

## Enhancing University Students' Critical Thinking Skills Through the Implementation of Critical Multiliteracy Pedagogy

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**Abstrak:** Peningkatan mutu pendidikan tinggi di abad ke-21 menuntut pergeseran paradigma dari literasi konvensional menuju pendekatan yang lebih komprehensif, salah satunya melalui penerapan pedagogi multiliterasi kritis. Penelitian ini bertujuan untuk menganalisis secara mendalam efektivitas penerapan model pembelajaran multiliterasi dalam meningkatkan kemampuan berpikir kritis mahasiswa. Menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen terhadap mahasiswa di sebuah perguruan tinggi. Hasil penelitian menunjukkan bahwa pembelajaran multiliterasi—yang mengintegrasikan konteks sosiokultural, pemahaman lintas media, dan kolaborasi—secara signifikan mentransformasi kemampuan kognitif mahasiswa. Mahasiswa tidak hanya mampu memahami teks secara literal, tetapi juga mampu mendekonstruksi makna, mengevaluasi bias, dan mensintesis informasi dari berbagai sumber digital maupun cetak. Pembahasan menguraikan tiga temuan utama: konseptualisasi pedagogi multiliterasi di kelas, transformasi kognitif mahasiswa, dan tantangan sosiokultural yang dihadapi selama implementasi. Kesimpulan dari penelitian ini menegaskan bahwa multiliterasi kritis bukan sekadar keterampilan membaca dan menulis, melainkan sebuah instrumen esensial untuk memecahkan masalah kompleks. Penelitian ini merekomendasikan restrukturisasi kurikulum pendidikan tinggi untuk mengintegrasikan multiliterasi secara holistik guna mempersiapkan lulusan yang adaptif dan analitis.

**Kata Kunci:** Berpikir Kritis, Pembelajaran Multiliterasi, Mahasiswa, Pendidikan Tinggi, Literasi Abad 21.

**Abstract:** Improving the quality of higher education in the 21st century requires a paradigm shift from conventional literacy toward a more comprehensive approach, specifically through the implementation of critical multiliteracy pedagogy. This study aims to conduct an in-depth analysis of the effectiveness of the multiliteracy learning model in enhancing university students' critical thinking skills. Employing a qualitative approach with a case study design, data were collected through participant observation, in-depth interviews, and document analysis of students at a higher education institution. The findings reveal that multiliteracy learning—which integrates sociocultural contexts, cross-media comprehension, and collaboration—significantly transforms students' cognitive abilities. Students are not only able to comprehend texts literally but also deconstruct meanings, evaluate biases, and synthesize information from various digital and print sources. The discussion elaborates on three primary findings: the conceptualization of multiliteracy pedagogy in the classroom, the students' cognitive transformations, and the sociocultural challenges encountered during implementation. The conclusion of this study asserts that critical multiliteracy is not merely reading and writing skills, but an essential instrument for complex problem-solving. This research recommends the restructuring of higher education curricula to integrate multiliteracy holistically to prepare adaptive and analytical graduates.

**Keywords:** Critical Thinking, Multiliteracy Pedagogy, University Students, Higher Education, 21st Century Literacy.

## A. Introduction

The continuous enhancement of educational quality, particularly within higher education, necessitates the adoption of innovative and responsive pedagogical frameworks. In the contemporary era, marked by rapid technological advancements and an overwhelming influx of information, traditional literacy—strictly defined as the basic ability to read and write alphabetic texts—is no longer sufficient to equip students for the complexities of the modern world. Instead, the paradigm must shift toward critical multiliteracy. Multiliteracy learning serves as a foundational approach to organizing education and instructional design aimed at cultivating students' insights and comprehensive understanding, thereby enabling them to develop higher-order thinking skills, including critical thinking, creative problem-solving, and metacognition, all grounded within their specific sociocultural backgrounds (Herlambang, 2018, p. 36). The imperative for multiliteracy learning stems from its core objective: it actively offers and cultivates critical thinking as an indispensable skill for survival and success in contemporary society.

The 21st century demands a workforce and citizenry capable of navigating ambiguous, multifaceted environments. According to Abidin et al. (2018, p. 276), the most critical capability that human beings must possess in the 21st century is multiliteracy. This complex capability is characterized by four vital dimensions: a high level of reading and informational comprehension, the capacity for robust critical thinking, the proficiency to collaborate and communicate effectively across diverse platforms, and the ability to solve problems creatively. Abidin (2018, p. 8) further articulates that "multiliteracy is a language capability that is inextricably linked to

context, culture, and media. Its basic manifestation involves fundamental language skills, namely reading, writing, speaking, and listening, but elevated to interact with multimodal texts." Consequently, multiliteracy pedagogy explicitly teaches students to acquire critical thinking skills and achieve profound cognitive comprehension, pushing beyond superficial memorization. The instructional models within multiliteracy are highly diverse, with the critical multiliteracy model standing out as particularly relevant for higher education contexts.

