

ICARE Model Design Profile for Developing Critical-Creative Thinking Competency in Reading Literacy Learning

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ABSTRACT

It should be realized that the quality of thinking is one of the determinants of people's life success. The quality of thinking can be developed through learning, including learning reading. In order to think critically-creatively, the alternation of the beginning step for students is developing the model design of reading activity. ICARE learning model is assumed to develop students' thinking quality through reading because this model has some advantages. This model can activate students, developing high order thinking skill, growing the independence and social sense of students and widening students' insight. The characteristics of this design can be seen from the following aspects: (1) instructional procedures, the sequential learning is done through introduction, connection, application, reflection and extension (ICARE) activities; (2) learning resources, using multi-resources; (3) learning interaction, multi-interaction; (4) class management, learning is individual, group and classical; and (5) learning guidance, guided learning toward the independence.

Keywords: ICARE model design, critical-creative thinking competence, reading literacy learning

1. INTRODUCTION

One of the superiorities that God gives to humans who are not given to other creatures is thinking (Nurchasanah, 2015b). Humans think from the very simple to the very complex things; from single thought to compound thought; from thinking of the past, the present, the future; and even thinking through the boundaries of space. Nurchasanah (2015b) says that the competence of human thinking is graded from: (1) thinking literally, thinking critically, to thinking creatively; (2) factual, imaginative thinking; and (3) open, closed thinking. That thinking competence can only be obtained through learning, including learning reading. Through learning, students' competence can be improved until achieving the high-quality thinking that became one of the 21st century competencies that is programmed by the government through Kemdikbud (2016).

Through reading, humans can interact with the variety of complex information sources (Bluestein, 1994). Eanes (19970) says that through literacy, including reading, human can explore, research, and enjoy the contents of knowledges according to his own needs and interests as an independent learner. That reading activities cannot be separated from thinking's activity. Through reading, their thinking competence will

be developed. Therefore, the literacy becomes a national program (abbreviated as GLN or National Literacy Movement) that must be implemented in every schools, family environment (parent), and community (Kemendikbud, 2017). Considering the big benefits of literacy, the literacy skills need to be train continuously, both inside and outside the class as Cropper (2001) says, according to Suryaman (2015), the formation of literacy society is a measure whether the states are developed or not.

Cropper's statement (2001) seems to be appreciated by seeing the reading condition of Indonesian adolescents is quite apprehensive. In 2012, Indonesia was ranked 61st out of 65 countries that joined PISA (Programs of International Science Assessment) study. Indonesia is slightly higher than Peru which had the lowest ranked (Fitri, 2013). Natalyn (2012) tries to order and compare the Indonesia' reading literacy with other countries. Indonesia was ranked 39th in 2000; ranked 39th in 2003; ranked 48th in 2006; ranked 57th in 2009 and ranked 61st in 2012. Unfortunately, Natalyn (2012) did not mention the number of participants. Nevertheless, it should be appreciated positively that PISA's results will increase by 2015, from 76 PISA participants, Indonesia got 10th from the bottom (Schleicher, 2015; Jackson and Kiersz, 2016).

According to Nurchasanah (2015b), this PISA's result is a huge national strategic issue that needs to handle seriously. One of the handling can be done through learning. The alternative that can be offered to overcome that issue is planning the development of ICARE learning model design (Introduction, Connection, Application, Reflection, and Extension) (USAID Prioritas, 2015) in reading. By utilizing ICARE learning model with some modifications (the modification of classroom management, learning activities, and the utilization of learning resources), it is assumed to be able to develop students' thinking skills. ICARE has a number of advantages which can make active students; develop high-order thinking skills; students' self-reliance and social sense will grow because of the individual, group, and classical learning; students' insights become widespread because of multi-texts- based learning. That learning is suitable with the principles of learning which declared by Regulation of Ministry Education and Culture (Permendikbud) Number 22 of 2016 so it will be able to deliver students into great thinkers who are expected to solve various problems, at least for themselves, moreover they are expected to reach the national and international scale.

