



Journal of Education and Learning Research

Journal homepage: <https://jelr.greadc.org/index.php/jelr>

JELR
Journal of Education and Learning Research
E-ISSN
3024-9589

Development of Teaching Materials Based on Local Wisdom Using the PQ4R Method to Improve Reading Comprehension in Grade 5 Students at SDN Panyirapan

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ARTICLE INFO

Article history:

Received: 24 April 2025
Revised: 04 July 2025
Accepted: 08 July 2025
Published online: 10 Aug 2025

Keywords:

Reading Comprehension,
Teaching Materials,
P4QR,
Local Wisdom

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Article Doi

Doi: <https://doi.org/10.62208/jelr.3.1.p.20-28>

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ABSTRACT

This study was prompted by the observed low reading comprehension skills among fifth-grade students. The objective was to develop digital teaching materials based on local wisdom, specifically Banten folk tales, by applying the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) method to improve reading comprehension skills. The research method used was Research and Development with the ADDIE development model, which consists of the stages of analysis, design, development, implementation, and evaluation. Data collection techniques included observation, interviews, and tests (pretest and posttest). The results of the study showed that the developed digital teaching materials were highly suitable for use and received very positive responses from students, with an average response questionnaire score of 90%. The effectiveness of the teaching materials was proven through improved student learning outcomes, with an N-Gain score of 0.71, which falls into the high category. Digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method proved to be effective, engaging, and relevant for improving students' reading comprehension.

1. Introduction

Reading skills are one of the basic skills that elementary school students must master as a foundation for learning in every subject. Reading is usually practiced from an early age. Reading skills enable the improvement of other skills. Reading ability is closely related to language skills and can influence other aspects, such as the ability to convey

ideas and concepts. In today's world, students in upper elementary school grades should be able to read and understand what they read. However, in reality, many students in upper grades, namely grades 4, 5, and 6, are still unable to read and understand what they read. This affects their learning outcomes. Good reading comprehension not only affects students' academic success but also impacts their ability to absorb information and knowledge independently. Students'

low reading comprehension skills are often caused by a lack of teaching materials that are appropriate for their characteristics and teaching methods that do not facilitate critical thinking and deep understanding.

Problems in reading comprehension also occur among fifth-grade students at UPT SDN Panyirapan. Students have difficulty understanding the texts they read. Students in the upper grades of elementary school should already have mastered reading comprehension skills. Students with these problems achieve low learning outcomes, not only in Indonesian language lessons but also in other subjects. (Yulianah & Raras, 2020; Ambarita et al., 2021) state that one needs adequate reading skills to gain understanding when reading. A person is said to understand a text well if they can comprehend its content thoroughly. Therefore, it is crucial for elementary school students to be able to understand what they read.

Based on the findings of research conducted by Kandupi (2021), low learning outcomes, both individually and in groups, are caused by a lack of motivation to learn. Students' inability to understand what they read will result in poor learning outcomes on formative tests in pre-cycle activities. This is due to the use of non-varied methods and strategies, students who do not understand how to find the main sentence, and teachers who do not ask students about the material they have read. Student learning outcomes will also decline if teachers have poor abilities. Based on this statement, the author sought an appropriate method to address this issue, namely the problem of reading comprehension difficulties among elementary school students. The solution to this problem is to conduct Research and Development (R&D) to develop teaching materials using the PQ4R method.

The PQ4R method was originally designed and proposed in 1972 by Thomas and Robinson. The name PQ4R is taken from the acronym of each step, namely Preview, Question, Read, Reflect, Recite, and Review. According to (Wijaya et al., 2014; Ginanjar et al., 2019; Kusumajati et al., 2022), this method encourages readers to study a topic thoroughly and helps students develop their own understanding. Similarly, Meirisa (2020), states that PQ4R is a component of elaboration strategies. This strategy is used in reading instruction, and PQ4R also helps students remember what they have read from the text through six stages: preview (quickly skimming the text), question (formulating questions), read (carefully reading the text), reflect (understanding the information), recite (reflecting on the text), and review (summarizing the text). However, the availability of

teaching materials specifically designed to support the implementation of the PQ4R method is still limited. Many teaching materials used in elementary schools do not fully support active learning processes and are not designed to encourage students to interact intensively with the material they read. Therefore, this research is important to develop teaching materials using the PQ4R method, especially to improve elementary school students' reading comprehension.

