

**Literacy activities in teacher learning planning for Indonesian language subjects
in middle schools**

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ABSTRACT

Strengthening literacy competency is an effort to improve the quality of students in facing future challenges. The rapid flow of information has consequences for humans to be able to choose and sort information that is useful or beneficial for improving their welfare. For this reason, literacy competency is an important skill to be part of learning activities in educational institutions. Educational institutions are strategic institutions for strengthening literacy competency. In this regard, good and effective planning prepared by teachers must ensure that it contains activities that support the learning process that strengthen literacy competency. For this reason, this study examines literacy activities in the planning of Indonesian Language Subjects with a qualitative approach. Data were obtained from documents in the form of RPP and teaching modules from teachers who had been trained in literacy by the Directorate of Junior High Schools, Ministry of Education, Culture, Research and Technology. The results show that the activities in these steps show a variety of activities that are interpreted as literacy competency strengthening activities. Potential strategies that emerge from learning steps vary because they are influenced by learning objectives and topics. Disposition can be accommodated in the sense that the formation of students' behavioral dispositions is potentially easily formed. This depends on the implementation of continuous strategies in every learning process.

Keywords: Learning planning, learning steps, strategies learning, disposition potential

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INTRODUCTION

Literacy is a person's ability to write and read. The new definition of literacy shows a new paradigm for interpreting literacy and its learning. Nowadays, the expression "literacy" has many variations, such as media literacy, computer literacy, science literacy, school literacy, and so on. This statement provides a definitive picture that literacy requires complex abilities.

There are seven principles of literacy education, among others: literacy involves interpretation, collaboration, conventions, cultural knowledge, Problem-solving and self-reflection, and language use (Kern, 2000). Literacy is a source of knowledge that can build their imagination to explore the world and science in a fun way (Fanta-Vagenshtein, 2011).

These literacy competencies cannot stand alone, but literacy also contributes to student character building. Thus, the literacy learning process must be prepared effectively and well. Practical and good preparation of learning activities will positively impact creating a classroom climate conducive to implementing a good, innovative, and effective literacy learning process. Literacy activities will be reflected in lesson planning if teachers master the concept of literacy. With a correct understanding of literacy concepts, teachers will find it easier to develop lesson plans in the classroom. Correct literacy lesson planning should be reflected in the steps of learning activities that are varied and in accordance with the objectives to be achieved.

These learning steps will have consequences for the right implementation when teachers teach in class. It is also important for teachers to note that the right and effective strategy will have an impact on the formation of positive behavioral characters in students. This is what is called disposition.

Furthermore, a positive disposition will very likely influence the formation of a society that has an innovative, creative, tolerant and other social culture.

It is very important for educators to prepare their lessons each day in advance and apply the most ideal teaching methods. Attending a class session without a lesson plan is detrimental to both teachers and students. When an educator is not well prepared, they will create an impression of being unprofessional and incompetent. The benefits of Lesson Planning can be described as follows. (a) providing guidance to teachers, (b) clarifying learning objectives for teachers, (c) improving the quality of lessons, (d) allowing visualization of the entire teaching process, and (e) making learning easier for students. In addition to cognitive and psychomotor learning objectives, attitude factors should also be a domain that must be achieved in learning. Therefore, disposition becomes important.

Disposition is a competency that should emerge as a result of learning and a characteristic that is a prerequisite for the learning process. In determining the role of different student dispositions in learning is determined by student characteristics. However, the incorporation of competencies as learning outcomes contributes to the importance of developing dispositions through the learning process. Weinert (2001) has discussed the idea of “key competencies” introduced by internationally standardized large-scale assessments such as PISA as competencies understood to include knowledge, skills, attitudes, and values” (OECD, 2019). In this perspective, competencies are understood as context-specific dispositions to achieve (Klieme et al., 2008)

Based on the description, significantly, the learning planning prepared by the teacher becomes important. Therefore, it is necessary to conduct a scientific study of the problems of steps, strategies, and dispositions of students as an effort to photograph in a verifiable manner about things that have happened regarding the steps, strategies, and dispositions of students in order to strengthen literacy competencies in the learning process.

