who are homogeneous. This model book was assessed by experts so that it was known whether or not this model book was tested on students in reading courses. In the trial, this model book was printed and given to students to study for a week. Then, the lecturer applies this model book as a book held by students for one semester. The results show that students' reading learning increases marked by successful student learning outcomes. In line with the opinion of Mantra et al (2019) which states that the developed model is tested repeatedly until the developed model can be used in general. Although the teachers who applied were different, they could use the developed model. That is, all learning models developed must be used by teachers in general. This proves that the model can provide practical benefits.

The results of other studies, such as Ramadhani and Yulia (2019), show that learning to read is very necessary for students' persistence in interpreting the contents of the text. Students must practice seriously in reading practice by paying attention to the topic being read. In addition, students must also be able to develop topics that are read with their own understanding and patterns. Likewise with the use of quantum learning-based reading learning models, it can be seen that students who think at higher levels and students who are less able. Based on the description above, the process of developing a reading model based on quantum learning can be concluded that this model can measure the achievement of reading learning, especially in the aspects of knowledge, attitudes, and skills. This model also encourages students to continue to practice self-assessment using self-assessment instruments. Students are more free to determine in creative thinking for reading.

CONCLUSION

Based on the description of the research results above, it can be accumulated as a conclusion in this study as follows. This study uses a 4-D development model, namely defining, designing, developing, and disseminating. The research procedure was carried out according to the stages of the 4-D development model. At each

stage of this research, the researcher first made initial observations to design a model book product. The results of the validation of reading books based on quantum learning from experts can be categorized as very valid. seen from the content, presentation, language, and graphics. That is, this model book is feasible to be applied or tested for students.

In addition, the reading model based on quantum learning is also obtained from the results of filling in the student questionnaire which is categorized as very practical in terms of the ease with which lecturers and students use the model book. The material is presented in a model designed in a systematic and measurable way for students. That is, the reading model based on quantum learning can improve student learning outcomes in reading courses.

REFERENCES

Akkaya, Nevin. (2012). The Relationship Betwen Teachers Candidates Criical Thingking Skill and Their use of Reading Strategies. *Procedia - Social and Behavioral Sciences (47)797-801*. Doi:10.1016/j.sbspro.2012.06.737 .

Anderson, L. W., & Krathwohl, D. R. (2010). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Angell, C., Tellefsen, C. W., & Bøe, M. V. (2015). Relequant-Improving teaching and learning in quantum physics through educational design research. *Journal of Education*. 11(2), 153–168. (1983:4).

Assaly, Ibtihal R. and Smadi, Oqlah M. (2015). Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions. *English Language Teaching Journal 8(5), 100-110.*

Burns, *et al*. (2006). *Teaching Reading in Today's Elementary School*. New Jersy: Houbhton Miffilin Campany.

Chalak, Azizeh dan Maryam Mizbani. (2017). Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy. *Advances in Language and Literary Studies.* 8(3)38. Doi:10.7575/aiac.alls.v.8n.3p.38.

Clark, Christina dan Kate Rumbold. (2006). *Reading for Pleasure: A Research Overview*. https://eric.ed.gov.

DePorter, B., Reandon, M., & Nourie, S.S., (2015). *Quantum Teaching: Orchestarting Student Success*. Boston: Allyn and Bacon.

Faradiba *et al.* (2021). Application of Quantum Learning Models to Increase Student Motivation and Learning Outcomes. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, Vol. 24 No. 2 January 2021, pp. 272-276. http://ijpsat.ijsht-journals.org.

Farr, R. (2009). *Reading: Trends an Chalengges*. Wasington D.C.: Natoinal Education Assosiation.

Gall, M.D, Joyce, P.G & Walter, R.B. (2003). Educational Research: An Introduction. Boston: Pearson Educational, Inc.

Gay, L. Mills,G.E.& Airasian, P. (2011). *Educational Research Competencies for Analysis and Aplications*. Columbus: Pearson Education, Inc.

Givens, S.M. (2010). Using Affective Assessment to Understand our Students' Identies as Readers (and Non-Readers). *Journal of the Virginia Community Colleges*, Vol 15, No 1. http://commons.vccs.edu/inquiry.

Ghazali, A.Syukur. (2010). *Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif*. Bandung: Refika Aditama.

Grabe, William. (2009). *Reading in a Second Language*. New York: Cambridge University Press.

Johnson, P. A. (2008). *Teaching Reading and Writing (A Guidebook for Tutoring and Remediating Students)*. New York: Rowman & Littlefield Publishers, Inc.

Kusuma, Elisabeth Diyah et al. (2020). Keefektifan Model Quantum Learning Berbasis Masalah terhadap Keterampilan Pemecahan Masalah. *JPD: Jurnal Pendidikan Dasar*. Doi.org/10.21009/JPD.091.05.

Liu, Feng. (2010). Reading Abilities and Strategies: A Short Introduction. *International Education Studies*. www.ccsenet.org/ies.

Mantra *et al*. (2019). Quantum Learning as a Natural Way to Improve Student's Language Competence. *International Journal of Applied Science and Sustainable Development*. Vol. 1 No. 2, September 2019.

Meithy. (2008). *Howto Teach Reading Succsesfully*. Boston: Litle.

Nunan, David. (2003). *Language Teaching Methodology*. London: Prentice Hall International.

Ramadhani, M. Ihsan and Yulia Ayriza. (2019). The effectiveness of quantum teaching learning model on improving the critical thinking skills and the social science concept understanding of the elementary school students. *Jurnal Prima Edukasia*, 7 (1), 2019, 47-57. http://journal.uny.ac.id/index.php/jpe.

Rahim, Farida. (2007). *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara.

Rubin, Dorothy. (1995). *Teaching Elementary Language Art an Integrated Approach*. USA: Allyn and Bacon.

Saputro, Trimo dan Sri Latifah. (2018). Efektivitas Metode Pembelajaran Quantum Learning terhadap Kemampuan Berpikir Tingkat Tinggi Peserta Didik Kelas X MA Nurul Islam Gunung Sari Ulubelu Tanggamus. *Indonesian Journal of Science and Mathematics Education* 01 (2) (2018) 29-37 https://ejournal.radenintan.ac.id/index.php/IJSME/index.

Saritas, M Tuncay, *et al*. (2015). Examining the Attitudes and Intention to Use Synchronous Distance Learning Technology among Pre-service Teachers: A Qualitative Perspective of Technology Acceptance Model. *American Journal of Educational Research, 2015, Vol. 3, No. 10A, 17-25.* (http://pubs.sciepub.com/education/3/10A/3).

Saddhono, Kundharu dan St. Y. Slamet. (2012). *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi)*. Bandung: Karya Putra Darwati.

Somadayo, Samsu. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.

Sugiyono. (2014). *Metode Penelitian Pendidikan Pendidikan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Stone, Randi. (2009). *Best Practices for Teaching Reading*. California: Corwin Press.

Ulum, O. G. (2016). A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing. *The Qualitative Report, 21 (9)*, 1674-1683.

Williams, S.R. & Ivey K.M.C. (2010). Affevtive Assessment and Mathematics Classroom Engagement: A Case Study. Journal of Educational Studies in Mathematics, Vol 47, No 1. (http://link.spinger.com/article/10.1023%2FA%3A1017987500929).