

Inquiry Learning Model with the Assistance of Paragraph Card Envelope Media to Improve the Ability to Find the Main Idea of a Text in Indonesian Language Learning

Novi Safira  Universitas Islam Negeri Ar-Raniry Banda Aceh, Banda Aceh, Indonesia

Syahidan Nurdin, Universitas Islam Negeri Ar-Raniry Banda Aceh, Banda Aceh, Indonesia

 210209145@student.ar-raniry.ac.id

Abstract: This research is motivated by the low ability of students in finding the main idea of a paragraph, especially in determining the main idea based on its location. Students still have difficulty distinguishing main ideas and supporting ideas in reading. This study aims to improve students' ability in finding the main idea of a paragraph through the application of the inquiry learning model with paragraph card envelope media, as well as to determine the improvement in students' reading comprehension skills after the application of the model. The research method used is Classroom Action Research (CAR) which is carried out in two cycles, with stages of planning, implementation, observation, and reflection in each cycle. The subjects of the study were 18 fourth-grade students of SD Negeri 61 Banda Aceh in the 2025/2026 academic year. Data collection instruments included teacher activity observation sheets, student activity observation sheets, and reading comprehension tests. The results showed that teacher activity increased from 67.5% in cycle I (good category) to 88.75% in cycle II (very good category). Student activity also increased from 65.6% in cycle I (sufficient category) to 85.93% in cycle II (very good category). In addition, students' ability to find the main idea increased significantly, from 44.4% in cycle I (sufficient category) to 83.3% in cycle II (very good category). Based on these results, it can be concluded that the application of the inquiry learning model with paragraph card envelope media is effective in improving the ability of fourth grade students of SD Negeri 61 Banda Aceh in finding the main idea of a paragraph, both based on its location and in distinguishing the main idea and supporting ideas.

Keywords: Ability to Find Main Ideas, Inquiry Learning Model, Paragraph Card Envelope Media.

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INTRODUCTION

Reading is one of the main skills among the four aspects of language skills that must be mastered by students, namely listening, speaking, reading, and writing. Among these four skills, reading plays a very important role because it serves as the foundation for students to understand various learning materials at school. Through reading activities, students can obtain information, broaden their horizons, and increase their knowledge to support the achievement of learning objectives. Therefore, students are not only required to be able to read technically, but also to be skilled in comprehending the content of the text (Hariyani et al., p. 598).

Reading comprehension ability is a skill that must be possessed by students starting from the elementary school level. Reading comprehension is an activity of reading carefully and thoroughly to understand the content of a text, identify the main ideas, and capture the messages contained in it (Frans et al., 2023, p. 57). This ability is very important because it is directly related to efforts to increase students' insight into the continuous development of science and information. Through reading comprehension, students are expected to understand what they read and extract relevant meaning from the text (Ambarita et al., 2021, p. 2337).

Reading skills constitute the main foundation for students in acquiring and developing knowledge that affects their reasoning, social, and emotional abilities. Reading can be defined as a process carried out by readers to obtain messages conveyed by the author through written language. The main purpose of reading is to search for and explore information, both related to the content and the meaning of the text (Irwansyah & Mukhtar, 2013, p. 4).

One important indicator of reading comprehension ability is the ability to determine the main idea. Identifying the main idea is a basic competency that must be mastered by elementary school students, particularly in Grade IV. The main idea in a paragraph becomes the core of comprehension because it reflects the principal concept that the author intends to convey. The ability to identify the main idea requires students to think critically and systematically and must be supported by a good understanding of the overall content of the text (Rapita, n.d., p. 60).

Based on observations conducted by the researcher on May 25, 2024, at SD Negeri 61 Banda Aceh and interviews with the Grade IV homeroom teacher, it was found that Grade IV students are generally able to read fluently but still experience difficulties in determining the main idea of a text. This condition is reflected in the low accuracy of students in identifying paragraph main ideas. One of the causes is the use of learning methods that are still dominated by the lecture method, making the learning process monotonous and less attractive to students. In addition, student activeness in the learning process remains low, the teacher plays a more dominant role, and learning media have not been optimally utilized, particularly in Indonesian language instruction.

Another problem that arises during the learning process is the lack of students' attention to the teacher's explanations. Some students appear to be preoccupied with themselves and talk to their seatmates, resulting in a less conducive classroom atmosphere. The low ability of students to determine the main idea is influenced by several factors, including students' lack of seriousness in reading so that they do not read the text thoroughly, low concentration when reading and participating in learning activities, and insufficient attention to the teacher's explanations.

