

## Implementation of the Reading-Reflection-Sharing Model in Developing Critical Literacy in Vocational High School Students

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### ABSTRACT

The lack of student literacy is a challenge for educators; therefore, the reading-reflection-sharing model exists to improve critical thinking skills. This study aims to describe the implementation, impact, and supporting and inhibiting factors of the Reading-Reflection-Sharing (RRS) model in improving critical literacy among vocational school students. This study employs a descriptive qualitative method that incorporates a case study design. Data collection uses observation, interview, and documentation techniques. The research subjects were grade X and grade XI vocational school SAQA students. Data analysis used data reduction, categorization, and presentation. The findings show that the RRS model not only improves academic understanding but also develops social skills, learning independence, and the delivery of ideas. This model has an impact on improving critical thinking skills, communication skills, and independent learning. Teachers, materials, and facilities support success, but time, low motivation, and undeveloped reflective habits hinder it. The reading-reflection-sharing model has been shown to develop students' critical literacy because it creates an interactive classroom environment, allows for sharing, and enables students to express their arguments more freely. This study utilizes the reading, reflection, and sharing models to enhance critical literacy studies. This study also offers alternative learning strategies that teachers can use to help improve students' critical thinking skills.

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## 1. INTRODUCTION

The rapid advancement of information technology has had positive impacts, such as ease of communication and access to information (Bilan et al., 2023). However, the technology also presents challenges in the form of a proliferation of inaccurate information. Therefore, literacy is one of the key skills that students must master (Trixa & Kaspar, 2024). Literacy skills, especially for vocational high school students, require mastery beyond basic reading and writing to effectively sort and select accurate and reliable information and make informed decisions in various situations. Literacy has now evolved into more complex skills, one of which is critical literacy (Valladares,

2021). This is the ability to understand, analyze, evaluate, and respond to information in depth and argumentatively.

Universally, literacy skills encompass the skills of critically reading information, interpreting it, using it, and processing it effectively in various contexts, including critical thinking and effective communication (Dobryakova et al., 2023). Someone with critical literacy skills is able to understand information wisely. Literacy is situated and contextualized rather than standing alone. In literacy, there is always a connection between circulating information and situational events that directly reflect reality (van der Meer & Hameleers, 2022). Therefore, viewing information requires more than just personal opinion but also the social and cultural context in which the text occurs. Because each person can interpret text or information differently, critical literacy is essential to comprehend the information.

However, the reality in schools shows that literacy levels are still relatively low. Many students simply read in general without investigating more thoroughly the meaning of what they read (Weiland, 2017). Students tend to accept information without questioning its relevance and accuracy. This defect is evident in learning activities, where students struggle to express opinions and critically connect problems. One cause of low critical literacy is a lack of discussion and critical thinking habits (Ku et al., 2019). Therefore, improving critical thinking skills will help improve problem-solving skills and the ability to face life's challenges in general.

One learning model implemented at vocational school SAQA to improve critical thinking skills is the Reading-Reflection-Sharing (RRS) learning model. This literacy approach model was created with the importance of lesson design in supporting reading activities in schools in mind. Strengthening reading literacy through the Reading-Reflection-Sharing learning model is a potential approach to improving students' critical literacy. This model combines three main stages: reading, reflecting, and sharing, designed to encourage students not only to understand the text in depth but also to develop critical thinking skills through personal reflection and collaborative discussion. In line with previous research, Erinda (2022) stated that knowledge-sharing activities can stimulate students' curiosity about the topics discussed while also encouraging them to share their findings from their reading. This activity has a positive impact on improving students' reading skills.

The Reading-Reflection-Sharing model is closely linked to the development of critical literacy skills because each part of the model aims to enhance students' ability to think critically about texts. The latest curriculum has integrated literacy movements in schools, emphasizing students' role as active individuals in the learning process, enabling them to face the challenges of today's information and technology age (Cynthia & Sihotang, 2023). In the reading phase, students are asked to read books carefully. The reflection phase provides an opportunity for students to connect information from the reading to their experiences, social context, and prior knowledge, resulting in more profound understanding. Meanwhile, in the sharing phase, students exchange opinions and ideas, making the learning process more interactive and enriching. These three

phases align with aspects of critical literacy, which require individuals to understand texts and respond to information in a reflective and argumentative manner.

