

**PENGEMBANGAN MODEL *CONSTRUCTIVELY RESPONSIVE READING*
BERBASIS LITERASI KONTEN
UNTUK MENINGKATKAN KEMAMPUAN MAHASISWA
DALAM MEMBACA TEKS AKADEMIK**

DISERTASI

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Doktor Pendidikan Bahasa Indonesia



oleh

INDAH PUJIASTUTI

NIM 2106633

**PROGRAM STUDI PENDIDIKAN BAHASA INDONESIA
FAKULTAS PENDIDIKAN BAHASA DAN SASTRA
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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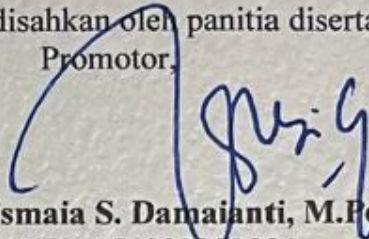
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HALAMAN PENGESAHAN

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NIM 2106633**

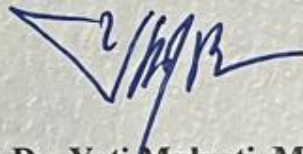
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DALAM MEMBACA TEKS AKADEMIK**

disetujui dan disahkan oleh panitia disertasi:
Promotor,



**Prof. Dr. Vismaia S. Damaianti, M.Pd.
NIP 196704151992032001**

Kopromotor,



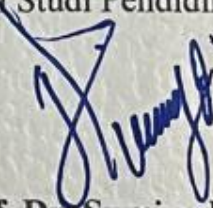
**Prof. Dr. Yeti Mulyati, M.Pd.
NIP 19600809198612001**

Anggota,



**Dr. Andoyo Sastromiharjo, M.Pd.
NIP 196109101986031004**

Mengetahui,
Ketua Program Studi Pendidikan Bahasa Indonesia

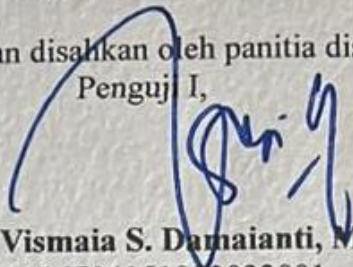


**Prof. Dr. Sumiyadi, M.Hum.
NIP 196603201991031004**

HALAMAN PENGESAHAN
INDAH PUJIASTUTI
2106633

PENGEMBANGAN MODEL *CONSTRUCTIVELY RESPONSIVE READING*
BERBASIS LITERASI KONTEN
UNTUK MENINGKATKAN KEMAMPUAN MAHASISWA
DALAM MEMBACA TEKS AKADEMIK

disetujui dan disahkan oleh panitia disertasi
Penguji I,



Prof. Dr. Vismaia S. Damaianti, M.Pd.
NIP 196704151992032001

Penguji II,



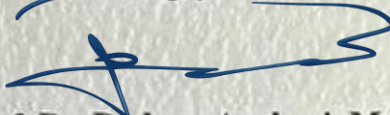
Prof. Dr. Yeti Mulyati, M.Pd.
NIP 19600609198612001

Penguji III,



Dr. Andoyo Sastromarjo, M.Pd.
NIP 196109101986031004

Penguji IV,



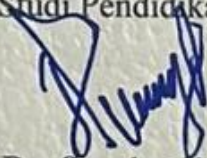
Prof. Dr. Dadang Anshori, M.Si.
NIP 197204031999031002

Penguji V,



Prof. Dr. Sumarwati, M.Pd.
NIP 196004131987022001

Mengetahui,
Ketua Program Studi Pendidikan Bahasa Indonesia



Prof. Dr. Sumiyadi, M.Hum.
NIP 196603201991031004

ABSTRAK

Kemampuan membaca teks akademik merupakan kompetensi kunci dalam pendidikan tinggi, terutama karena mahasiswa dituntut memahami bacaan kompleks yang berbasis disiplin ilmu (teks akademik). Berdasarkan kebutuhan tersebut, penelitian ini bertujuan untuk menghasilkan model pembelajaran yang dikembangkan dari prinsip *Constructively Responsive Reading* dan prinsip pembelajaran Literasi Konten, yang disebut Cerrdik. Penelitian ini menggunakan pendekatan *R&D* dengan model Plomp, yang melibatkan mahasiswa dari perguruan tinggi di Provinsi Kepulauan Riau pada semester ganjil 2024/2025. Data dikumpulkan melalui angket, dokumentasi, observasi, wawancara, dan tes uraian, kemudian dianalisis secara deskriptif kuantitatif (Excel, SPSS) dan kualitatif (reduksi, penyajian, penarikan kesimpulan). Hasil penelitian ini menunjukkan kemampuan awal mahasiswa dalam membaca teks akademik tergolong rendah sehingga mahasiswa membutuhkan model pembelajaran yang dapat membantu meningkatkan kemampuan membaca teks akademik. Dari hasil perbaikan selama proses pengembangan (penilaian pakar, uji coba terbatas, dan uji luas), sintaks Model Cerrdik adalah "memberi pemantik respons pembaca", "mengaktivasi pengetahuan awal", "membangun pemahaman interaktif dan pemantauan bacaan"; "mengolaborasikan hasil bacaan"; "melakukan refleksi kritis dan penerapan pengetahuan". Hasil penelitian juga menunjukkan bahwa model Cerrdik efektif meningkatkan kemampuan membaca akademik mahasiswa, ditandai dengan peningkatan skor postes secara signifikan pada uji terbatas maupun uji luas. Implikasi dari temuan ini menunjukkan bahwa model Cerrdik dapat memperkuat pembelajaran membaca teks akademik di perguruan tinggi, khususnya dalam membangun pemahaman konseptual, membaca kritis, dan keterhubungan bacaan dengan bidang ilmu mahasiswa.

Kata kunci: model pembelajaran, *constructively responsive reading*, literasi konten, teks akademik, kemampuan membaca teks akademik

ABSTRACT

The ability to comprehend academic texts is a key competency in higher education, as university students are expected to engage with complex, discipline-specific reading materials. In response to this need, the present study aims to develop an instructional model based on the principles of Constructively Responsive Reading and Content Area Literacy, referred to as the Cerrdik model. This research employs a Research and Development (R&D) approach utilizing the Plomp model, involving university students from higher education institutions in the Riau Islands Province during the first semester of the 2024/2025 academic year. Data were collected through questionnaires, interviews, and open-ended tests, and analyzed using both quantitative descriptive methods (Excel, SPSS) and qualitative techniques (data reduction, presentation, and conclusion drawing). The findings reveal that students' initial ability to read academic texts was relatively low, and there is a clear need for an instructional model that supports the enhancement of their academic reading skills. Based on the revisions made during the development process, the syntax of the Cerrdik Model consists of "providing a reader response stimulus", "activating prior knowledge", "building interactive comprehension and reading monitoring", "collaborating on reading outcomes", and "conducting critical reflection". The study demonstrates that the Cerrdik model is effective in improving students' academic reading abilities, as evidenced by significant gains in post-test scores during both limited and broader field trials. The implications of these findings suggest that the Cerrdik model can enhance the teaching of academic reading at the tertiary level, particularly in fostering conceptual understanding, critical reading, and the integration of texts with students' disciplinary knowledge.

Keywords: instructional model, constructively responsive reading, content literacy, academic text, academic reading ability

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