

Humanist Literacy in Critical Reading Activities as an Alternative Direction for Future Language Learning

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Humanist Literacy in Critical Reading as an Alternative Direction for Future Language Learning

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ABSTRACT

Humanist literacy is a reading awareness and understanding of human phenomena developed through critical reading activities. Critical reading activities encourage students to reflect on their reading experiences in order to make wise decisions about how to think and behave in a humane manner. Critical reading with a humanist literacy approach is needed to improve decision-making skills. The current issue arises from the lack of future learning designs that integrate humanist literacy through critical reading activities. As a result, this research focuses on incorporating humanist literacy into critical reading activities as a potential future language learning direction. The goal of this study was to describe the grand design of integrating humanist literacy in critical reading activities as a potential future language learning direction. This is a survey study in which data were gathered from the comments of lecturers and students via online questionnaires. This research instrument was created using previously validated concepts of language learning, humanist literacy characteristics, and critical reading characteristics. Using the tagCrow and AntCont applications, the data was critically and reflectively analyzed. The study's findings show that the grand design of integrating humanist literacy in critical reading activities can be carried out by communicating humanist literacy, collaborating humanist literacy, and humanist critical thinking with several indicators such as analyzing, interpreting, inferring, evaluating, explaining, and regulating oneself in a humanist manner to make wise decisions based on humanist life principles.

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1. INTRODUCTION

Humanist literacy is concerned with the development and improvement of skills for the regulation of a human attitude toward reading. It is the ability to read and comprehend human problems that arise. Humanist literacy is related to a person's ability to analyze and self-regulate reflectively based on human attitudes, as well as their communication skills in a human way. The ability to create good communication indicates that a person has a humane attitude. It should be noted that humanist literacy skills are based on a person's humanistic attitudes, and their ability to behave and act like a real social being.

Humanist literacy is influenced by social sciences, which hold every human being is a social being who cannot survive without the assistance of others. Moreover, humanist literacy is related to a person's ability and skill in collaborating. Working and collaborating with others promotes positive social attitudes. In other words, a human relationship can be formed through good cooperation. The humanist relationship is distinguished by the strength of its collaborative ties. Furthermore, humanist literacy emphasizes a person's critical, innovative, and creative thinking abilities and skills (Razak, 2018). Based on this concept, humanist literacy can be defined as a person's skills and abilities in behaving and acting in accordance with human values.

In addition, humanist literacy necessitates the use of one's critical thinking abilities. The expert can consider and reflect on his or her own self-regulation through critical thinking activities. As a result, humanist literacy must be integrated into critical reading activities because critical reading skills are required for future learning. As stated by Rozak (2018), humanist literacy is an activity that involves a person's critical thinking skills and abilities. Critical reading activities are designed to help readers develop their critical thinking skills by analyzing, evaluating, and reflecting on the text, the author, and the social context. As a result, the humanist literacy approach emphasizes the use of high human thinking power and attitude.

Furthermore, humanist literacy is defined as a method of developing and sustaining a critical humanist attitude toward a text. Humanist literacy is sometimes involved in one's abilities to develop and improve humanist thinking that focuses on humanitarian political issues. According to this statement, the humanist literacy approach develops and improves a person's ability to reflect on texts, interpret texts, and regulate themselves to a text by taking into account humanist attitudes like injustice, inequality, inequality, and power (Wisudo, 2011). By involving the reader, the text, the writer, and the context, this approach serves to develop the reader's humanity through analysis, evaluation, and reflection.

Moreover, humanist literacy is used to develop one's skills and abilities in being a humanist and critical thinker through activities that require reflection on a text. This competency provides the expert with the most significant opportunity to regulate and reflect on himself in the face of injustice and inequality in humanity. The expert is guided through activities to reveal the meaning implied in a text in humanist literacy competence. Furthermore, the examiner is forced to consider how the text can be formed during this activity. The expert were then asked to pose questions about the power dynamics at work behind the writer's writing of a text. As a result, an in-depth examination of future language learning requirements through critical reading activities is required.