Advances in information and communication technology (ICT) have brought about major changes in almost all areas of life, one of which is education. The educational process is no longer limited to textbooks and conventional lectures, but has evolved to include the use of more engaging digital media. This is in line with the demands of the times and the needs of students as part of the digital generation who have been familiar with computers, tablets, and smartphones from an early age. At the elementary school level, the use of digital teaching materials is more relevant because it can provide a more enjoyable and interactive learning experience for students. Elementary school students have several distinctive characteristics, such as a high level of curiosity, short attention spans, and an interest in visuals and play activities. Therefore, interactive multimedia teaching materials developed based on these attributes are likely to encourage student motivation, conceptual understanding, and learning outcomes.

The author's observation of the learning outcomes of fifth-grade students shows that they have difficulty understanding what they read. This is because the teaching materials used do not improve students' reading comprehension skills. They are also more interested in digital media as a learning tool. The implementation of a local wisdom-based learning approach can also enrich students' learning experiences (Farida & Andalas, 2019; Magdalena et al., 2020; Putri et al., 2019). By integrating local wisdom into the development of teaching materials, students will become more familiar with the culture and values that exist around them. This helps students understand their identity as part of a community with cultural richness, thereby fostering a sense of pride in their region and culture. In addition, teaching materials related to the surrounding environment and culture make abstract concepts more concrete and easier to understand.

This research was conducted with the aim of developing teaching materials by applying the PQ4R method using local wisdom, namely Banten folk tales. These Banten folk tales will be used as reading

materials for students so that they can learn about the folk tales of the region where they live, namely Banten Province. There are several Banten folk tales that students can read, including the story of the battle between Sultan Maulana Hasanuddin and Prabu Pucuk Umun, the origin of Tanjung Lesung, Pangeran Pandegelang, and Batu Kuwung. From these Banten folk tales, students can explore the values of local wisdom.

2. Methodology

This research was conducted using the research and development (R&D) method. The development model used in the development of this teaching material is the ADDIE model, which is one of the systematic learning design models. Romiszowski (1996) in Tegeh, et al. (2014) stated that at the level of instructional material design and development, systematicity as a procedural aspect of the systems approach has been realized in many methodological practices for the design and development of texts, audiovisual materials, and computer-based learning materials.

This model is structured with systematic activities consisting of five steps, namely (1) analysis, which is the stage aimed at identifying and understanding learning needs, (2) design, which is the process of designing learning strategies and teaching material structures, and the designs created at this stage will serve as guidelines in the development stage, (3) development, which is the process of realizing or creating teaching materials based on the designs created previously, (4) implementation, which is the stage where the developed teaching materials are tested directly in a real learning environment, and (5) evaluation, which is carried out to assess the quality, effectiveness, and efficiency of the developed teaching materials Rayanto & Sugianti (2020).

This model is structured with systematic activities consisting of five steps, namely (1) analysis, which is the stage aimed at identifying and understanding learning needs, (2) design, which is the process of designing learning strategies and instructional material structures, and the design created at this stage will serve as a guideline in the development stage, (3) development, which is the process of realizing or creating instructional materials based on the previously created design, (4) implementation, the stage where the developed instructional materials are tested directly in a real learning environment, and (5) evaluation, which is conducted to assess the quality, effectiveness, and efficiency of the developed

instructional materials (Rayanto & Sugianti, 2020). The ADDIE model stages can be seen in Figure 1.

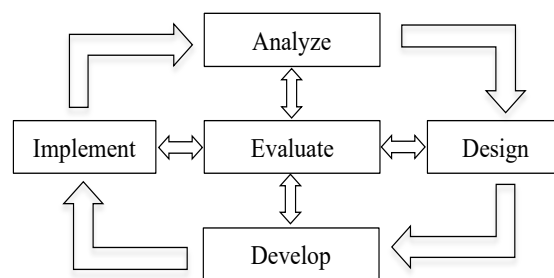


Figure 1 Stages of ADDIE Model Development
Tegeh (2014)