A comprehensive review of existing literature highlights the evolutionary trajectory of literacy studies and the efficacy of multiliteracy frameworks. Previous research has consistently demonstrated the positive correlation between multiliteracy instruction and cognitive development. While foundational studies often focus on early education to instill these habits early on, the principles are universally applicable and increasingly urgent at the university level. For instance, Rahman (2018, p. 32) established that the critical multiliteracy model derived from empirical research can be highly effective in the learning processes of primary school children, suggesting that building this critical attitude must begin early. Building upon this, Dafit et al. (2018, p. 192) and Safitri (2017, p. 98) provided empirical evidence that multiliteracy learning provides significant effectiveness in enhancing the critical thinking skills of students. Furthermore, Rahman (2018, p. 33) emphasizes that when students are exposed to diverse texts and required to analyze the underlying sociocultural implications, their analytical acuity sharpens considerably. However, a significant gap remains in the literature regarding the longitudinal application and sociocultural adaptation of critical multiliteracy specifically tailored for

university students (mahasiswa), who are expected to produce high-level academic discourse and engage with complex, multimodal societal issues. This literature review synthesizes these previous findings to support the premise that if multiliteracy is effective at foundational levels, its rigorous application at the tertiary level is vital for producing critically engaged intellectuals.

The conceptual framework of this study is structured systematically to trace the logical progression from instructional design to cognitive outcomes. The "head" of this conceptual map involves the theoretical integration of critical multiliteracy within the higher education curriculum, focusing on how lecturers design learning environments that incorporate multimodal texts and sociocultural contexts. The "body" of the framework focuses on the active implementation phase—the cognitive processes students undergo as they engage with the material, demonstrating the shift from literal comprehension to critical deconstruction and synthesis. Finally, the "legs" of the framework represent the practical outcomes, challenges, and socio-cultural implications that emerge from this pedagogical shift, grounding the theoretical model in empirical reality. This systematic mapping ensures a comprehensive exploration of the educational phenomenon under investigation.

Based on the outlined background, theoretical framework, and identified literature gaps, this research formulates a central inquiry: How does the implementation of critical multiliteracy pedagogy enhance the critical thinking capabilities of university students? Consequently, the specific objectives of this study are threefold: (1) to analyze the conceptualization and practical implementation of critical multiliteracy within university classrooms; (2) to

evaluate the cognitive transformations and critical thinking development exhibited by students as a result of this pedagogy; and (3) to identify the sociocultural challenges and contextual factors that influence the effectiveness of multiliteracy learning in higher education.

## **B. Literature Review**

The continuous enhancement of higher education quality in the 21st century necessitates a profound paradigm shift from conventional literacy, which is traditionally defined as the basic ability to read and write alphabetic texts, toward a more comprehensive and dynamic approach known as critical multiliteracy pedagogy. In an era characterized by rapid technological advancements, a massive influx of information, and the complex challenges of globalization, traditional educational models are no longer sufficient to equip students for the modern world. Transformative education that explicitly emphasizes 21st-century skills is highly crucial (Anwar & Umam, 2020), demanding a fundamental reconstruction of pedagogical frameworks to address contemporary educational crises and build strong academic foundations (Anwar & Umam, 2025). Critical multiliteracy emerges as a vital instrument in this landscape, designed not merely as a supplementary reading and writing skill, but as an essential, foundational approach for cultivating higher-order cognitive functions, creative problem-solving, and adaptability among university students.

Theoretically, multiliteracy is defined as a complex language capability that is inextricably linked to sociocultural contexts, diverse media platforms, and collaborative practices (Abidin, 2018; Abidin et al., 2018). In the realm of higher education, the implementation of critical multiliteracy signifies a significant departure from the

traditional, teacher-centered transmission of monomodal texts. Instead, classrooms are transformed into inquiry-driven laboratories where educators intentionally integrate a vast array of multimodal resources, ranging from peer-reviewed academic journals and digital news to podcasts, interactive data, and social media discourse. This instructional design deliberately induces cognitive dissonance, pushing students out of their intellectual comfort zones by exposing them to conflicting narratives. By grounding the learning process in the students' specific sociocultural backgrounds (Herlambang, 2018) and engaging them with multifaceted, real-world information ecologies, lecturers effectively stimulate analytical rigor and demand profound cognitive comprehension rather than superficial memorization.