Future language learning is directed to be integrated with attitude content in reading activities (Asnawi, 2016). Reading activities, both basic and complex reading, are critical in language learning (Asnawi, 2017). As a result, learning to read becomes the primary focus for development and innovation as a potential future learning direction. Learning development and renewal are required to make learning more contextual for future or current learners (Mukhlis et al., 2020) and (Asnawi et al., 2019). Thus, it is important to emphasize the importance of incorporating humanist literacy into critical reading activities in order to reconstruct learning in accordance with the needs of future learners.

In the context of today's revolution, critical reading skills are a must. This is assumed given the variety of information presented in the text. Each text contains its own set of arguments and perceptions. The ideal text has distinct characteristics that set it apart from other texts. The textual

content of ideas usually indicates specific social practices. As a result of this practice, the information conveyed in the text is no longer neutral, but rather written with specific ideologies and interests in mind. The text is used to influence and lead the reader to the author's desired state. Furthermore, the text is disseminated in order to dominate viewpoints, ideology, propaganda, and issue diversion. All of this can be revealed through critical thinking activities such as critical reading. Based on this information, it is possible to conclude that critical reading skills are required to reveal specific interests, ideologies, and goals whose content is still implied in a text.

Besides, critical reading skills aim to expand one's knowledge by critically analyzing the text read. Hayati, et al (2015) explain critical reading skills, which include not only the activity of finding information in a text, but also the assessment and consideration of the credibility of reading information. As a result, the readers must engage in critical reading activities that involve critical thinking, Remembering, understanding, differentiating, comparing, finding, analyzing, organizing, evaluating, interpreting, inferring, explaining, and self-regulating the information received in the text are among the critical reading skills in question.

Critical reading is stated as a high-level reading activity. Critical reading already involves literal and interpretive reading skills (Nurhadi, 2009). This leads us to believe that critical reading entails the skills of analyzing, synthesizing, evaluating, and reflecting on a text's content. Critical reading requires readers to use a variety of information to expand their knowledge, understanding, and experience. All of the information in the text can be found in a variety of places. Today, the advancement of technology, information, and technology is accelerating. This condition undoubtedly has an impact on the number of reading texts containing a wide range of information. However, information from a variety of reading texts is not always relevant to the reader's needs. Readers must be able to select text and information that is relevant to their needs. Readers can also analyze and evaluate various pieces of information before reflecting on and applying it. As a result, critical reading skills are essential for demonstrating competence in the face of current technological developments.

Based on these considerations, it is necessary to concentrate on the issues raised in this study. The research focuses on incorporating humanist literacy in critical reading, analyze aspects. The term "humanist literacy," which is used as a reference in this study, refers to the ability to communicate, collaborate, and think critically in a humanistic manner. Furthermore, the critical reading used as a source in this study is limited to analyzing activities. As a result, research into how to incorporate humanist literacy into critical reading activities as an alternative for future language learning is required. The purpose of this research is to discover how to incorporate humanist literacy into critical reading activities. The incorporation of humanist literacy into critical reading activities aims to improve the reader's ability to make wise decisions based on the principles of contemporary humanist life. Furthermore, this research can aid in the restoration of awareness to read humanist problems that occur today and reconstruct how to respond to and deal with them as a solution. Based on this, it is critical to emphasize the importance of incorporating humanist literacy into critical reading activities as a direction for future language learning.

2. METHODS

This research is a survey research of needs analysis of future language learning direction. The data in this study is presented in a descriptive analysis. This research data is in the form of comments and recommendations for future language learning directions made by research respondents, who are lecturers and students. The data on needs analysis gathered through data collection techniques in the form of a needs questionnaire. The research instrument was created using language learning theory, critical reading theory, and humanist literacy. The instrument is described in detail based on humanist literacy characteristics (Rozak, 2018) (Ristekdikti 2018), (Zulaeha, 2018; <https://www.krjogja.com>), (Ardani, et al., 2020) namely communicating, collaborating, critical thinking, innovative thinking, and creative thinking. Furthermore, these ideas are linked to the concept of critical reading, which includes

the abilities of analyzing, interpreting, inferring, evaluating, explaining, and self-regulating (Sultan, 2018) and (Cahyanto et al., 2016).