METHOD

Researchers use content analysis to learn about the purpose, message, and effects of communication content. They can also make inferences about the producers and audiences of the texts they analyze. Content analysis can be used to measure the occurrence of particular words, phrases, subjects, or concepts in a set of historical or contemporary texts. In addition, content analysis can be used to make qualitative inferences by analyzing the meaning and semantic relationships of words and concepts. Because content analysis can be applied to various texts, it is used in various fields, including marketing, media studies, anthropology, cognitive science, psychology, and many social science disciplines. It has a variety of possible purposes: (a) finding correlations and patterns in how concepts are communicated, (b) understanding the intentions of individuals, groups, or institutions, (c) identifying propaganda and bias in communications, (d) revealing communication differences in different contexts, dan (e) analyzing the consequences of communication content, such as information flow or audience response.

This research focuses on the learning steps teachers plan for students, strategies for strengthening literacy competencies in teacher learning designs, and teachers’ interpretations of student dispositions based on the development of literacy competencies.

The data in this study are in the form of propositions on the site and certain relationships written in the lesson plan made by the teacher. The research data source is based on the learning devices of Indonesian language subject teachers in junior high schools from several regions in Indonesia. The learning devices are in the form of RPP, LKPD, and Assessment Sheets. For this study, the device needed is RPP as a form of lesson plan.

The subject of the study is one of the documents in the form of a Learning Implementation Plan, often known as RPP. This RPP consists of several parts. All parts must be carefully arranged and adjusted to various factors, such as objectives, students, school conditions, etc. One of the parts that is the focus of this study is the Learning Steps section. This is considered important because these learning steps provide an overview of the implementation of learning in the classroom that is implementable. The approach used as a research axiom is qualitative. The method used uses a descriptive procedure with interpretive content analysis as its strategy.

At the analysis level, the data provides an interesting interpretation because the Steps written in the Learning Steps relatively use the exact operational words. The differentiation is the object of the material to be taught. This provides a picture of the Steps, strategies, and dispositions that are less varied.

RESULTS AND DISCUSSION

Results

Based on the analysis of the concept of literacy connected to the learning planning prepared by the teacher, both in the form of a Learning Implementation Plan (RPP) and a Teaching Module, several reading literacy competency contents were found in the learning activity. The reading literacy competency contents in learning refer to the knowledge, skills, and attitudes needed to understand, analyze, and interpret texts well. Reading literacy involves understanding the meaning, structure, and context of the text, as well as critical abilities in evaluating and responding to the information obtained.

Based on the data obtained in this study shows that the steps, strategies, and dispositions contained in the preparation of learning (RPP) carried out by teachers show that there is a syntax regarding literacy competency content covering fourteen descriptors. A complete description is presented in Table 1.

Table 1. Steps, strategies, and dispositions contained in RPP

Focus	Step	Strategy	Disposition description
Constructing text understanding (001)	Beginning Core Closing	Watching media to understand various things related to the material to be studied Reading texts, both electronically and non-electronically	Curiosity: Cooperation: Belief: Creativity:
Deepening understanding of text(002)		Carry out questions and answers without giving additional tasks Repeating the explanation	Commitment: Enthusiasm: Persistence:
Achieve <i>one's goals</i> (003)		Provides an overview of the relationship between literacy and life Motivating students to love reading	Imagination: Reflexivity:
Developing students' knowledge and potential (<i>develop one's knowledge and potential</i>) (004)		Searching for information to find answers, answering questions from teachers or other friends or supporting teacher explanations Reading the work of students or other people	
<i>To participate</i> in society (005)		Provides an overview of the relationship between lesson material and everyday life. Connecting subject matter with student experiences	
Analyzing Information (006)		Analyzing text Identifying text	
Solving problems across contexts (007)		Determine the structure, characteristics and types of text Answering questions about information in a text	
Communicating effectively (008)		Students conduct Q&A with the teacher Students conduct collaborative Q&A	
Evaluating Information (009)		Students make an assessment on a text Students assess and comment on a text.	
Reflecting <i>on</i> (010)		Students reflect with the teacher	
Collaborating to understand text (011)		Students discuss the material provide comments on other friends' work results	
Critical Thinking (012)		Students ask and answer questions with the teacher Students study the text	
Getting involved (013)		Students provide feedback	
Creating text (014)		Students make notes of their findings Students write a text	

Discussion

Each of these indicators is described based on three main things that are very urgent in developing literacy competencies in learning planning, namely learning steps, strategies for strengthening literacy competencies, and interpretation of student dispositions. The learning steps in the learning planning made by the teacher are relatively the same because they refer to the guidelines for preparing teaching modules. This is related to implementing the Independent Curriculum at the Junior High School level. Strengthening new literacy competencies appears in learning activities that are implementative, both explicit and implicit. Explicit means that the teacher writes the word literacy at the end of the statement for each activity, while implied is based on the interpretation of potential activities related to literacy.