3. Results and Discussion

A. The stages of developing digital teaching materials are based on the ADDIE model, namely:

a. Analysis

At this stage, two main types of analysis were conducted, namely needs analysis and curriculum analysis. Needs analysis was carried out through observation and interviews with fifth-grade teachers at SDN Panyirapan. The results of the analysis revealed several important findings, namely: (1) Low reading comprehension among fifth-grade students, (2) Lack of contextual and engaging teaching materials, (3) Inadequate emphasis on local cultural values in teaching, (4) High student interest in digital media. Based on these findings, it can be concluded that there is a need for interactive, contextual digital teaching materials that incorporate local wisdom values and utilize reading methods capable of systematically improving students' reading comprehension.

The PQ4R method was chosen because it supports active and deep reading processes. Meanwhile, the curriculum analysis focused more on learning outcomes (CP) in the Merdeka Curriculum, which are related to the skill of understanding narrative texts, particularly folk tales. The analysis results indicate that the PQ4R reading method (Preview, Question, Read, Reflect, Recite, Review) aligns with the Merdeka Curriculum's approach, which promotes meaningful learning, higher-order thinking skills, and experience-based learning. The Merdeka Curriculum also encourages the development of the Pancasila Student Profile (P3). By using Banten folk tales as teaching materials, students are indirectly introduced to values such as cooperation, local wisdom, global

diversity, independence and creativity, and critical thinking. Folk tales like the Legend of Batu Kuwung, the Story of Prince Padeglang and Princess Cadasari contain messages that align with the character values the Merdeka Curriculum aims to instill in students.

b. Design

At this stage, digital teaching materials are designed that incorporate elements of Banten folklore that are relevant to children and learning objectives. The design of teaching materials includes text structure, visual display, reading activities in accordance with the PQ4R stages, and reading comprehension assessment instruments. This stage also includes the selection of digital platforms or media that are appropriate for the school's facilities and infrastructure

c. Development

The teaching materials were then developed into interactive digital teaching materials, integrating images, audio, narrative text, and PQ4R-based exercises. Folklore stories from Banten, such as “The Legend of Batu Kuwung,” “The Story of Prince Padeglang and Princess Cadasari,” “The Battle of Sultan Maulana Hasanudin and Prabu Pucuk Umun,” and “The Origin of Tanjung Lesung,” are presented in an engaging and easy-to-understand format for fifth-grade students. Each part of the story is directly linked to the PQ4R steps so that students can follow the structured thinking process.

The digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method are presented through the use of the Google Sites platform, which can be accessed online by students. The content of the teaching materials consists of a cover page, teaching materials menu options, instructions for using the teaching materials, menu options, teaching modules, learning outcomes and objectives, lesson materials, reading materials (Banten folk tales), assignments and exercises, and a bibliography. The following is an overview of the digital teaching materials that have been compiled in the reading materials menu, as shown in Figure 2.