The literacy became a hot topic in various scientific forums as well as in the mass media. In a literacy discussion, the humanist Prie G. S. expressed the concerned about the still low reading culture in Indonesia (Prasetya, 2012). He added that the low literacy culture is seen among students and teachers. Sinaro (2012), The Chairman of Indonesian Publisher Association Jakarta in Kompas daily, June 25, 2012, said that the interest of reading in Indonesian society is not significant. It is proven by the publication of books in Indonesia which is declining. The publication of the book is now about 3000-5000 copies per year, if it is in demand. Its production is smaller than the production in 10-15 years ago. Kurnia (2012) in Kompas, June 25, 2012, and Yusuf (2012) said that the number of published books per year in Indonesia is low, not to 18,000 copies. This is lower than Japan which reaches 40,000 copies per year, India reaches 60,000 copies per year, and China reaches 140,000 copies per year. This condition is occurred because of the low interest in reading and the purchasing power of books. They say that this happens because the government does not give the remission of the tax in the price of books, papers and author's salaries so that the book prices are not affordable by the society.

The government actually does not do nothing. Kemendikbud has partners with related parties to support and build a culture of literacy. For example, the distribution of free books to various schools from elementary-senior high school, the publishing of scientific papers by holding publishers. However, that steps seem less prestigious. The government through Permendikbud Number 23 of 2015 has been held the related parties to support and build a culture of literacy.

Through Permendikbud Number 23 Year 2015, the government has been realized the importance of the character's growth in the learners through the reading policy for 15 minutes before the lesson begins (Oktavian, 2016). This method is adopted by suggesting the existence of GLS (School Literacy Movement) for each type and level of school and GSN (National Literacy Movement) (Kemdikbud, 2016). That main goal is growing the students' interest in reading and hoping that students' reading competencies will increases. This method does not seem to be as easy as turning a palm. Therefore, it is suggested that the society can start to plant the culture of literacy to children early (Prasetya, 2012). Moreover, the culture of literacy should be encouraged to the higher education because the development of the civilizations is influenced by the culture of literacy. Meanwhile, the intellectuals have a big contribution, even they have an obligation to develop it. In order to have the competences according to the previous description, it is necessary to design ICARE model for the learning which is assumed to improve students' thinking skill so they can think in high order.

Internationally, literacy issues, especially the problem of reading and thinking in high-order have become a quite big concern. The evidence is that the existence of international organizations which engaged in the assessment of students' thinking skills, such as OECD (Organization for Economic Cooperation and Development). Schleicher (2015) says that the OECD coordinates international studies on reading literacy achievement, math, and sciences under the name of PISA (Program for International Student Assessment).

Related with the low culture of literacy, it seems big or small, teachers also contributed to that problem. Therefore, the candidate teachers or students need to be equipped with skills to improve students' thinking through reading so they will become professional teachers in their fields. Professionalism of teachers are expected to have positive impacts on the development of science and students' competences in reading literacy. This is suited with the competence of the graduates of S-1 Program of Education proclaimed by UM, namely: (1) mastering theoretical concepts in the field of linguistics, Indonesian literature and regions that support their profession as educators; (2) having adequate language, literature, and local skills; (3) applying the field of linguistics, Indonesian and regional literature and solving problems in learning at the appropriate level of primary and secondary education; and (4) analyzing the problems of Indonesian, regional and literary language, literature and its learning and taking decisions responsibly (Faculty of Letters UM, 2015).

That graduates' competence only can be achieved by the preparation and implementation of appropriate lectures. All this time, Language and Literature Learning Model and Reading lectures has not been facilitated by

the sufficient media of learning. Lecturers do not have learning tools (learning models) yet that can facilitate that lectures. The interview's results with lecturers (2017) indicate that teachers are still looking for the right model to teach reading. In practice, lectures are often done by reviewing readings to be presented in class, making reading journals exercising in making questions and answers in reading items.

The results of the research related to the utilization of ICARE model has not been found yet. The existing one is a training book entitled *Good Practices in Junior High School / M.Ts. Volumes I and II* (USAID Priorities, 2014 and 2015). That book share training materials with ICARE model, while this explanation is a design profile of ICARE learning model that has several modifications related to the classroom management, learning activities, and the use of learning resources, especially for developing critical-creative thinking in reading literacy. Thus, the methodological and theoretical design of this model is different from the existing model.