These learning steps indicate the presence of reading literacy competency content in learning and the implementation of a strategy to strengthen literacy competence, which includes fourteen descriptors.

Steps to strengthen literacy competence by constructing understanding

Dakin (2013: 20) states that students' understanding of texts is not just reading but also requires using various strategies, one of which involves using appropriate media. A learning syntax reads:

“Peserta didik menyaksikan video interaktif yang telah dibagikan untuk mengonstruksi pemahaman awal mengenai cara menyusun teks cerita fantasi” (L00105).

Showing videos at the beginning of an activity is effective for apperception because videos can explain complex concepts or situations more clearly, make it easier for students to understand, and present simulations or real situations that are difficult to reproduce in class.

Steps to strengthen literacy competence by deepening understanding of texts

Dakin (Dakin, 2013) states that students success in understanding complex texts depends on careful reading. Teachers need to include learning elements that support deep understanding by choosing short texts so that students can apply new skills through several readings. One of the learning syntaxes reads:

“Peserta didik menemukan cara mengidentifikasi ciri-ciri dan jenis-jenis cerita fantasi yang telah dipaparkan dalam sesi tanya jawab” (L00201).

Question and answer methods in the classroom are effective in deepening students' understanding and encouraging active engagement. Teachers often rely on questioning, assignments, and independent work to reinforce understanding, but without specific characteristics. Reading texts carefully and varying the texts can help students reason strategically when faced with reading barriers. Teachers need to recognize that reading complex texts, although difficult, provides useful challenges and makes learning more dynamic.

Steps to strengthen literacy competence by achieving a goal of understanding text (achieve one's goals)

Küçükoğlu (2013) states that giving students a purpose in their reading by asking them to find connections can help them understand the ideas in the text, making the underlying meaning more visible. One of the learning syntaxes reads:

“Guru memberikan gambaran tentang manfaat mempelajari materi hari ini dengan kehidupan sehari-hari” (L0031).

It is very important to strengthen literacy by providing an overview of the benefits of materials in everyday life. Curiosity, as an internal drive, plays a significant role in learning, especially with audiovisual media such as video, multimedia, and animation that effectively stimulate interest. However, audiovisual media is only a tool; the quality of content and teaching methods remain the main factors. Creative teachers can use this media wisely to arouse and strengthen students' curiosity.

Steps to strengthen literacy competence by developing students' knowledge and potential (develop one's knowledge and potential)

Reading Framework (2018) states that reading literacy involves understanding, using, evaluating, reflecting on, and engaging with texts to achieve goals, develop knowledge and potential, and participate in society. One of the learning syntaxes reads:

“Peserta didik wajib mengomentari dan menilai ketepatan intonasi, ekspresi, lafal pada saat membacakan puisinya” (L00403).

This activity is carried out in the core learning activities, where students hone their speaking and listening skills by reading, commenting on, and evaluating poetry. This activity strengthens communication skills, improves understanding of various points of view, and helps develop critical and creative thinking. By creating their work, students explore the potential for creativity, imagination, and lateral thinking skills. In addition, commenting on friends' work allows students to learn from other perspectives, broaden their horizons, and collaborate in the learning process.

Steps to strengthen literacy competencies to participate in society (to participate in society)

Didiharyono and Qur'ani (2019) stated that information literacy makes it easier for people to obtain information and knowledge that is useful for their lives. One of the learning syntaxes reads:

“Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya” (L00502).

Students are encouraged to relate learning to personal experiences and prior knowledge. Teachers need to explain the relationship of the material to everyday life using learning media, explanations, and questions and answers. When students understand the relevance of the material to real life, their motivation and engagement increase. Relevant material is considered more important, helping students understand concepts better and see their applications in real situations. Discussions about the relevance of the material also encourage critical thinking, encouraging students to consider the implications and relevance of the concept in their lives.