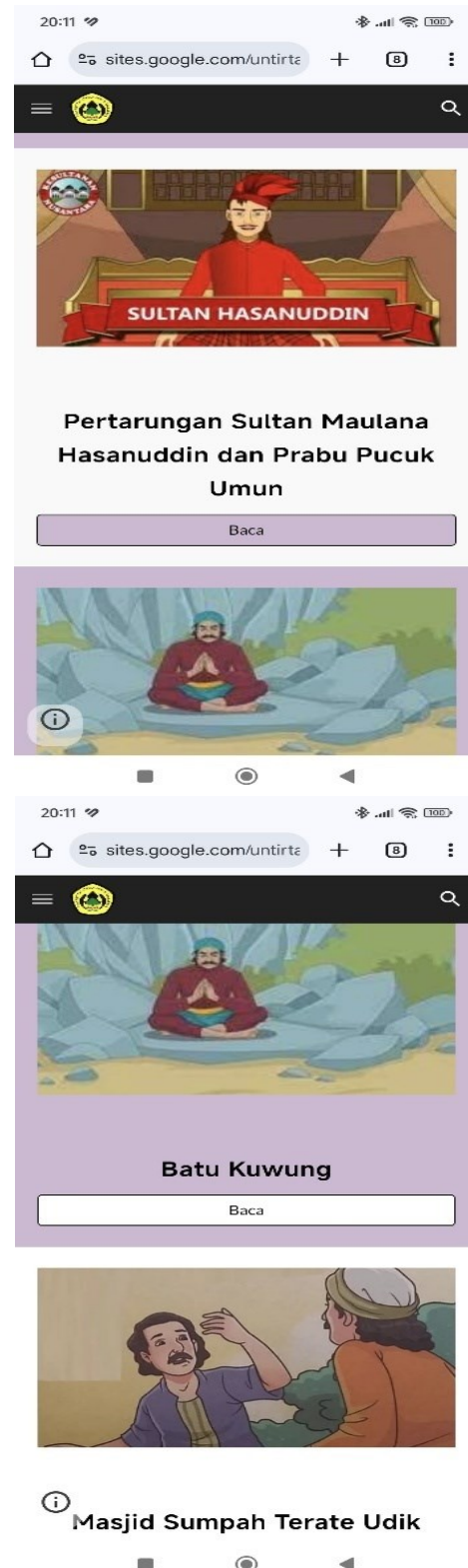


Figure 2. Reading Materials Menu (Banten Folktales)

The teaching materials also include assignments and exercises to test how well students understand the subject matter. An overview of the assignments and exercises can be seen in Figure 3.

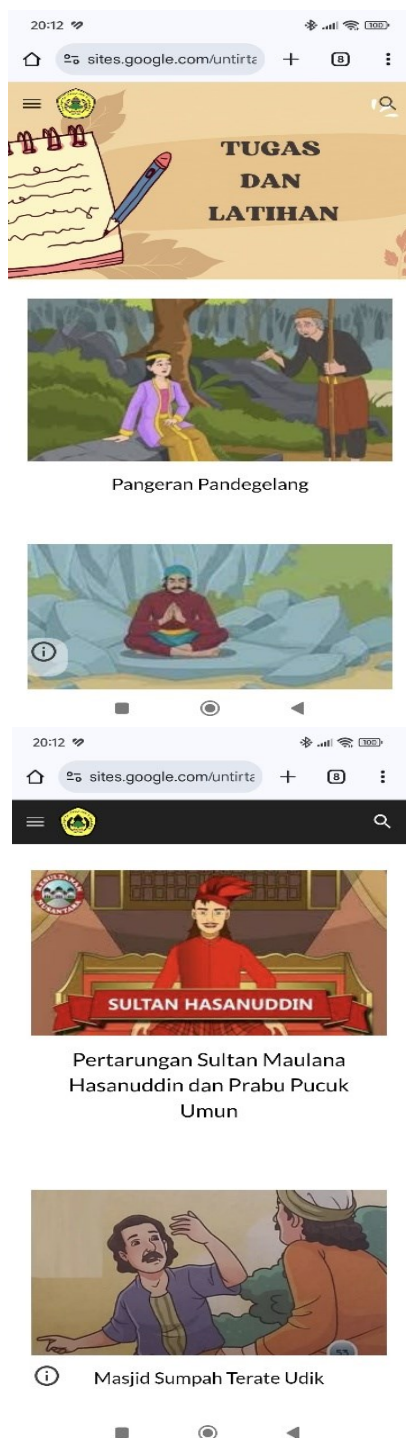


Figure 3. Tasks and Exercises Menu

d. Implementation

The digital teaching materials that had completed the validity testing stage by experts were then revised until the digital teaching materials were deemed suitable. A trial was then conducted with 27 fifth-grade students at UPT SDN Panyirapan. The digital teaching materials were distributed to students via a link or URL sent through WhatsApp. Before the teaching materials were distributed to the students, a pretest was administered to assess their initial abilities.

The teacher then delivered the lesson to the students in accordance with the lesson plan (teaching module) that had been prepared beforehand. After the lesson was completed, the students were asked to fill out a posttest form to assess the effectiveness of the digital teaching materials before and after their use in the learning process. In addition, the students were also asked to fill out a questionnaire. The questionnaire was designed to assess students' responses to the digital teaching materials that had been developed.

e. Evaluation

The evaluation was conducted through pre-tests and post-tests, student response questionnaires, and observation of learning activities in the classroom. The evaluation results provided an overview of the strengths and weaknesses of the teaching materials and served as a basis for improving the product so that it could be used more optimally in learning.