Considering the big benefits of reading, the importance of enhancing and developing critical-creative thinking for the students, and the low reading condition of Indonesian youth, it is necessary to present the alternatives design of the learning model that enable students to improve their thinking. That model is ICARE model, especially in reading literacy learning. This model needs to be expressed in hope that: (1) enriching the existing learning model theoretically, (2) satisfying the demands of the college to create learning innovation, and (3) becoming an alternative to the reading learning model practically that can be utilized by the teachers/lecturers in teaching reading.

To understand that model, there is something that needs to be described in this paper like: (1) literacy, (2) reading, (3) critical-creative thinking in reading literacy, (4) ICARE model, and (5) ICARE model in reading-literacy learning. Each point is described below.

2. LITERATION

Related to the literacy, there are two things that described in this section, namely (1) the concept of literacy and (2) the literacy region. Both are described below.

2.1. Literacy Concepts

The concept of literacy in English is called literacy which comes from Latin *littera* (letters) which has the meaning 'activities involving mastery of writing systems and accompanying conventions. The main literacy related to the language and how it is used (Saumah, 2012). Eanes (1997) and Suyono (2012) say that literacy is related to the ability in reading, writing, and reasoning. Meanwhile, Saumah (2012) says that the character of writing system is secondary. Speaking of the language, of

course, it is not separated from the discussion of culture because the language itself is part of the culture so defining the literacy term must surely include the element that surrounds the language itself which is the cultural social situation.

Today, the term of literacy's concept seems developed, not only related to the use of written language, but also related to the spoken, both receptive and productive language (Husniati, 2016; Saumah, 2012), even on things outside language, such as social practices and cultures. This is suited with the statement of Kern (2000) which defines the term literacy comprehensively as the use of social, historical and cultural practices in creating and interpreting the meaning through texts. USAID Prioritas (2015) says that the concept of literacy has developed understanding in "information skills" which is accessing information, analyzing information, classifying and using information activities, both written and oral.

Based on some opinions above, the conclusion is that the literacy is the practice of language use orally (speaking and listening) or written (reading and writing) and thinking.

2.2. Literacy Region

The literacy region refers to the combination of reading, writing and thinking aims for mastering the materials which learned in the classroom (Eanes, 1997). The implications of the above concept are reading and writing as complementary tasks (complementary) that enhancing the mastery of the contents of the subject matter. The coverage of the literacy area is a concept that will enhance the mastery of the content of learning materials for all school levels (Eanes, 1997). It is suitable with the views of the experts above, Darma (2012) says that writing literacy are consist of reading skills to absorb knowledge, skills to write well, and a skill to think of the text/ writing. It is suitable with the development literacy's concept meaning that extends to the use of written and spoken languages, the literacy area includes the skills to speak orally, write and think (Saumah, 2012; Husniati, 2016).

3. READING

In this section, there will be theoretical explanation about: (1) reading concept, (2) reading comprehension and (3) the role of texts in reading. The three points are described below.

3.1. Reading Concepts

The concept of reading has diverse understanding. Reading is being interpreted by Handoko (2017) which quoted from the *Oxford Advanced Learner's Dictionary* as: (1) the process of extracting the meaning of the written language, (2) the process of interpreting the

message, (3) the author's communication process with the reader, the encoder with the decoder, and (4) the activity of understanding or constructing the meaning of a written text. In general, reading is often interpreted: (1) reading comprehension, (2) interpreting reading, (3) taking the meaning of reading, and (4) breaking the language password, and so on (Martutik, Nurchasanah, and Rani, 2010). Some reading understanding above illustrates that the concept of reading has diverse understanding.

Baradja (1996) says that reading is associating symbols of writing with the meaning. Harris and Smith (1986) say that reading is perceiving messages in the reading intellectually and emotionally. By considering from that views, reading is not only understanding the content and the meaning of the texts, but it is also the intellectual and emotional process. Therefore, Nurchasanah (2015a) says that reading is a process of a thorough and profound understanding in order to gain the understanding overall and deeply about the text which is being read.