Previous research instruments have been validated by experts to ensure the validity of the research data obtained. The grand design data for integrating human literacy in critical reading activities as a future learning direction was obtained from a reflective study of the needs analysis data. To ensure the validity of the research data before making a grand design decision on the direction of future language learning, the data obtained were confirmed by several previous research results. The data presentation in this study focus on how to design the future direction of language learning by integrating it through humanist literacy and critical reading. Furthermore, the complete data from the needs analysis is presented in a separate discussion. Similarly, data on the efficacy of future learning models will be included in a separate series of articles. Furthermore, data analysis was done critically reflectively by relating it to relevant theories and then performed by using the tagCrow and AntCont applications. The tagCrow application is used to make grand design decisions for future language learning based on the results of respondents' comments. The AntCont application is used to validate the data obtained from the tagCrow analysis results. Furthermore, the results of these two analyses were studied and analyzed reflectively by comparing them to previous study results.

3. FINDINGS AND DISCUSSION

The language learning developed is oriented towards humanist literacy stranding activities. Humanist literacy is an awareness of reading and understanding human phenomena that are manifested in creating respectful, empathetic, caring, and tolerant behavior (Zulaeha, 2018). The word humanist has an introductory meaning that helps readers understand how to engage in humanistic learning activities. Furthermore, learners can develop the ability to make wise decisions based on the principles of a perfect life. As a result, future language learning must be geared toward humanist attitudes and behaviors. This aims to prepare students for future learning directions (Safio et al., 2020: 8-13) and (Sanjayanti et al., 2018).

Critical reading activities with humanist literacy in critical reading activities of Tunjuk Ajar Malay texts are integrated with humanist awareness in the form of communicating humanist attitudes and behavior, collaborating humanist attitudes and behaviors, and humanist critical thinking (Rozak, 2018), (Ristekdikti, 2018), and (Ardani et al., 2020). The activity of communicating humanist attitudes and behavior is part of reading awareness and understanding human phenomena which is realized to provide readers with understanding and awareness of the importance of humanist attitudes and behavior. In critical reading teaching materials, the Tunjuk Ajar Melayu text which explaining humanist literacy, the communicating aspects are identified at the beginning of each chapter. With the detail explanation of the Tunjuk Ajar Melayu text, it can perceive the reader's understanding of the need to understand the humanistic attitudes and behavior of Malay people's life (Sanjayanti et al., 2018).

Furthermore, the reader's awareness in understanding human phenomena and how to relate them to their experience and knowledge is enhanced by the activity of collaborating humanist attitudes and behavior. The reader is required to connect the newly acquired human phenomena with the previously acquired human phenomena in this activity. This activity necessitates reflection and confirmation of prior knowledge or experience with the newly acquired humanist knowledge. Based on these activities, readers can make wise decisions about how to think, behave, and behave humanely in accordance with Malay life principles. Humanist attitudes and behaviors that collaborate must be used so that humans can function properly in their environment (Mardiyah et al., 2020) and (Sanjayanti et al., 2018).

Humanistic critical thinking activity is critical awareness in understanding current human phenomena. The critical thinking activities provided in the teaching materials for critical reading of the Tunjuk Ajar Melayu text explaining humanist literacy in the form of awareness in understanding humanist attitudes and behaviors that must be imitated. This activity is the result of combining previous experiences and knowledge with the comprehension of new readings. The critical reading activity is simplified from the simplest to the most complex critical thinking activity. Analyzing, interpreting,

inferring, evaluating, explaining, and self-regulation are examples of critical reading activities. (Mardiana et al., 2019) and (Sultan, 2018).

