

DEVELOPMENT OF RILIS MODEL (CRITICAL LITERACY BASED INQUIRY) ON READING-WRITING LEARNING IN COLLEGE

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Abstract

This study aims to develop the RILIS (Critical Literacy-Based Inquiry) Model in reading-writing learning in higher education, which is designed to improve students' literacy skills, especially in writing academic essays. This model was developed using a research and development approach with the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) framework. The subjects of the study were lecturers and students of the Indonesian Language Education Study Program, University of Papua. The results of the study indicate that the RILIS Model has high validity based on expert testing, practicality assessed through field trials, and effectiveness proven through pretest-posttest analysis (Asymp. Sig. = 0.01 < 0.05). This model integrates critical literacy with reading-writing learning, including eight main components: orientation, syntax, reaction principles, social systems, and learning impacts. The use of the RILIS Model has been proven to significantly improve students' writing skills, especially in compiling critical and structured academic essays. This study concludes that the RILIS Model is a valid, practical, and effective learning innovation to be applied in higher education. This model is expected to be a guide for lecturers in integrating reading and writing learning based on critical literacy, while also contributing to improving student literacy in Indonesia.

Keywords: *critical literacy, reading-writing, academic essay, RILIS Model, higher education*

INTRODUCTION

Literacy is a fundamental skill that includes the ability to read and write, as well as the ability to think critically in interpreting and using information. This skill is very important for students in higher education, because it is the basis for developing knowledge and contributing to society. However, data from the Program for International Student Assessment (PISA) 2018 shows that the literacy skills of Indonesian students are at a relatively low level, with an average score of 371, far below the global average of 487. This condition indicates serious challenges in literacy learning in higher education, especially in reading and writing skills that are interrelated.

Reading and writing are two activities that cannot be separated. Critical reading allows students to understand, evaluate, and use information accurately, while writing is a means of expressing ideas that have been analyzed. According to previous research, students who have critical reading skills tend to be better able to produce quality writing. However, many students still have difficulty writing scientific papers, such as academic essays, due to low critical reading skills and the lack of learning models that support the integration of these two skills. Therefore, learning innovations are needed that can integrate reading and writing skills effectively.

The inquiry learning model is one approach that can increase students' active involvement in learning. This approach emphasizes exploration, analysis, and synthesis, allowing students to be directly involved in the learning process. When applied together with

a critical literacy approach, this learning model can help students evaluate information in depth and use the results of this evaluation in writing. Critical literacy, which is oriented towards analysis and reflection on texts by considering social contexts, provides an important foundation for students to develop strong arguments in their scientific writing.

This study offers a novelty in the form of developing the RILIS Model (Critical Literacy-Based Inquiry) which is specifically designed to improve students' reading and writing skills in higher education. This model uses the ADDIE (Analyze, Design, Develop, Implement, Evaluate) framework in its development, ensuring that the resulting model is valid, practical, and effective. Unlike previous studies that have focused more on reading and writing learning in elementary and secondary schools, this study is specifically aimed at the context of higher education, where literacy skills are an urgent need.

Through the development of the RILIS Model, this study aims to improve students' skills in writing academic essays, an important form of scientific writing but often a major challenge for students. This model is also expected to make a significant contribution to improving the quality of reading and writing learning in higher education and become a new reference in critical literacy-based educational literature. With this approach, students are not only trained to become good readers and writers, but also critical thinkers who are able to evaluate and utilize information effectively.

LITERATURE REVIEW

Critical Literacy Concept

Critical literacy is a learning approach that emphasizes the ability to read, analyze, and evaluate texts critically. This literacy involves not only a literal understanding of the text but also examining the relationship between the text, the social context, and the ideology behind it. Sultan (2018) stated that critical literacy helps individuals to understand, assess, and utilize texts by considering the power, inequality, and injustice that may be contained in them. This approach requires students to be able to evaluate information in depth before using it in scientific writing. In the context of higher education, critical literacy can be a strong foundation for improving the quality of reading-writing learning, especially to produce argumentative and data-based scientific writing.

The Relationship between Reading and Writing

Reading and writing are two skills that support each other in literacy development. Critical reading allows students to understand and evaluate information, which is the basis for them to produce meaningful writing. According to Lee's research (2005), students who have critical reading skills are more likely to produce structured and relevant writing. Chou and Brutt-Griffler (2015) also found that integrated reading-writing learning significantly increased students' motivation and learning outcomes. In the writing process, students are required to use various valid sources of information, which requires critical reading skills to evaluate the accuracy and relevance of the sources.

Inquiry Learning Model

The inquiry learning model is a learning approach that focuses on active exploration and student involvement in the learning process. In this learning, students are encouraged to ask questions, gather information, analyze, and conclude their findings independently. Usman et al. (1993) noted that the inquiry model helps students develop critical thinking skills, build self-confidence, and strengthen their understanding of the material being studied. Although the inquiry model has shortcomings, such as requiring high mental readiness of students, this approach is very effective in encouraging activity-based learning and reflection.

ADDIE Framework

The development of the RILIS Model in this study uses the ADDIE framework, which consists of five stages: Analyze (needs analysis), Design (model design), Develop (model development), Implement (model implementation), and Evaluate (results evaluation). This framework is often used in development research to ensure that the resulting product is valid, practical, and effective. Each stage is designed to identify needs, develop solutions, and evaluate the effectiveness of the solution in an educational context. By using this framework, this study can produce a learning model that is structured and relevant to the needs of reading-writing learning in higher education.