3.2. Understanding Readings

The word understand means 'to understand, understand really' (Pusat Bahasa, 2003). Related with the reading comprehension, understand means 'to understand really what is read, both the content and the language used' (Nurchasanah, 2015a). Smith states that there are three reading comprehensions like literal, interpretative, and critical. Meanwhile, Zint classifies it in two categories, namely literal and interpretative understanding (Study Group of Language and Literature of Indonesia, 1991). Meanwhile, Nurchasanah (2015a) and Nurhadi (2009) classify reading comprehension in three categories, namely literal, critical, and creative understanding. The literal understanding is the understanding of the explicit aspects in the texts. The critical understanding is the understanding of the implicit aspects in the texts. Meanwhile, the creative understanding is the understanding of literal and implicit reading that is used in the real life.

3.3. The Role of The Text in Reading

The text is defined as 'written material or texts for lessons or speeches' (Pusat Bahasa, 2003). It means that the text in this case is written document in various forms. Nurchasanah (2015a) says that texts can be in the form of books, articles, papers, reports, thesis/ dissertation, poetry, short stories, novels, advertisements, news, reviews, biographies and so on. However, the concept of texts can also in the form of oral. The oral text is in the form of oral expression of a speech, religious lectures (khutbah), and so on.

Text-based learning is an effort for student to learn by utilizing the text as the media of learning, including

learning to read. The text as the media of learning reading has dual function (Nurchasanah and Habsari, 2017). First, the text can be used as a learning resources for reading. As the sources, the text can be used as a reference in learning for reading. Second, the text as a reading material. As a reading material, the text contains of concepts, principles, procedures, and facts related to specific topics that can be used in learning. Third, the text as a medium of learning for reading. As a medium for learning to read, texts contain of messages and play a role in helping students to learn for achieving the effectiveness and the efficiency of learning.

4. CRITICAL-CREATIVE THINKING IN READING LITERACY

Language activities (literacy), both oral and written cannot be separated from thinking activities. Therefore, Eanes (1997) involves thinking activities in the literacy. In literacy activities, there are three levels of thinking, namely literal thinking, critical, and creative (Nurchasanah, 2015a). The literal thinking is seen from the understanding of the aspects which expressed in oral and written text that is shown by the ability of recognizing and remembering the aspects that is read. The critical thinking is seen from the understanding of written text whether it is expressed or implied by the ability of reorganizing, inferring, judging, and appreciating what is read or heard. The creative thinking is shown by the ability to understand the written text, both explicit, implicit and it is able to apply reading results to create something in the real life.

5. ICARE MODEL

ICARE learning model (Introduction, Connection, Application, Reflection, and Extension) was developed by Usaid Prioritas (2015). This model is based on constructivist thinking which views that learning is constructing knowledge based on students' experience. Hadi (2010) says that the constructivist is based on philosophical thinking which the principle is that knowledge is built by humans little by little that the results are expanded through a limited context and it is not an abrupt context.

Samsulhadi (2010) says that constructivists have the characteristics of: (1) providing opportunities for students to gain new knowledges by engaging them in the real world, (2) developing ideas from students to use in designing instruction, (3) cooperative learning, (4) shaping the attitude and innate students, (5) developing a study about how students learn from an idea, (6) developing, accepting business and personal students, (7) encouraging students to ask questions and dialogue with other students and teachers, (8) assuming that the learning process is as important as the learning outcomes, and (9) developing the student inquiry process through the assessment and the experiment.

6. ICARE MODEL IN READING LITERACY LEARNING

By considering ICARE procedures which developed by USAID Prioritas (2015), the consideration of constructivist theory and efforts activate students by involving multi resources learning; the learning procedure with ICARE model which offered has principles of learning that can be seen in several ways, in terms of: (1) learning procedures, (2) learning resources, (3) learning interactions, (4) the classroom management, and (5) the study guidance. Each described below.