Based on these problems, improvements in the learning process are necessary, particularly through the application of learning models that actively involve students. One alternative that can be applied is the inquiry learning model. The inquiry learning model is a learning strategy that places students as active subjects in the learning process, in which they are guided by the teacher to explore, investigate, and discover concepts or problems (Fauziyah et al., 2025, p. 12). This model emphasizes students' critical and analytical thinking processes in searching for and finding answers to given problems (Maulana et al., 2015, p. 46).

As an effort to improve the ability to determine paragraph main ideas, the application of the inquiry learning model can be combined with the use of interesting learning media, one of which is envelope media. The inquiry model with envelope media can stimulate student activeness, train critical, analytical, and systematic thinking skills, and encourage students to find answers independently. In addition, the use of envelope media provides opportunities for students to be directly involved in learning activities, starting from formulating problems, analyzing information, to drawing conclusions (Sutarningsih, 2022, p. 117).

The inquiry learning model is a learning activity carried out systematically and in a planned manner with the aim of encouraging students to think critically and creatively in finding solutions to given problems, either individually or in groups (Gunardi, 2020). In this learning model, students play an active role as subjects of learning, while teachers act as facilitators who guide and direct the learning process.

The inquiry learning model provides opportunities for students to ask questions, express opinions, and search for and find information independently so that learning becomes more meaningful. This is in line with Gulo's view, which states that inquiry learning is a series of learning activities that require students to think critically, logically, and analytically in order to formulate their own discoveries with confidence (Gulo in Gunardi, 2020).

Abidin states that the inquiry learning model was developed to help students find and utilize various sources of information and ideas to improve understanding of a particular problem, topic, or learning material (Abidin in Gunardi, 2020). Meanwhile, Hamdayama explains that inquiry learning emphasizes the active involvement of students in asking questions, seeking information, and conducting investigations so that it can foster curiosity and critical thinking skills (Prasetyo, 2021).

Based on these opinions, it can be concluded that the inquiry learning model is a learning model that emphasizes the process of searching for and discovering knowledge through critical, logical, and analytical thinking activities, with the teacher acting as a facilitator.

According to Gunardi, the steps of the inquiry learning model include the stages of orientation, problem formulation, hypothesis formulation, data collection, hypothesis testing, and conclusion formulation. In the orientation stage, the teacher conditions students to be ready to participate in learning, explains the topic, objectives, and expected learning outcomes, and provides learning motivation. Next, the teacher guides students to understand and formulate the problems to be studied. Students are then encouraged to develop hypotheses by formulating temporary answers based on the given problems. After that, students search for and collect relevant information from various sources to prove the formulated hypotheses. The obtained data are then examined and analyzed to determine the validity of the hypotheses, and in the final stage, students formulate conclusions based on the results of hypothesis testing with teacher guidance (Gunardi, 2020).

The application of the inquiry learning model in the learning process has been proven to improve students' reading comprehension because students are trained to actively search for and discover information independently (Ilhamdi et al., 2020).

The inquiry learning model has several advantages, including the ability to develop cognitive, affective, and psychomotor aspects in a balanced manner so that learning becomes more meaningful, compatibility with the development of modern learning psychology that views learning as a process of behavioral change through experience, and the ability to accommodate the needs of students who have above-average thinking abilities (Sukmawati et al., 2023; Fakhriyah, 2022).

However, the inquiry learning model also has several weaknesses, including difficulties in controlling its implementation and the need for careful planning because it demands student activeness, as well as the relatively long time required, which often makes it difficult for teachers to adjust to the allocated learning time (Gani, 2020). Therefore, teachers need to select appropriate strategies and provide interesting learning media so that student activeness can be well facilitated.

The main objective of the inquiry learning model is to help students develop intellectual discipline and thinking skills through the process of asking questions and finding answers based on their own curiosity. In this context, the teacher plays the role of a facilitator who supervises and guides the learning process so that it runs in a conducive manner (Prasetyo, 2021).

Learning media are anything that can be used to convey messages or information in the learning process so as to stimulate students' attention and interest in learning (Harahap et al., 2022). Learning media function not only as teaching aids but also as learning strategies that can serve as learning resources and sources of information for students.

Envelope paragraph card media are visual media in the form of colored envelopes containing paragraph cards with certain reading texts. This media is used to help students find the main idea of a paragraph through active reading and text analysis activities.

Several studies indicate that the use of card media can improve elementary school students' reading comprehension skills. Previous research has shown that picture cards, sentence cards, and talking cards have a positive effect on students' reading comprehension skills (Lisnawati et al., 2023).