Academic Essay Writing Skills

Academic essays are one form of scientific writing that is often used in learning in higher education. This essay requires students to convey their arguments logically, structured, and evidence-based. Schleppegrell (2004) stated that academic essays, especially expository essays, are one of the most complex writing genres because they involve high cognitive activities, such as critical thinking, evaluating information, and presenting convincing arguments. Students often face challenges in writing academic essays, especially in developing arguments and integrating sources of information. Therefore, a learning approach is needed that can support students in developing these skills.

Integration of Critical Literacy with Reading-Writing Learning

This study seeks to integrate critical literacy with reading-writing learning to address the challenges faced by students in writing academic essays. Critical literacy helps students evaluate information in depth, while inquiry-based learning gives them the freedom to explore and develop their ideas. This approach is expected to not only improve technical skills in reading and writing but also build critical and reflective thinking skills that are at the heart of critical literacy. This integration creates an innovative learning model that is relevant to the needs of higher education in the modern era.

METHOD

Type of Research

This research uses a research and development (R&D) approach by adapting the ADDIE (Analyze, Design, Develop, Implement, Evaluate) framework. This approach was chosen because it aims to develop and test the effectiveness of the RILIS (Critical Literacy-Based Inquiry) Model in reading-writing learning in higher education. The ADDIE framework provides a systematic structure in identifying needs, designing, developing, and evaluating learning models to ensure their validity, practicality, and effectiveness.

Model Success Criteria

The RILIS model is considered successful if it meets the following three criteria:

1. Validity: The model gets a high validation score from experts.
2. Practicality: The model can be easily applied by lecturers and understood by students.
3. Effectiveness: The model shows significant improvements in students' academic essay writing skills based on the results of the pretest and posttest.

RESULTS AND DISCUSSION

RILIS Model Prototype

The results of this study produced a prototype of the RILIS Model (Critical Literacy-Based Inquiry) designed for reading-writing learning in higher education. This model consists of eight main components:

- a. Orientation and Objectives: Explaining the learning context and the objectives to be achieved, namely improving critical reading skills and writing academic essays.
- b. Assumptions: Developing a theoretical basis and critical literacy approach as the basis for the model.
- c. Syntax: Learning steps consisting of observation, critical questions, information exploration, text analysis, and writing academic essays.
- d. Reaction Principle: Lecturer strategies in providing feedback to students
- e. Social System: Integrating group work and discussion as collaborative elements.
- f. Support System: Use of learning resources such as scientific journals, books, and digital media
- g. Learning Impact: Emphasis on direct results in the form of improved writing skills and long-term impacts in the form of critical thinking skills.

Expert Validation

The developed model was validated by three experts, including critical literacy experts, learning design experts, and language experts. The validation results show:

- a. Theoretical Validity: The model is considered very valid based on the completeness of critical literacy theory and inquiry approach. The average validation score is 90%, with minor recommendations related to the simplification of learning syntax.
- b. Practical Validity: The model is considered practical to implement, with the support of learning tools such as lecturer guides and easy-to-use student worksheets.

Practicality of the Model

The model was tested on a small scale involving lecturers and students in the Indonesian Language Education Study Program at the University of Papua. The observation results show that: Lecturers easily apply this model according to the guide.

Students are actively involved in the learning process, especially in group discussions and writing essays based on the results of text analysis. The social system implemented through group work is effective in increasing collaboration between students.

Effectiveness of the Model

A trial on a large group was conducted to measure the effectiveness of the model in improving students' writing skills. Pretest and posttest data were analyzed using a paired sample t-test. The results of the analysis show: The average pretest score of students was 65.2, while the posttest score increased to 83.7. The results of the statistical test show Asymp. Sig.=0.01 ($p < 0.05$), which means that the use of the model has a significant effect on improving students' academic essay writing skills.

Student Feedback

Through a questionnaire given after the implementation of the model, students said that this model helped them:

1. Understand how to read texts critically.
2. Identify relevant arguments to support essay writing.
3. Increase confidence in writing scientific papers.

Learning Impact

The implementation of the RILIS Model showed a positive impact not only on improving students' writing skills but also on their critical thinking skills. Students were able to connect text analysis with social contexts and develop logical and structured arguments in their essays.

CLOSING

Conclusion

The RILIS model is a learning innovation that successfully integrates critical literacy with reading and writing for students in higher education. The results of validation and trials show that this model is valid, practical, and effective in improving students' academic essay writing skills. This model can be a reference for the development of critical literacy-based reading and writing learning.

Suggestions

Based on the research results, it is suggested that the RILIS (Critical Literacy-Based Inquiry) Model be applied more widely in various study programs in higher education, especially those that require strengthening critical literacy and scientific writing skills. Lecturers are advised to utilize this model guide in courses that involve reading and writing skills to increase students' active participation in the learning process. In addition, further

research is needed to adapt this model in various other educational contexts, such as at the secondary school level or in non-formal education programs. To support the success of the implementation, it is also proposed to develop a more comprehensive learning module that involves various interactive media, so that lecturers and students can use this model optimally. This is expected to have a greater impact on improving the quality of learning and students' academic skills.

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