6.1. Learning Procedures

ICARE model has the following learning procedures: (1) the learning begins with the introduction: the introduction stage which is shown introduced backgrounds, learning objectives, and task description; (2) the connection: linking the topics which is learned with the student's beginning knowledge; (3) the application: the application of knowledge in training to achieve the desired competence; (4) the reflection: checking student's learning success and student's difficulties; and (5) the extension: the material reinforcement. ICARE model profile in reading literacy has an activity procedure that can be illustrated in the chart (Figure 1).

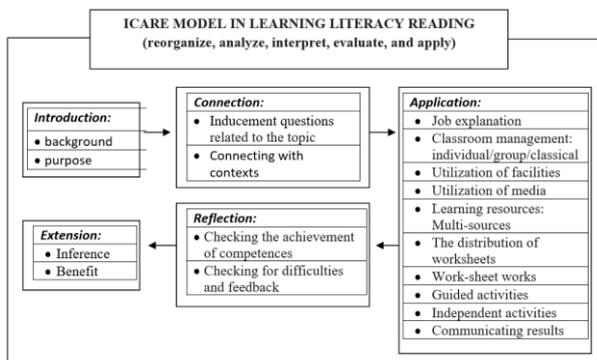


Figure 1 Product Profile Chart

6.2. Learning Resources

The learning activity is done by utilizing multi-sources. The types of learning resources are various. Learning resources can be seen in the form of texts, images, charts, tables, and artwork. From the sources, it comes from print/online books, print/online articles, magazines, newspapers, resource persons, videos, and so on. From its characteristics, learning resources can be oral or written.

In reading activities, various types of learning resources can be used as the material that must be read by students and as a source of students' practice to develop critical-creative thinking. In order to develop the

competence of critical-creative thinking, the reading exercises that are given must be directed at critical thinking activities.

Critical thinking exercises in reading according to Nurchasanah (2015a) quoted from Barret Taxonomy in the form of reorganizing reading exercise, interpreting readings, evaluating readings, and appreciating reading. The creative thinking is demonstrated by the behavior of applying reading results to other interests, for example writing and speaking activity.

6.3. Learning Interactions

In order to produce the maximum behavior from the learning, multiple interactions need to be created. The interaction of reading learning is directed in teacher-student, student-teacher, and students-students interaction. Teacher-student interactions in reading can be demonstrated through reading questions that is given by teachers and it should be answered by students. Student-teacher interaction can be demonstrated through the activity which give students the opportunity to ask the teacher. The interaction of the students-students is demonstrated by giving the opportunity to the group for discussing the answers.

6.4. Class Management

To create students' activeness, the learning activity is done in individual, group, and classical (Nurchasanah, 2016). In the reading learning, students can be given the tasks to answer the reading questions that must be done individually. The individual work's result can be continued to be discussed in groups. The work's result of the group finally disseminated in the class forum (classical).

6.5. Study Guidance

It is important to realize that students' learning competencies develop through the process. Students who initially do not know become know because of learning. Learning naturally is done gradually. Therefore, at the beginning of the learning, it will more appropriate if the learning takes place through the process of guidance (guided learning). In reading learning, the counseling can be done through: (1) giving reading questions that begin with the simple questions to the complicated questions gradually, (2) giving the inducement questions so they can answer the questions, and (3) demanding the students to answer the questions. Through that process, it is expected that in the end of the activity, they can practice answering questions independently.

7. CONCLUSION

The quality of human thinking is diverse and graded. They have the ability to think from the basic to high level.

Their thinking competence is not congenital, but it can be developed through learning, including reading learning. In order to develop optimally the quality of thinking for students, the first step is that designing a learning model that allows them to develop their thinking competence. ICARE model is assumed to be able to develop students' thinking competence because it has a number of advantages, which can activate students, develop high thinking ability, the independence and the social sense of students will grow, and students' insights become wider.

This model has characteristics that can be seen from:

(1) learning procedures: the sequential learning is done through introduction, connection, application, reflection, extension (ICARE) activities; (2) learning resources: using multi-sources; (3) the learning interaction: multi-interaction; (4) the class management: the characteristics of learning are individual, group, and classical; and (5) the learning guidance: guided learning toward the independence.

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