Based on these research findings, this study uses envelope paragraph card media as a form of learning media development to improve students' reading comprehension skills in Grade IV Indonesian language subjects.

The steps for using envelope paragraph card media based on the guided inquiry learning model include the teacher explaining how to find the main idea of a paragraph using the envelope paragraph card media, students taking envelopes containing paragraph cards, reading the obtained paragraph texts, answering questions related to the paragraphs, attaching the paragraph cards to the provided media, marking the main ideas of the paragraphs, and the teacher and students jointly conducting corrections and reflections (Fitriani et al., 2024).

The use of envelope paragraph card media can increase interaction and student activeness in learning and foster attitudes of cooperation, honesty, and responsibility (Casrudin, 2024). In addition, this media can also increase students' learning motivation and reading comprehension because of its attractive appearance and its active involvement of students in the learning process (Nursila, 2017).

METHODS

This research uses a Classroom Action Research (CAR) approach, which is research conducted by teachers in the classroom through a process of self-reflection with the goal of improving learning performance, thereby enhancing student learning outcomes and the overall quality of education (Arikunto et al., 2019). Classroom action research is collaborative, reflective, and participatory, and is implemented cyclically.

Classroom action research has three main principles: direct participation by the researcher in the activities undertaken, the goal of improving the quality of the program or learning activity, and concrete actions taken to improve the learning process. Based on these principles, classroom action research can be defined as a research activity conducted in the classroom, either independently or collaboratively, through the stages of planning, implementation, observation, and reflection to improve and enhance the quality of the learning process through specific actions within a cycle (Arikunto et al., 2019).

The implementation of this classroom action research follows the model developed by Kemmis and McTaggart, which consists of four stages: planning, implementation, observation, and reflection. In the planning stage, the researcher designed all learning activities, including developing a lesson plan, designing learning media, developing assessment instruments, and determining a schedule for the actions. The implementation stage was the implementation of the action plan developed to improve students' reading comprehension through an inquiry-based learning model using paragraph card envelopes. All learning activities were carried out according to the established plan.

The observation stage was conducted simultaneously with the implementation of the actions. At this stage, the researcher directly observed teacher and student activities during the learning process and recorded all findings for evaluation. Next, the reflection stage was conducted by analyzing the observation results to determine the level of success

of the actions implemented. If the results obtained in the first cycle were not optimal, improvements were made in the next cycle based on the reflection results.

This research was conducted at SD Negeri 61 Banda Aceh. The subjects were 18 fourth-grade students, consisting of 9 boys and 9 girls. The research instruments were used to collect data related to the learning process and outcomes. The instruments used in this study included teacher activity observation sheets, student activity observation sheets, and tests to measure students' reading comprehension. Observation sheets were used to determine the implementation of learning and student engagement during the learning process, while tests were used to measure students' ability to identify the main idea of paragraphs through multiple-choice questions.

Data collection techniques in this study were conducted through observation and tests. Observations were conducted to directly observe teacher and student activities during the learning process (Hotimah, 2022). Tests were used to determine students' reading comprehension levels after participating in inquiry-based learning using paragraph card envelopes (Sopingi, 2015).

The collected data were then analyzed descriptively using quantitative and qualitative methods. Data analysis was conducted to determine improvements in teacher activity, student activity, and student learning outcomes in each cycle. Learning success was determined based on students' individual and class learning achievement. Students' reading comprehension was considered complete if they achieved the minimum score according to the Minimum Completion Criteria (KKM) and the predetermined class completion percentage (Sudijono, 2001).

RESULTS

The implementation of this classroom action research was conducted through two cycles, each consisting of the stages of planning, action implementation, observation, and reflection. The application of the inquiry learning model assisted by envelope paragraph card media was carried out in Indonesian language lessons with a focus on improving reading comprehension skills, particularly in identifying the main idea of paragraphs.

In Cycle I, the learning process was conducted in accordance with the prepared teaching module. The teacher applied the steps of the inquiry learning model, which included orientation, problem formulation, hypothesis formulation, data collection, hypothesis testing, and conclusion drawing. During the learning process, the activities of the teacher and students were observed by an observer using prepared observation sheets.

The observation results indicated that the teacher's activity in managing learning in Cycle I was in the good category, with an implementation percentage of 67.5%. However, several weaknesses were still found, including the teacher's tendency to deliver the material too quickly, less optimal guidance during students' reading activities, and insufficient direction for students to independently formulate learning conclusions.