The activity of analyzing is the investigation of human phenomena contained in the *Tunjuk Ajar Melayu* and supporting information texts. The analyzing activity seeks to identify and connect human phenomena in order to instill trust in the humanitarian information obtained from the *Tunjuk Ajar Melayu*. The marker indicators, namely idea detection, argument detection, and argument review, can be seen when analyzing activities (Sultan, 2018). The activity of detecting ideas is the activity of discovering the hidden intentions of a *Tunjuk Ajar Melayu* text by comparing and relating it to humanist attitudes and behavior. Argument detection is the process of determining whether statements support or contradict humanist attitudes and behavior. Furthermore, argument analysis is an activity that seeks to uncover reasons to support or oppose the acquired humanist attitudes and behaviors. Through in-depth investigation activities, the reader attempts to reveal existing humanist attitudes and behavior in this activity (Muliastri, 2019).

Interpreting activities are those that involve the interpretation of human phenomena. This activity aims to comprehend and reveal the broad meaning of human attitudes and behavior through the analysis of various situations, data, and events. The reader must perform the activities of categorizing arguments, explaining meaning, and making interpretations of meaning when interpreting. Argument categorization is an attempt to properly label the human phenomena obtained. Explanation of meaning is a task that aims to provide a detailed explanation of the labels discovered. Furthermore, an attempt is made to reveal broadly humanist attitudes and behavior from situations, data, and events through the interpretation of their meaning (Sanjayanti et al., 2018).

An inference activity is one that mean to draw conclusions based on investigation and interpretation activities. In this activity, the reader performs the activities of drawing the correct conclusions on the obtained human phenomena. Drawing conclusions and proposing alternatives are examples of inference activities. Making conclusions based on evidence that backs up the statement. Meanwhile, alternative proposals are made based on a consideration of the possibilities that will occur in the form of projecting various possible outcomes, policies, and beliefs that emerge.

An evaluation activity is one that assesses credibility based on beliefs, opinions, and human circumstances. The assessment activity aim to evaluate claims (factors that contribute to the emergence of certain points of view) as well as the arguments of humanist attitudes and behavior based on humanist social phenomena. In this activity, the reader attempts to make an objective assessment of human phenomena based on data, situations, and events discovered. The assessment process is meticulously and thoroughly carried out by reflecting data, situations, and events on the phenomenon of contemporary humanity (Sanjayanti et al., 2018).

An explanation activity is one in which a detailed explanation of the results of the assessment is provided. The ability to explain phenomena of human attitudes and behavior that occur aims to persuade the reader to believe the information provided. In this activity, the reader attempts to correctly present the results and conveys that the assessment procedure was followed correctly. As a result, readers are led to believe that the information provided is based on appropriate and accurate evidence and data (Puspita et al., 2021).

Self-regulation activities that play an important role in critical thinking activities is humanist literacy. This activity aims to reflect on all of the information obtained through the activities of analyzing, interpreting, inferring, evaluating, and explaining. As a result of reflecting on this self-regulation activity, the reader is better able to make humanistic decisions in accordance with Malay life principles. In self-regulation activities, the reader attempts to engage in self-reflection in the form of self-assessment and self-correction in order to make wise decisions in a humanistic manner that can be used as a model for future life (Ardani et al., 2020). Critical readers can make wise decisions by considering whether to accept, oppose, reject, believe, or support the humanist attitudes/behaviors found in the *Tunjuk Ajar Melayu* text that links humanist literacy.

Analyzing abilities include the reader's ability to detect ideas, detect arguments, and analyze arguments. These abilities can, of course, be developed on the basis of basic reading comprehension abilities. Understanding the contents of the reading text is critical in critiquing the ideas conveyed in the text. For example, providing critical reading texts and supporting texts as a means of reflection for readers can help to integrate humanist literacy in critical reading activities in analyzing aspects. Reading texts and supporting texts should be presented in context with the reader. The following example shows how to incorporate humanist literacy into critical reading activities of the Malay Teaching Text and supporting texts.