Therefore, the RRS model is not only a text-based learning strategy but also a planned teaching approach to developing students who think critically, communicatively, and contextually. This study utilizes McLaughlin and De-Voogd's theory, as outlined in [Sultan \(2018\)](#), which states that reading should be an active process involving analysis, interpretation, and critical reflection. This theory provided the foundation for data analysis in this study, which focused on the three stages of the RRS model: reading as a process of understanding, reflecting on the content of the reading, and sharing that understanding ([Zuliasmi et al., 2023](#)). Each stage was analyzed to determine its implementation, resulting impact, and supporting and inhibiting factors within the RRS model. Thus, this analytical framework enabled researchers to comprehensively and contextually assess the implementation of the RRS model based on the use of critical literacy theory.

The transformation in this study stemmed from the fact that although some students had an interest in reading, they had not been able to maximize their reading skills to build in-depth understanding. Reading activities had been more individual and passive, lacking space for meaningful reflection and discussion. The RRS model was designed as a transformational solution to this situation. By integrating critical reading, personal reflection, and group sharing, this model provides a more meaningful and collaborative learning experience ([Chen et al., 2021](#)). This process directly encourages students to not only understand the content of the reading but also to assess, criticize, and communicate the ideas contained in the text.

Previous research by [Antoni \(2017\)](#), [Sari and Faridi \(2020\)](#) [Susetya \(2021\)](#), [Safitri and Lidyasari \(2024\)](#) demonstrated that the Anticipation Guide Strategy was effective in improving students' reading comprehension by activating prior knowledge, stimulating predictions about reading content, and confirming understanding after reading. This approach encourages students' active and reflective cognitive engagement with the text. This aligns with this study, as both studies aim to improve students' literacy, although their focuses differ. The previous study emphasized literal comprehension of texts. The current study focuses on developing critical literacy, namely the ability to analyze, reflect, and communicate information argumentatively. Therefore, the current study expands the scope of the previous study by exploring a model that not only develops reading comprehension but also develops students' critical literacy skills comprehensively.

The research questions are: first, how does the reading, reflection, and sharing model apply to developing critical literacy in SAQA Vocational High School students? Second, what impact does the reading, reflection, and sharing model have on developing literacy in SAQA Vocational High School students? Third, what are the supporting and inhibiting factors of the reading, reflection, and sharing model in developing critical literacy in SAQA vocational high school students? The purpose of this study is to describe the application of the reading, reflection, and sharing model in developing critical literacy in SAQA vocational high school students, to analyze the impact of the

reading, reflection, and sharing model in developing critical literacy in SAQA vocational high school students, and to identify the supporting and inhibiting aspects of the reading, reflection, and sharing model in developing critical literacy in SAQA vocational high school students.

The benefits of this study are expected to broaden and deepen insight into the literacy model of reading, reflection, and sharing and can serve as a reference for future researchers. The results of this study are expected to be used by teachers as a reference in designing learning processes that support the development of students' critical thinking through reading, reflection, and sharing. For students, the results of this study can assist them in developing their critical thinking skills.

This research focuses on a single literacy approach, critical literacy, using the reading, reflection, and sharing approach to develop students' critical literacy skills. This study examines the application of the reading, reflection, and sharing model to critical literacy development. Furthermore, it also discusses its impact, supporting factors, and inhibiting factors. This study focuses solely on vocational school SAQA students during their routine reading sessions in the library.