Observations of students' activities in Cycle I showed that their involvement in the learning process was in the fair category, with a percentage of 65.6%. Some students were not fully focused on reading the given texts, group discussion participation was still limited, and not all students were involved in completing the student worksheets. In addition, students' ability to present learning conclusions also required further improvement.

The evaluation of learning outcomes at the end of Cycle I was conducted through a written test in the form of multiple-choice questions. The results showed that only 8 out of 18 students achieved individual mastery, with a classical mastery percentage of 44.4%. This percentage did not meet the predetermined classical mastery criteria; therefore, improvements were required in the subsequent cycle.

Reflection on the implementation of Cycle I indicated that improvements were needed in material delivery strategies, time management, the formation of learning

groups, and the provision of motivation to encourage students to read more actively and participate in discussions. The results of this reflection served as the basis for planning actions in Cycle II.

In Cycle II, learning was carried out by addressing the shortcomings identified in Cycle I. The teacher delivered the material at a slower and clearer pace, increased the intensity of guidance during reading activities, formed learning groups in a more structured manner, and provided reinforcement and rewards to students who were active in learning. Envelope paragraph card media continued to be used as a tool to help students understand the main ideas and supporting ideas in paragraphs.

The observation results in Cycle II showed a significant improvement in the teacher's activity. The percentage of learning implementation increased to 88.75%, categorized as very good. The teacher was considered capable of managing learning activities effectively, from the introductory stage to the core and closing activities, in accordance with the prepared lesson plan.

Students' activities in Cycle II also showed a significant improvement. The percentage of student involvement in learning reached 85.93%, categorized as very good. Students appeared more focused on reading texts, actively engaged in group discussions, were confident in expressing opinions, and were better able to formulate learning conclusions compared to the previous cycle.

The evaluation of students' reading comprehension ability in Cycle II indicated a substantial improvement. A total of 15 out of 18 students achieved mastery, with a classical mastery percentage of 83.3%, while the remaining 3 students had not yet achieved mastery. This percentage met the predetermined classical mastery criteria; therefore, this classroom action research was considered successful and was not continued to the next cycle.

The improvement in students' learning outcomes from Cycle I to Cycle II indicates that the application of the inquiry learning model assisted by envelope paragraph card media is effective in enhancing students' reading comprehension skills, particularly in identifying paragraph main ideas. This success is inseparable from improvements in learning strategies, the use of attractive media, and active student involvement in the learning process.

The findings of this study are consistent with Hamdayama's view that the inquiry learning model encourages students to actively ask questions, seek information, and conduct investigations, thereby improving their critical thinking skills and comprehension (Hamdayama). In addition, the concept of the main idea as proposed by Kosasih emphasizes that the main idea is the principal thought that forms the core of paragraph development and can be identified through thorough reading activities (Kosasih).

The results of this study are also supported by previous research indicating that the application of the inquiry method can improve students' ability to identify paragraph main ideas. Atik's research showed an improvement in intensive reading ability and student learning outcomes after the inquiry method was applied in Indonesian language learning. Similar findings were reported by Triwati, who stated that the inquiry method was able to gradually improve students' ability to determine the main ideas of texts through several learning cycles (Triwati, 2021). Yenti Scorpina's research also proved that the inquiry method is effective in improving students' ability to identify paragraph main ideas through cyclical classroom action research implementation (Scorpina, 2023).

Although the research results indicate success, several obstacles were still encountered in implementing the inquiry learning model assisted by envelope paragraph card media. These obstacles included some students' difficulties in distinguishing between main ideas and supporting ideas based on their position in the paragraph, limited instructional time due to the lengthy exploration process required in inquiry learning, and the need for teachers' patience and skills in guiding students to prevent confusion.

To overcome these obstacles, the teacher provided gradual exercises in identifying topic sentences and supporting ideas using examples close to students' daily lives,

managed instructional time more effectively by dividing exploration activities into several short sessions, and used open-ended questions to encourage critical thinking while providing continuous feedback.

The results of this study indicate that the application of the inquiry learning model assisted by envelope paragraph card media is able to improve the quality of the learning process and students' reading comprehension skills. With the achievement of classical mastery and the increased activity of both teachers and students, this study is considered successful and meets the predetermined indicators of success.

DISCUSSION

The findings of this classroom action research indicate that the inquiry learning model assisted by envelope paragraph card media is effective in improving students' reading comprehension skills, particularly in identifying paragraph main ideas. The increase in classical mastery from 44.4% in Cycle I to 83.3% in Cycle II demonstrates that structured inquiry-based instruction combined with appropriate learning media can significantly enhance students' comprehension performance. This result supports the view that reading comprehension is not merely a mechanical decoding process but involves higher-order cognitive activities such as identifying essential information and constructing meaning from texts (Snow, 2002; Klingner, Vaughn, & Boardman, 2015).