B. The Effectiveness of Digital Teaching Materials Based on Local Wisdom (Banten Folklore) Using the PQ4R Method

The effectiveness of this digital teaching material was assessed by administering pre-tests and post-tests to students in a limited trial. The pre-test and post-test data were then analyzed and processed using the Normalized Gain (N-Gain) formula.

The pretest and posttest scores had an average of 0.71. This score falls into the high category. The presentation score was 71%. These results indicate that the teaching materials developed are effective for use in the learning process to improve students' reading comprehension. The N-Gain obtained from the test results is presented in Table 1.

Table 1. Recapitulation of Pretest and Posttest Data

Student Name	Pretest	Posttest	Post-Pre	Skor Ideal (100)-Pre	N-Gain Skor	N-Gain Presentase
AS	63	97	34	37	0,92	92
ASS	54	80	26	46	0,57	57
DAK	46	77	31	54	0,57	57
DR	66	97	31	34	0,91	91
FM	54	83	29	46	0,63	63
FWK	63	89	26	37	0,70	70
IM	57	89	32	43	0,74	74
MFA	74	100	26	26	1,00	100
MIZA	71	100	29	29	1,00	100
MJA	60	86	26	40	0,65	65
MR	60	86	26	40	0,65	65
MRA	57	83	26	43	0,60	60
MS	51	89	38	49	0,78	78
MSA	60	91	31	40	0,78	78
NAP	51	89	38	49	0,78	78
NAR	57	89	32	43	0,74	74
NDM	66	86	20	34	0,59	59
NMU	43	77	34	57	0,60	60
P	60	89	29	40	0,73	73
PH	63	91	28	37	0,76	76
PNA	57	80	23	43	0,53	53
RA	49	71	22	51	0,43	43
RSR	54	83	29	46	0,63	63
SAJ	54	86	32	46	0,70	70
SUA	60	91	31	40	0,78	78
UYSP	54	80	26	46	0,57	57
ZA	57	89	32	43	0,74	74
Number	1561	2348			19,07	1907
Average	57,8	87			0,71	71

The pretest and posttest scores had an average of 0.71. This score falls into the high category. The presentation score was 71%. These results indicate that the teaching materials developed are effective for use in the learning process to improve students' reading comprehension.

C. Students' Responses to Digital Teaching Materials Based on Local Wisdom (Banten Folklore) Using the PQ4R Method

The students' response to digital teaching materials based on local wisdom (Banten folk tales) was measured through a response questionnaire distributed to students in a small group trial of 14 students and a large group trial of 27 students. The results of the table show that students' responses in terms of comprehension received a score of 91%, in terms of usage received a score of 90%, in terms of attractiveness received a score of 86.5%, and in terms of motivation received a score of 89%. These results indicate a positive response from the students. The

results of the student response questionnaire are presented in table 2.

Table 2. Percentage of Small Group Trial Recapitulation Results

No	Assessment Aspects	Percentage Score (%)
1	Understanding	91%
2	Usage	90%
3	Interest	86,5%
4	Motivation	89%
Overall Average		89%

Below are the results of the student response questionnaire in the large group trial. The summary of the student response questionnaire showed an overall average percentage of 90%. This indicates that digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method received a very good rating, meaning that these digital teaching materials received a positive response and can be used as interesting teaching materials in the Indonesian language learning process in fifth grade elementary

school according to the students. The details of the trial results can be seen in Table 3.

Table 3. Results of Student Responses to Digital Teaching Materials

No	Statement	Total Score	Percentage	Category
1	The information in the teaching materials is easy to understand	121	90	Very good
2	Learning with teaching materials based on local wisdom helps me understand the cultural stories around me	120	89	Very good
3	The exercises in the teaching materials are in line with the material presented	125	93	Very good
4	The learning instructions in the teaching materials are clear, making them easy for me to use	134	99	Very good
5	There are no words in the teaching materials that confuse me	117	87	Very good
6	The images in the teaching materials correspond to the content, making it easier for me to understand	114	84	Very good
7	The use of fonts, font sizes, and spacing is appropriate, making it easier for me to read.	129	96	Very good
8	The color scheme of the locally-inspired digital teaching materials is appropriate, making me interested in learning and reading	116	86	Very good
9	The teaching materials have an appealing design for reading	118	87	Very good
10	The teaching materials based on local wisdom motivate me to learn about the culture around me	112	83	Very good
11	The teaching materials based on local wisdom encourage me to discuss with friends and ask questions to teachers	127	94	Very good
12	The teaching materials stimulate my interest in reading	130	96	Very good
13	The teaching materials increase my curiosity about other cultural stories in my area	117	87	Very good
14	These teaching materials encourage me to actively ask questions if there is material that I do not understand	119	88	Very good
15	These teaching materials help me answer my teacher's questions well	133	99	Very good
Overall average			90%	Very good