## 2. METHOD

This research employed a qualitative approach with a descriptive case study approach. The purpose of this study was to improve one's knowledge about the implementation of the reading-reflection-sharing model at vocational school SAQA and its impact on developing critical literacy in vocational school students. The use of case studies in this research allows for the in-depth exploration of subjective perceptions and experiences. This approach allows researchers to observe the development of the learning process, teacher perceptions, and contextual factors influencing the success of the literacy program. This research was conducted at vocational school SAQA, involving students in grades 10 and 11 who participate in routine literacy activities once a month. The average number of students per class was one. Subjects were selected using a purposive sampling technique that included both students and teachers who were directly involved in school literacy activities. The criteria for selecting students were those who actively participated in literacy activities and had completed the program for at least three months. The following is a flowchart of the descriptive case study approach in Figure 1.



**Figure 1.** Flowchart Descriptive Case Study Approach

Data collection was conducted through three main techniques: interviews, observation, and documentation. Interviews with teachers were conducted to obtain objective data regarding the implementation of the activities, as well as supporting and inhibiting factors of the reading-reflection-sharing model. Observations were conducted during the literacy activities, with the aim of obtaining objective data and directly watching the literacy activities at vocational school SAQA. Documentation was conducted during the activities, such as photos of activities, student reflections, and teacher diaries, which were used as supporting evidence to strengthen the data from interviews and observations.


After the data was collected, it was analyzed following a series of systematic steps, namely, first, data reduction, by filtering data from interviews, observations, and documentation so that only data relevant to the research focus was analyzed. Data reduction was chosen because, after the data was collected, it was first selected according to the research objectives. Second, categorization, namely by grouping the data into major themes, such as the impact on critical thinking skills or obstacles in reflection. Third, Data Presentation. The data presentation was arranged descriptively based on the results of categorization to describe the real conditions in the field. Fourth, conclude drawing and verification. The main findings were summarized through a triangulation of data sources, including teachers, observations, and documentation.

### 3. RESULTS AND DISCUSSION

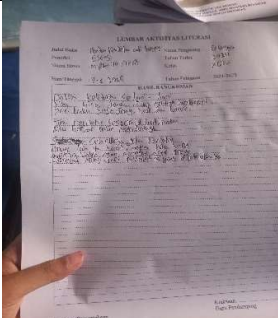
#### Results

This research was conducted at vocational school SAQA from March 29 to May 28, 2025. The subjects were grade 10 and 11 SAQA students. The following data were obtained and presented in Table 1.


**Table 1.** Results Research (Active and analytical reading)

Critical literacy indicators	Observation Results	Source Quote	Documentation	Information
Active and analytical reading	Students focused on in-depth reading for 30 minutes.	"Initially, the children seemed less interested in reading, but after being given dedicated time and a calm atmosphere, the children became more focused," said the teacher.		There is an increase in active participation in reading.

**Table 2.** Results Research (Reflection on the Content of the Reading)

Critical literacy indicators	Observation Results	Source Quote	Documentation	Information
Reflection on the content of the reading	Most students can translate their reading into written form.	"When this literacy activity first started, the children were still confused about how to translate their reading into written form. However, I suggested that the findings could be related to their personal experiences. That's when the children began to understand how to translate their reading into written form," said the teacher.		Reflection shows the connection between reading and the context of students' lives.

**Table 3.** Results Research (Discussion)

Critical literacy indicators	Observation Results	Source Quote	Documentation	Information
Discussion	Students can express their opinions	"Initially, students still had difficulty expressing their opinions, then I provided stimulus in the form of provocative questions so that students could be stimulated by answering the questions,"		There is an exchange of perspectives that enriches understanding.



Critical literacy indicators	Observation Results	Source Quote	Documentation	Information
		said the teacher.		