Critical Reading Aspect Analyzing

It is necessary to reveal the hidden meaning that the writer wishes to convey after reading the text of Tunjuk Ajar Melayu and the supporting news text. The meaning is related to the text's theme, which is the problem. The issue raised in the text is that a leader should be held accountable for the information contained in the Malay Teaching Text text. However, this is not the case in reality. Based on the evidence in the text, it is clear that the writer wishes to convey the writer's sadness about the principles and responsibilities of today's Malay leaders. This argument conveys to the reader the message or information that leaders in contemporary Malay culture do whatever they want without regard for the people's human values. This argument creates the impression in the reader that fleeing a problem that should have been his responsibility is an inhumane and inhumane attitude. Based on this, it is possible to conclude that the author wishes to restore the dignity of Malay leaders who adhere to Malay cultural values. The writer's main point in the Tunjuk Ajar Melayu text and supporting news texts is that a leader should not make mistakes when leading, should uphold Malay values and principles, and should have a caring attitude toward fellow human beings. In this incident, the author expresses his point of view and leads the reader to the present-day reality that Malay leaders have begun to disregard Malay life principles. The text of Tunjuk Ajar Melayu and supporting news texts have clearly contributed to the fading of Malay values among today's Malay leaders. As a result, the writer may be concerned that the current Malay leadership has shifted the Malay people's Malay values and principles.

Table 1. Critical Reading Skills Aspect Analyzing
Malay Teaching Text with Humanist Literacy

Indicator	Analyzing
Introduction	After reading the text of Tunjuk Ajar Melayu and the supporting news text, it is necessary to reveal the hidden meaning that the writer wants to convey. The meaning is related to the theme that is the problem in the text
Problem	The problem that arises in the text is that a leader should have the responsibility as the information contained in the Malay Teaching Text. However, the reality is not like that.
Evidence Analyzing (detects ideas, arguments, and analyzes arguments with accurate reasons to reveal hidden meanings)	Based on the evidence in the text, it is clear that the writer wishes to convey the writer's sadness about the principles and responsibilities of today's Malay leaders (detecting ideas). This argument conveys to the reader the message or information that leaders in contemporary Malay culture do whatever they want without regard for the people's human values. This argument conveys to the

reader the impression that fleeing a problem that should be his responsibility is an inhumane and inhumane attitude (detecting arguments). The writer's main point in the Tunjuk Ajar Melayu text and supporting news texts is that a leader should not make mistakes when leading, should uphold Malay values and principles, and should have a caring attitude toward fellow human beings (analyzing arguments).

Decision In this incident, the author expresses his point of view and leads the reader to the actual situation that Malay leaders have begun to disregard Malay life principles. It is clear that the text of Tunjuk Ajar Melayu and accompanying news texts have contributed to the fading of Malay values among today's Malay leaders.

Conclusion Thus, it can be interpreted that the author is worried that the current Malay leadership has shifted the Malay values and principles of the Malay people.

Next, use a critical reading assessment guideline for the Tunjuk Ajar Melayu text to evaluate your analytical report, which explaining humanist literacy. Table 2 contains guidelines for assessing critical reading reports on Tunjuk Ajar Melayu texts that link humanist literacy aspects of analyzing skills.

Table 2. Analysis Skills Assessment Guidelines
Malay Teaching Text for Humanist Literacy

Components	Indicator	Mark	Description
Introduction	Statement	1	Presenting an introduction to the text
Problem	Statement	1	Presenting the problems contained in the text
Analyzing Evidence	Statement	6	Have an concise humanist perception of the critical components of detecting ideas, detecting arguments, and analyzing arguments
Analyzing Skills Sub-Evidence			
	Detecting Ideas	2	Presenting the identified humanist perception of the critical component of detecting ideas
	Detecting Arguments	2	Presenting the identified humanist perception of the critical component of detecting arguments

	Analyzing Arguments	2	Presenting identified humanist perceptions of critical components analyzing arguments
Decision	Statement	1	Presenting a decision, whether to accept, reject, follow, or approve text information
Conclusion	Statement	1	Presenting conclusions on the critical studies carried out

After reviewing the reading text and supporting text, it is possible to confirm the presence of humanist literacy in the text. Humanist literacy emphasizes reading awareness and the study of real-world human problems. Communicating, collaborating, and critical thinking are all aspects of humanist literacy in critical reading activities. The following data contain the results of critical reading activities involving the integration of humanist literacy in communicating aspects.