These results can be seen from the understanding aspect, where statement 1 received a percentage score of 90%, statement 2 received 89%, and statement 3 received 93%. Then, in terms of usage, statement 4 received a percentage score of 99%, statement 5 received a percentage score of 87%, statement 6 received a score of 84%, and statement 7 received a score of 96%. In terms of attractiveness, statement 8 received a score of 86%, and statement 9 received a score of 87%. Finally, in the motivation aspect, statement 10 received a score of 83%, statement 11 received a score of 94%, statement 12 received a score

of 96%, statement 13 received a score of 87%, statement 14 received a score of 88%, and statement 15 received a score of 99%.

Discussion

The development of teaching materials based on local wisdom using the PQ4R (Preview, Question, Read, Reflect, Recite, Review) method in this study demonstrated a positive impact on the reading comprehension skills of Grade 5 students at SDN Panyirapan. This finding aligns with previous research

emphasizing the importance of contextual and meaningful learning materials in enhancing student engagement and academic performance (Chisunum & Nwadiokwu, 2024; Hasanah et al., 2025; Irawan et al., 2024; Rahadi et al., 2025; Khusniyah, 2018).

Integrating local wisdom into teaching materials enabled students to connect new knowledge with familiar cultural contexts, thus fostering deeper understanding and retention of the reading content. This supports the theory of constructivist learning, which posits that learners construct knowledge more effectively when it is anchored in real-life experiences. In addition, the use of local wisdom enhanced students' appreciation for their cultural heritage, contributing to character education and the development of identity.

The PQ4R method proved effective in structuring the reading process systematically. Each stage of the method helped students to become active readers: previewing set a purpose, questioning stimulated curiosity, reading ensured focus, reflecting promoted critical thinking, reciting reinforced memory, and reviewing enabled synthesis. This comprehensive approach is known to improve cognitive processing during reading and comprehension tasks (Atif & Arslan, 2021; Barakat & Hamid, 2023; Ansoriyah et al., 2022).

Quantitative results from pre-test and post-test scores indicated a significant improvement in students' reading comprehension skills after the implementation of the developed teaching materials. Observations and student feedback also revealed increased motivation and participation in reading activities. These outcomes confirm that combining localized content with metacognitive reading strategies enhances both academic and affective learning domains. However, several limitations were noted. The study was conducted in a single school setting, which may limit generalizability. Furthermore, the success of the method depended on the teacher's ability to facilitate the PQ4R process effectively, suggesting a need for professional development in this area.

In conclusion, the findings suggest that the integration of local wisdom and the PQ4R method in teaching material development is a promising pedagogical strategy to improve reading comprehension among elementary students. Future research should explore its application across broader contexts and investigate long-term effects on literacy development and cultural identity reinforcement.

4. Conclusion

The results of the effectiveness test of digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method developed through pre-tests and post-tests that have been carried out are categorized as high. This means that digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method developed are effective for use in the learning process and improve students' reading comprehension. Digital teaching materials based on local wisdom (Banten folk tales) using the PQ4R method have been proven to be effective, interesting, and relevant for improving students' reading comprehension. In addition to helping students achieve literacy competencies, these teaching materials also play an important role in introducing and preserving local wisdom for the younger generation through modern and contextual learning media.

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How to cite this article:

Istiqomah, F., Hasani, A., & Rosidin, O. (2025). Development of Teaching Materials Based on Local Wisdom Using the PQ4R Method to Improve Reading Comprehension in Grade 5 Students at SDN Panyirapan. *Journal of Education and Learning Research*, 3(1), 20-28.