Table 1, 2, and 3 showed that the "reading, reflection, and sharing" approach implemented at vocational school SAQA has several stages: first, the teacher provides students 5 minutes to identify a book in the library. The second stage involves reading. The teacher provides 30 minutes to read the selected book and encourages them to carefully examine the material. Reading in the context of critical literacy focuses not only on literal understanding of the text but also encourages readers to interpret implicit and explicit meanings. According to Aldridge, reading as a receptive skill has three dimensions: interpretive (giving meaning to the text's message), interactive (interaction between the reader and the text), and active (the reader's cognitive activity through dialogue with the author through the text) (Ikaningrum & Indriani, 2023). The third stage involves reflection. Students are asked to reflect on the content and meaning of the reading by connecting it to prior experiences or knowledge, based on the written worksheet provided.

Reflection plays a crucial role in strengthening students' critical thinking skills, particularly in examining multiple perspectives and developing critical questions before, during, and after reading (Indrašienė et al., 2023). This is in line with previous research; Ismail (2021) stated that this reflection helps students not only become recipients of information but also actively review and evaluate it. This can improve students' critical thinking. Next, the fourth stage is the sharing stage. Students exchange opinions and ideas, making the learning process more interactive and enriching. Discussion can strengthen critical literacy skills by training students to defend arguments, accept criticism, and broaden their understanding of the text and its social context (Yu & Liu, 2021; Barak, & Lefstein, 2022). This activity can encourage effective communication among students by fostering in-depth reading comprehension.

## Discussion

One of the professional competencies a teacher must possess is the ability to select and apply a learning model that aligns with the holistic needs of students. Implementing the "Reading, Reflection, and Sharing" model is a concrete effort to improve students' critical literacy. Through this approach, students are able to actively engage in reading, reflection, and discussion. This model is not only about reading comprehension but also encourages students to develop critical thinking skills and express opinions argumentatively. Based on the data obtained, the implementation of this model has proven effective in improving students' critical literacy skills. The focus of this research is the results of an independent study conducted by researchers supported by existing educational theories. Observations and interviews reveal the following findings.

***Implementation of the "Reading, Reflection, and Sharing" Model***

The "Reading, Reflection, and Sharing" learning model chosen by the teacher is appropriate for the needs of students. This learning model stems from the concept of supporting an active, student-centered learning process. Through reading activities, students are given the opportunity to understand the material independently, improving literacy skills and practicing critical thinking skills. Furthermore, the reflection process encourages students to understand what they have read and relate it to previous experiences. Teachers provide worksheets that facilitate students' evaluation of books they have understood and discussed. Writing down what they have read can serve as an indicator of student understanding. Literacy provides several benefits for students, and every educational institution should implement a culture of reading and writing (Pratiwi et al., 2022). Maximizing the implementation of a literacy culture will create a future generation that is intelligent, well-mannered, and able to adapt to technological and information advances in the era of disruption (Pratiwi & Asyarotin, 2019). This can strengthen understanding of the material learned. Finally, the sharing stage facilitates students' ability to express their opinions and trains them in effective communication. Thus, this model not only improves academic understanding but also develops social skills, independent learning, and the ability to express ideas.

***Impacts of the Reading, Reflection, and Sharing Model***

The implementation of the reading, reflection, and sharing model has a significant impact. Based on the results of the researchers' observations, the resulting impacts are First, improving critical literacy. Students become more skilled at identifying arguments and are able to analyze and evaluate information in depth. This demonstrates the development of high-level critical thinking skills, which are crucial in today's information age (Thornhill-Miller et al., 2023; Jaelani et al., 2023). Secondly, they develop effective communication skills. Students become more confident in expressing their opinions, both verbally and in writing. Thirdly, they gain independence in their learning process. Students are encouraged to be more active in understanding information or books through writing in-depth reflections that illustrate their personal understanding of what they have read. These three impacts demonstrate that implementing the "Reading, Reflection, and Sharing" model can encourage active and reflective engagement, thereby developing students with high levels of critical literacy. According to Ninawati (2019), critical literacy supports students in understanding the relationship between language and power and emphasizes the need to develop individuals as speakers, readers, and writers capable of analyzing and understanding the texts around them, both as a result of and as part of specific social practices.