After reading the text of Tunjuk Ajar Melayu and the supporting news text, it is necessary to reveal the hidden meaning that the writer wants to convey. The meaning is related to the theme that is the problem in the text. The problem that arises in the text is that a leader should have the responsibility as the information contained in the Malay Teaching Text. However, the reality is not like that. Based on the evidence contained in the text, it is known that the idea that the writer wants to convey is the sadness of the principles and responsibilities of today's Malay leaders.

An initial stimulus in the form of information containing the content of humanist attitudes and behavior is provided based on this data. The goal of communicating these humanist values is to provide an initial picture of how the Malay community's human life principles are. Students begin to understand what the true principles of Malay life are based on the values of humanistic attitudes and behavior after reading Tunjuk Ajar Melayu. In the text, it is explained how the Riau Malays view the value of responsibility. The collaborating aspect can also be seen in the following data.

This argument provides a message or information to the reader that leaders in contemporary Malay culture act as they please without paying attention to the human values of the people. This argument gives the reader a perception that running away in a problem that should have been his responsibility is an inhumane and inhumane attitude. Based on this, it can be further analyzed that the author wants to restore the dignity of Malay leaders who are obedient to Malay cultural values.

The data presented are the examples of collaborative aspects of humanist literacy contained in the Tunjuk Ajar Melayu text that links to humanist literacy. Readers are given the text of Tunjuk Ajar Melayu and asked to collaborate on their understanding and experience of the humanist attitudes and behavior contained in Tunjuk Ajar Melayu. The response in the form of giving an opinion on how his experience with the content of the Malay Teaching Text is the indicator that marks the reader's ability to collaborate. The goal of communicating these humanist values is to provide an initial picture of how the Malay community's human life principles are. The reader begins to understand what the true principles of Malay life are based on the values of humanistic attitudes and behavior after reading Tunjuk Ajar Melayu. A collaborative aspect of humanist literacy activity is the activity of connecting his new reading experience and knowledge. This activity prepares the reader to engage in critical thinking activities on humanist issues through self-regulation activities. Critical thinking is the next aspect of humanist literacy. The following data show the strand of integration of humanist literacy in critical reading activities in this aspect.

Based on the evidence contained in the text, it is known that the idea that the writer wants to convey is the sadness of the principles and responsibilities of today's Malay leaders (detecting ideas). This argument provides a message or information to the reader that leaders in contemporary Malay culture act as they please without paying attention to the human values of the people. This argument

gives the reader the perception that running away in a problem that should be his responsibility is an inhumane and inhuman attitude (detecting arguments). The important information that the writer wants to convey in the Tunjuk Ajar Melayu text and supporting news texts is that a leader should not make mistakes in leading, uphold Malay values and principles, and have a high caring attitude towards fellow human beings (analyzing arguments).

Humanist literacy aspects of critical thinking include detecting ideas, detecting arguments, and analyzing arguments. Based on this information, the reader engaged in critical reading activities by examining how and why the statement was conveyed. Readers study critically and reflect on life in order to make wise decisions. Based on this information, the reader attempts to integrate the reading material with prior experiences in order to make ideal decisions that will serve as the foundation for thinking, acting, and behaving humanely.

4. CONCLUSION

Based on the results of the study, it can be concluded that the integration of humanist literacy in critical reading activities as an alternative direction for future language learning is directed at reflecting humanist attitudes and behavior to make wise decisions. Critical reading activities with the integration of humanist literacy can be implemented from the activities of communicating humanist attitudes and behaviors, collaborating humanist attitudes and behaviors, and humanist critical thinking to make wise and ideal decisions.

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