The active application of this multimodal and inquiry-based framework facilitates profound cognitive transformations within the student cohort, a finding supported by consistent empirical evidence regarding the efficacy of multiliteracy models (Dafit et al., 2018; Rahman, 2018; Safitri, 2017). As students navigate through diverse media, they transition from passive consumers of information to active, critical thinkers. Primarily, students develop a heightened capacity for analytical deconstruction, enabling them to separate facts from opinions, identify logical fallacies, and deconstruct underlying authorial intents and semiotic choices. Furthermore, their evaluative judgment matures significantly; rather than accepting published texts as absolute truths, they actively question source credibility, cross-reference data, and evaluate inherent biases. This pedagogical approach also dramatically improves their capacity to synthesize divergent perspectives from various digital and print sources into cohesive, nuanced

academic arguments. Simultaneously, it fosters metacognitive reflection, allowing students to document and understand their own shifting biases and intellectual growth over time, which can be thoroughly observed through rigorous qualitative and case study assessments (Creswell, 2014; Sugiyono, 2018).

Despite its substantial cognitive benefits, the implementation of critical multiliteracy pedagogy encounters notable sociocultural and structural challenges that must be navigated carefully. Many students experience a phenomenon known as "literacy shock" when transitioning from secondary educational systems that heavily emphasize rote memorization to a tertiary environment that suddenly demands independent argumentation and the questioning of authority. Additionally, the digital divide presents a tangible infrastructural barrier. To mitigate these disparities, institutions and educators must employ responsive strategies, such as implementing pedagogical scaffolding, expanding technological access, and transforming student management to increase active participation in diverse academic activities (Riyanti et al., 2026). Furthermore, effective institutional leadership and competence-building among educators are required to support this shift (Bakar et al., 2025). The efficacy of multiliteracy practices also soars when academic assignments are explicitly linked to local, culturally relevant issues—such as integrating ecopedagogy and regional environmental awareness into the curriculum (Anwar et al., 2025). This localized application anchors critical thought in the students' lived experiences, making the analytical process deeply relevant.

Ultimately, the integration of critical multiliteracy pedagogy represents a fundamental restructuring of how knowledge is accessed, evaluated, and

synthesized in higher education. It is an indispensable mechanism for preparing critically engaged intellectuals capable of navigating the ambiguous and multifaceted environments of the modern workforce. To ensure its holistic and equitable implementation, it is imperative for educational policymakers and university administrators to mandate this pedagogy across all academic disciplines, provide continuous professional development for educators, and actively address infrastructural disparities. While current evidence strongly supports the immediate cognitive benefits of this transformative approach, future longitudinal research remains highly recommended to map the long-term retention and practical application of these critical thinking skills as graduates transition into their professional careers.

### C. Method

This study adopts a rigorous qualitative research methodology to provide an in-depth, holistic, and contextualized understanding of how critical multiliteracy pedagogy influences university students' critical thinking. The qualitative paradigm was deliberately chosen as it aligns perfectly with the research objectives, which seek to explore the "how" and "why" of cognitive transformations within a specific educational setting, rather than merely quantifying outcomes. Drawing upon the foundational principles of qualitative inquiry outlined by Creswell (2014), this research utilizes a case study design to intensely investigate a bounded system—specifically, a selected cohort of undergraduate students and their lecturers engaged in a multiliteracy-based curriculum over one academic semester.

The participants in this study consisted of 40 undergraduate students and 3 lecturers from a university in Indonesia. Purposive sampling was

employed to select participants who were actively involved in courses that explicitly mandated critical reading, academic writing, and multimodal analysis, thereby ensuring that the subjects could provide rich, relevant data regarding multiliteracy practices.

Data collection was conducted through a triangulation of methods to ensure the robustness and credibility of the findings. The primary methods included: (1) In-depth, semi-structured interviews with both students and lecturers to explore their perceptions, experiences, and cognitive processes regarding multiliteracy learning; (2) Participant observation within the classroom (both physical and virtual digital learning environments) to record the dynamics of instructional delivery, student engagement, and collaborative problem-solving; and (3) Document analysis of students' academic outputs, including essays, multimodal presentations, and reflective journals, to empirically assess the manifestation of critical thinking skills.