The improvement in teacher performance from 67.5% to 88.75% highlights the importance of instructional management in inquiry-based learning environments. Teachers who are able to regulate instructional pace, provide systematic guidance, and facilitate reflective activities create conditions that enable students to actively construct knowledge. This finding is consistent with constructivist learning theory, which emphasizes that teachers function as facilitators who guide students in developing understanding through exploration and reflection (Vygotsky, 1978; Kirschner, Sweller, & Clark, 2006).

Furthermore, the increase in student participation from 65.6% to 85.93% indicates that inquiry-based learning supported by interactive media fosters meaningful engagement. Active involvement in reading, discussing, and analyzing paragraph content encourages students to become autonomous learners. Hamdayama (2016) states that inquiry learning promotes students' curiosity, questioning behavior, and analytical thinking, which directly contributes to improved comprehension. Similarly, Prince and Felder (2006) argue that active learning strategies significantly enhance student engagement and conceptual understanding compared to traditional lecture-based instruction.

The envelope paragraph card media played a crucial role in facilitating students' understanding of paragraph structure. Visual and manipulative learning media help students organize information and identify relationships between ideas more effectively (Mayer, 2009). By physically interacting with paragraph cards, students were able to distinguish topic sentences from supporting details, which is a fundamental skill in reading comprehension (Cain & Oakhill, 2007). This finding aligns with Kosasih's conceptualization that the main idea represents the core message of a paragraph and can be identified through comprehensive and analytical reading processes (Kosasih, 2018).

The development of students' ability to formulate conclusions also reflects growth in higher-order thinking skills. Inquiry-based learning requires students to formulate hypotheses, evaluate evidence, and draw conclusions based on textual data, which corresponds to the upper levels of Bloom's cognitive taxonomy (Anderson & Krathwohl, 2001). Such cognitive engagement strengthens students' metacognitive awareness and improves their ability to monitor comprehension during reading activities (Afflerbach, Pearson, & Paris, 2008).

The present findings corroborate previous empirical studies. Atik (2019) reported that the inquiry method significantly improved students' intensive reading ability and

learning outcomes in Indonesian language instruction. Triwati (2021) similarly found that inquiry-based learning gradually enhanced students' ability to identify main ideas through iterative learning cycles. Moreover, Scorpina (2023) demonstrated that inquiry-oriented classroom action research effectively improved elementary students' competence in determining paragraph main ideas. The consistency between these studies and the current findings strengthens the empirical foundation of inquiry-based learning as an effective pedagogical approach for developing reading comprehension.

Despite these positive outcomes, several challenges were encountered, including students' difficulty distinguishing main ideas from supporting ideas, limited instructional time, and the cognitive demands of inquiry-based tasks. These constraints are commonly reported in inquiry learning implementation, as students require sufficient scaffolding to manage complex reasoning processes (Hmelo-Silver, Duncan, & Chinn, 2007). Without structured guidance, inquiry activities may overwhelm learners, particularly those with limited prior knowledge or reading proficiency.

To mitigate these challenges, the use of scaffolding strategies such as gradual exercises, contextual examples, and open-ended questioning proved effective. Scaffolding supports learners in bridging the gap between current ability and learning objectives (Vygotsky, 1978), while open-ended questioning stimulates critical reasoning and deeper textual analysis (Chin & Osborne, 2008). Continuous feedback further reinforced students' comprehension development by enabling them to correct misunderstandings and refine their interpretation of textual information (Hattie & Timperley, 2007).

This study confirms that the integration of inquiry-based learning with appropriate instructional media can substantially enhance both the quality of the learning process and students' reading comprehension achievement. The observed improvements in teacher performance, student engagement, and academic mastery indicate that this instructional approach is pedagogically robust and practically applicable in elementary education contexts. Therefore, the inquiry learning model assisted by envelope paragraph card media may serve as a viable instructional alternative for strengthening reading comprehension and critical thinking skills in language education.

CONCLUSION

Based on the research results and discussion, it can be concluded that the application of the inquiry learning model assisted by paragraph card envelope media can improve students' reading comprehension skills in finding the main idea of the paragraph. This improvement is shown by the increase in teacher and student activity and the achievement of student learning completion in the classical cycle II. Thus, the inquiry learning model assisted by paragraph card envelope media can be used as an effective learning alternative in improving the quality of Indonesian language learning in elementary schools.

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