***Supporting and Inhibiting Factors in the Implementation of the "Reading, Reflection, and Sharing" Model***

The successful implementation of a critical literacy-based model is heavily influenced by several supporting and inhibiting factors that strengthen student learning. Support from teachers in implementing active learning models is key, as they are able



to conceptualize activities that encourage students to think critically and participate more actively. Furthermore, the availability of relevant reading materials tailored to students' daily lives creates a more understandable and meaningful learning process. According to [Anisa et al. \(2021\)](#), [Afiyah \(2025\)](#), strengthening the role of libraries is also one method for improving literacy in Indonesia, as libraries play a significant role in the development and culture of literacy. Learning facilities, such as books available in libraries, also help students explore knowledge independently and support the development of high-level critical thinking skills ([Setyawan, 2024](#); [Hidayah & Hasanah, 2024](#)).

However, several inhibiting factors require attention. Time constraints in implementing this model often hinder its implementation. Furthermore, students who are not yet familiar with reflective reading and writing activities need additional time and practice. Low levels of learning motivation among some students can also hinder participation in the learning process ([Fan et al., 2025](#)). Therefore, in-depth steps are needed to strengthen supporting factors and overcome existing obstacles.

#### ***Practical Implications***

- ✓ Implementation of the Reading-Reflection-Sharing Model: This research can serve as a reference for implementing the Reading-Reflection-Sharing model in learning to improve students' critical literacy.
- ✓ Teacher Competency Development: Teachers can develop their competencies in implementing the Reading-Reflection-Sharing model to increase learning effectiveness.
- ✓ Improving Learning Quality: This research can help improve the quality of learning in vocational high schools by improving students' critical literacy.

#### ***Theoretical Implications***

- ✓ Development of Learning Theory: This research can contribute to the development of more effective learning theories to improve students' critical literacy.
- ✓ Implementation of a Literacy-Based Learning Model: The results of this research can provide examples of the effective application of a literacy-based learning model to improve students' critical literacy.
- ✓ Development of a Learning Model Based on Critical Thinking Skills: This research can serve as a reference for developing a more effective learning model based on critical thinking skills to improve students' critical literacy.

#### ***Implications for Education***

- ✓ Improving Student Critical Literacy: This research can help improve the critical literacy of vocational high school students, enabling them to become more critical and analytical in understanding information.
- ✓ Curriculum Development: This research can serve as a reference for developing a more effective curriculum to improve students' critical literacy.

- ✓ Improving the Quality of Education: This research can help improve the quality of education in vocational high schools by enhancing students' critical literacy.

#### 4. CONCLUSION

The implementation of the Reading, Reflection, and Sharing (RRS) approach has proven effective in improving critical literacy among tenth- and eleventh-grade students at vocational school SAQA. The effectiveness is evident from the integrated findings, which indicate that the combination of reading, reflection, and discussion activities not only deepens understanding of the material but also fosters critical reasoning and effective communication and encourages independent learning. Teachers' competence in managing learning, providing reading materials, and providing supportive facilities for the learning process strongly influences this success. However, the implementation of this approach also faces several obstacles, such as time constraints, low learning motivation among some students, and a lack of reflection habits. Therefore, the continued implementation of this model requires strategies to strengthen supporting factors and concrete solutions to existing obstacles. This requires the implementation of the RRS model, along with a periodic evaluation mechanism to determine effectiveness and obstacles in the field, so that improvements can be made adaptively and sustainably.

Considering the findings of this study, it is important for the educational sector to begin implementing the Reading-Reflection-Sharing (RRS) model more broadly and sustainably, particularly at the vocational education level, such as vocational high schools, which require students to be able to think critically in facing the complex world of work. For teachers, this model can be an alternative learning strategy that not only focuses on thinking skills but also pays attention to the emotional aspects and social interactions of students. Periodic evaluation is also needed to assess the effectiveness of this model in practice. Going forward, further research can be directed at developing the application of the RRS model by utilizing digital technology to make it more relevant to the demands of modern learning.

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