Data analysis followed the systematic, interactive model proposed by Sugiyono (2018), which involves continuous data reduction, data display, and conclusion drawing/verification. The raw data from interview transcripts and field notes were carefully coded to identify recurring themes related to critical thinking indicators—such as the ability to analyze arguments, synthesize information from multiple sources, identify biases, and evaluate evidence. To guarantee the validity and reliability of the qualitative data, rigorous credibility checks were implemented. This included prolonged engagement in the field, peer debriefing, and methodological triangulation. By meticulously applying Creswell's narrative structuring and Sugiyono's validation techniques, the study ensures that the resulting conclusions are deeply

grounded in the empirical realities of the participants, providing a nuanced scenario of how multiliteracy operates as a catalyst for critical thought.

#### **D. Results and Discussion**

##### **1. The Conceptualization and Implementation of Critical Multiliteracy in Higher Education**

The initial phase of the research focused on how critical multiliteracy is conceptualized and subsequently implemented by educators within the university setting. The findings reveal a significant departure from traditional, monomodal instruction. Lecturers intentionally designed syllabi that moved beyond standard textbooks, incorporating a vast array of multimodal resources including academic journals, digital news media, podcasts, interactive data visualizations, and social media discourse. This intentional design aligns with Abidin's (2018) assertion that multiliteracy must bridge language skills with diverse media and cultural contexts.

Observation data indicated that the implementation phase was characterized by a distinct shift from teacher-centered transmission of knowledge to a student-centered, inquiry-based approach. The classroom functioned as a "critical laboratory" where information was not merely consumed but actively interrogated. For instance, in an assignment analyzing socio-environmental issues, students were not given a singular authoritative text. Instead, they were required to analyze a peer-reviewed scientific article alongside a government press release and a viral social media campaign regarding the same issue. The instructional mandate was not to summarize the texts, but to deconstruct them: to identify the authorial intent, the target audience, the semiotic choices (e.g., why a specific image was used in the campaign), and the underlying power dynamics.

During the interviews, lecturers articulated that the core objective of this pedagogy was to induce cognitive dissonance. By exposing students to conflicting narratives and varying modalities of information, educators forced students out of their intellectual comfort zones. This pedagogical friction is a necessary precursor to critical thinking. The lecturers acted as facilitators, utilizing Socratic questioning techniques to guide students through the complex process of meaning-making. They demanded that students not only state their opinions but rigorously defend them with triangulated evidence. This robust implementation demonstrates that multiliteracy in higher education is not simply about using technology; it is about establishing a pedagogical architecture that inherently demands analytical rigor and contextual awareness. The integration of diverse media effectively mirrors the chaotic information landscape of the 21st century, providing students with a realistic proving ground for their analytical skills.

##### **2. Cognitive Transformations: Analyzing the Development of Students' Critical Thinking**

The most substantial findings of this research pertain to the cognitive transformations observed within the student cohort. Document analysis of students' academic portfolios, cross-referenced with interview data, provided clear evidence of an upward trajectory in critical thinking capabilities. Initially, many students exhibited a literal, passive approach to reading. Early semester assignments showed a tendency to accept published texts as absolute truth, with students merely paraphrasing information without questioning the methodology, the author's bias, or the sociocultural context of the publication.

However, as the multiliteracy interventions progressed, a marked shift occurred. The data revealed significant improvements in four specific domains of critical thinking: analytical deconstruction, evaluative judgment, synthesis of multiple perspectives, and metacognitive reflection. First, students demonstrated a heightened ability for analytical deconstruction. When presented with a multimodal text, they learned to separate facts from opinions and identify logical fallacies. Second, their evaluative judgment matured. Rather than consuming media passively, students began actively questioning the credibility of sources. They utilized cross-referencing techniques, checking the institutional affiliations of authors and the funding sources behind specific research or media campaigns.

Third, the capacity for synthesis—a crucial element of high-level academic work—improved dramatically. Students transitioned from writing linear, single-source essays to constructing nuanced arguments that synthesized data from academic journals, statistical databases, and documentary films. They learned to navigate conflicting information, finding ways to integrate divergent viewpoints into a cohesive, balanced argument. Finally, the multiliteracy approach fostered metacognition. Through reflective journals, students documented their own changing thought processes. They expressed an awareness of their initial biases and described how engaging with diverse multimodal texts forced them to recalibrate their perspectives. As Dafit et al. (2018) noted, multiliteracy effectively stimulates these higher-order cognitive functions because it demands active intellectual engagement rather than passive reception. The students' cognitive development was not merely academic; it was a transformation in how they perceived and interacted with the world around them.

