PENGEMBANGAN PROGRAM LITERASI MEMBACA KRITIS BERANCANGAN MODEL KEMITRAAN LITERASI KOMPREHENSIF DI PERGURUAN TINGGI

DISERTASI

diajukan untuk memenuhi sebagian dari syarat memeroleh gelar Doktor Ilmu Pendidikan dalam Bidang Pendidikan Bahasa Indonesia

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FAKULTAS PENDIDIKAN BAHASA DAN SASTRA
UNIVERSITAS PENDIDIKAN INDONESIA
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ABSTRAK

Pemerintah telah menetapkan beberapa kebijakan melalui UU dan Peraturan lainnya sebagai upaya dalam meningkatkan kemampuan literasi peserta didik. Namun, kebijakan tersebut belum secara jelas memberikan rambu-rambu pelaksanaan kegiatan literasi di perguruan tinggi. Selain itu, masalah praktis kemampuan literasi di jenjang perguruan tinggi menjadi latar belakang penelitian ini, di antaranya mayoritas peserta didik belum mampu menggali informasi secara kritis, mengorganisasikan pemikiran dengan baik, mengemukakan argumentasi ilmiah, menilai kredibilitas referensi, sehingga berdampak pada kemampuan mentransformasikan pengetahuannya ke dalam karya tulis ilmiah. Oleh karena itu, diperlukan alternatif program literasi di perguruan tinggi. Penelitian ini bertujuan untuk mengembangkan Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif. Pengembangan produk program literasi ini meliputi pengembangan kerangka kerja program, parameter kemampuan literasi membaca kritis, strategi instruksional untuk meningkatkan kemampuan literasi membaca kritis. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian R&D dengan desain 4D. Tahapan penelitian yang dilakukan meliputi 1) kajian profil kegiatan literasi di perguruan tinggi yang meliputi proses pelaksanaan kegiatan literasi, tingkat kesulitan soal evaluasi kegiatan literasi, dan pemetaan kemampuan literasi membaca kritis; 2) perancangan model hipotetik Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif; 3) pengembangan Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif; 4) dan pengujian serta penilaian keterpakaian Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif. Berdasarkan hasil penelitian, program literasi ini dapat meningkatkan kemampuan literasi membaca kritis. Hal ini dapat dilihat dari kemampuan dalam menyelesaikan masalah, komponen argumen peserta didik, dan produk tulisan artikel ilmiah yang dihasilkan melalui program. Penelitian ini menghasilkan kerangka kerja program, parameter kemampuan literasi membaca kritis, strategi instruksional untuk meningkatkan kemampuan literasi membaca kritis, dan produk akhir Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif. Berdasarkan hasil uji validasi dari para pakar dan respons pengguna bahwa program literasi membaca kritis ini layak dan dapat digunakan di perguruan tinggi.

Kata Kunci: argumentasi ilmiah, model kemitraan literasi komprehensif, program literasi membaca kritis

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ABSTRACT

The government has set several policies through laws and other regulations as an effort to improve the literacy skills of students. However, the policy has not clearly provided signs for the implementation of literacy activities in universities. In addition, practical problems of literacy skills at the tertiary level are the background of this research, including the majority of students have not been able to critically explore information, organize thoughts well, put forward scientific arguments, assess the credibility of references, so that it has an impact on the ability to transform their knowledge into scientific papers. Therefore, an alternative literacy program in higher education is needed. This study aims to develop a Critical Reading Literacy Program with a Comprehensive Literacy Partnership Model. The product development of this research program includes the development of a program framework, parameters of critical reading literacy skills, instructional strategies to improve critical reading literacy skills. The research method used in this research is R&D research method with 4D design. The stages of the research carried out include 1) a study of the profile of literacy activities in tertiary institutions which includes the process of implementing literacy activities, the level of difficulty in evaluating literacy activities, and mapping critical reading literacy skills; 2) designing a hypothetical model for the Critical Reading Literacy Program by Designing a Comprehensive Literacy Partnership Model; 3) the development of a Critical Reading Literacy Program with a Comprehensive Literacy Partnership Model; 4) and testing and assessing the usability of the Critical Reading Literacy Program Designing the Comprehensive Literacy Partnership Model. Based on the research results, this literacy program can improve critical reading literacy skills. This can be seen from the ability to solve problems, the components of the student's argument, and the product of writing scientific articles produced through the program. This study resulted in a program framework, parameters for critical reading literacy skills, instructional strategies to improve critical reading literacy skills, and the final product of the Critical Reading Literacy Program Designing a Comprehensive Literacy Partnership Model. Based on the results of validation tests from experts and user responses, this critical reading literacy program is feasible and can be used in universities.

Keywords: scientific argumentation, comprehensive literacy partnership model, critical reading literacy program

KATA PENGANTAR

Puji dan syukur penulis panjatkan kepada Allah Swt. Yang Maha Pengasih dan Maha Penyayang. Atas rahmat dan karunia-Nya, peneliti dapat menyelesaikan disertasi ini dengan baik. Disertasi yang berjudul "Pengembangan Program Literasi Membaca Kritis Berancangan Model Kemitraan Literasi Komprehensif" ini disusun sebagai salah satu syarat untuk memperoleh gelar Doktor Pendidikan Bahasa Indonesia di Fakultas Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia.

Melalui penelitian ini, penulis mengembangkan sebuah program literasi membaca kritis berancangan model kemitraan literasi komprehensif yang bertujuan untuk memfasilitasi peserta didik di jenjang perguruan tinggi untuk meningkatkan kemampuan literasi membaca kritis sebagai fondasi dasar dalam mentransformasikan pengetahuan yang diperolehnya ke dalam bentuk tulisan ilmiah. Melalui penelitian ini, penulis mengembangkan kerangka kerja program literasi, parameter kemampuan literasi membaca kritis, dan strategi instruksional.

Melalui program literasi ini, peserta didik dilatih agar dapat menggali informasi secara kritis, mengorganisasikan pemikiran, membuat argumentasi ilmiah, dan menilai kredibilitas referensi. Semua keterampilan tersebut menjadi kompetensi inti dalam menyelesaikan masalah kompleks dan mentransformasikan pengetahuan yang diperlukan di jenjang perguruan tinggi. Penulis meyakini melalui program ini peserta didik dapat menjadi lebih produktif dalam menghasilkan tulisan ilmiah dengan baik. Akhir kata, penulis berharap agar penelitian ini berguna bagi dunia pendidikan, khususnya dalam meningkatkan kemampuan literasi di jenjang perguruan tinggi.

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