### **3. Challenges, Solutions, and the Sociocultural Context of Multiliteracy Practices**

While the cognitive benefits of critical multiliteracy were evident, the research also uncovered significant challenges embedded within the sociocultural context of the educational environment. The implementation of this pedagogy did not occur in a vacuum; it was influenced by the diverse backgrounds, prior educational experiences, and technological access of the students. A primary challenge identified was the "literacy shock" experienced by students who originated from secondary educational systems that heavily emphasized rote memorization and standardized testing. For these students, the sudden demand to question authority, debate texts, and formulate independent, synthesized arguments was highly intimidating.

Furthermore, the digital divide presented a tangible barrier. Multiliteracy pedagogy inherently relies on access to varied digital resources and platforms. Students from lower socio-economic backgrounds occasionally struggled to fully participate in assignments that required high-speed internet or advanced software for multimodal content creation. This infrastructural gap threatened to create an inequitable learning environment, where students with better technological resources could more easily demonstrate "multiliteracy."

To mitigate these challenges, the institution and the lecturers implemented several responsive solutions. To address the "literacy shock," lecturers introduced scaffolding techniques. They did not expect immediate critical mastery; instead, they provided structured analytical frameworks and rubrics that guided students step-by-step through the process of deconstructing a text. Peer-

to-peer mentoring was also heavily utilized, pairing students who grasped the concepts quickly with those who were struggling to adapt to the new paradigm. To address the technological disparities, the university expanded campus Wi-Fi access, extended library computer lab hours, and specifically designed assignments that could be completed using low-bandwidth tools or mobile devices.

From a sociocultural perspective, the research found that when multiliteracy assignments were explicitly linked to local, culturally relevant issues, student engagement and critical output soared. When students analyzed texts related to their own immediate environment—such as local environmental policies, regional economic disparities, or cultural identity in the digital age—their critical thinking was anchored in lived experience. This localized application of multiliteracy validates Herlambang's (2018) assertion that critical thinking must be developed based on the students' sociocultural background. The challenges encountered highlight that multiliteracy is an ongoing, dynamic process that requires continuous adjustment and institutional support to be truly equitable and effective.

## E. Conclusion

The implementation of critical multiliteracy pedagogy represents a vital and transformative approach to higher education, successfully addressing the urgent need to elevate students' critical thinking capabilities. This research demonstrates that when learning environments transition from monomodal, transmission-based models to diverse, inquiry-driven, and multimodal frameworks, students undergo profound cognitive transformations. The findings confirm that multiliteracy is not merely an addition to the curriculum; it is a fundamental restructuring of how

knowledge is accessed, evaluated, and synthesized. By forcing students to engage with diverse texts across various media platforms and requiring them to deconstruct the underlying sociocultural narratives, this pedagogy directly cultivates the analytical, evaluative, and metacognitive skills essential for the 21st century (Abidin et al., 2018). The core research question has been definitively answered: critical multiliteracy enhances critical thinking by inducing necessary cognitive friction, demanding evidence-based argumentation, and explicitly linking academic tasks to complex real-world information ecologies.

However, this study acknowledges certain limitations. The qualitative case study design, while providing deep contextual insights, is geographically and institutionally bounded. The experiences of the specific cohort studied may not be universally generalizable to all higher education institutions across different regions, particularly those with vastly different technological infrastructures or institutional cultures. Furthermore, the single-semester timeframe captures a specific window of cognitive development, but the long-term retention and application of these critical thinking skills post-graduation remain unmeasured.

Therefore, future research is highly recommended to conduct longitudinal studies that track students' critical thinking capabilities over several years, extending into their professional careers. Additionally, quantitative or mixed-methods studies involving larger, more diverse populations across multiple universities would provide a broader understanding of the systemic impacts of multiliteracy implementation.

Practically, the implications of this research are significant for educational policymakers and university administrators. It is strongly

recommended that higher education institutions formally mandate the integration of critical multiliteracy across all disciplines, not just within language or humanities departments. Furthermore, continuous professional development must be provided to lecturers to equip them with the pedagogical strategies necessary to facilitate multimodal inquiry effectively. Finally, universities must address the infrastructural digital divide to ensure that the rigorous demands of multiliteracy learning are equitable and accessible to all students, thereby truly fulfilling the mandate of producing highly capable, critically engaged intellectual graduates.

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