Steps to strengthen literacy competence by analyzing information

Ayyanar and Thirunavukkarasu (2018) define information literacy as “a set of skills needed to find, retrieve, analyze, and use information.” One of the learning syntaxes reads:

“Peserta didik secara individu menganalisis struktur dan ciri kebahasaan teks berita” (L00601).

This activity helps students understand how texts are structured and the use of language to convey meaning. Through text structure analysis, students learn to recognize text organization, such as introduction, development, and conclusion. In addition, they can identify important parts of a text, such as introduction, argument, and conclusion, which strengthens their ability to understand the content and intent of a text as a whole.

Steps to strengthen literacy competence by solving problems in various contexts

Although information technology provides a lot of information, students still need to master the ability to organize information and use deep reasoning to solve problems. Sahiruddin et al. (2022) emphasize the importance of creating an active and interactive learning environment to develop critical thinking skills, including through group discussions and interactions. One of the learning syntaxes reads:

“Peserta didik menemukan cara mengidentifikasi ciri-ciri dan jenis-jenis cerita fantasi yang telah dipaparkan dalam sesi tanya jawab” (L00704).

This activity helps students recognize unique characteristics and understand the author's purpose in various types of texts. By knowing the characteristics and types of texts, students can identify key

information and understand the general structure of the text, thereby improving their analytical skills and understanding of the material being studied.

Steps to strengthen literacy competence by communicating effectively

Sparks et al. (2014) stated that effective communication is the basis for success in various aspects of life. Dewey (Dewey, 1938) emphasized the importance of language as the main medium in learning, stating that “all human experience is ultimately social. It involves contact and communication. One of the learning syntaxes reads:

“Peserta didik dipersilahkan bertanya kepada guru mengenai penugasan apabila ada yang belum dipahami” (L00801).

This activity is important to strengthen students’ literacy competencies. By asking the teacher, students can get clarification on material that is not yet understood, thus increasing their focus and involvement in the learning process. In addition, asking questions helps students overcome obstacles in understanding texts or assignments, strengthens understanding, and supports learning success.

Steps to strengthen literacy competence by evaluating information in a text

Feebery and Jeffrey (2019) state that learners need to develop explicit information evaluation skills, especially considering the amount of information and misinformation available online. These skills can be taught through checklists based on criteria such as accuracy, authority, bias, clarity, coverage, credibility, evidence, place of publication, purpose, reliability, and relevance. One of the learning syntaxes reads:

“Peserta didik melakukan penilaian dan memberi komentar pada sebuah teks” (D00802).

This activity contributes significantly to improving students’ literacy competencies. By assessing and commenting on the text, students are encouraged to think critically about its content. They evaluate arguments, identify strengths and weaknesses, and construct logical and structured thoughts. This process encourages students to understand the text more deeply, hone analytical skills, and improve critical thinking skills.

Steps to strengthen literacy competence by reflecting on information in texts (reflecting on)

The learning process with the reflection strategy requires critical thinking in evaluating and understanding the text more deeply. Students are taught to ask critical questions, identify main ideas, and conclude learning from the text. Reflection also teaches students to express their ideas in their own language, which improves language skills and the ability to convey thoughts clearly. Teaching reflection is an important step in helping students become critical, independent, and reflective readers. In the learning planning of Indonesian language teachers in junior high schools, one of the syntaxes reads:

“Peserta didik bersama pendidik melakukan refleksi atas kegiatan pembelajaran yang telah dilakukan” (L01001).

Reflection on learning activities is very important to strengthen students’ literacy competencies. By reviewing the material that has been learned and reflecting on their understanding, students can identify areas that need to be deepened. The reflection process helps students become more aware of how they learn, and recognize effective learning strategies and those that need to be improved.

Steps to strengthen literacy competence by collaborating in understanding texts

In the learning planning prepared by the teacher, the learning strategy to educate students to be able to collaborate in understanding a text is divided into three main strategies: (1) discussing the material, (2) providing comments on the work of friends, and (3) conducting questions and answers between students. The keywords of this strategy are discussion, comments, and questions and answers, which are the core of the collaborative learning process. One of the syntaxes that appears in the learning planning of Indonesian language teachers in junior high schools is:

“Peserta didik bersama pendidik melakukan refleksi atas kegiatan pembelajaran yang telah dilakukan” (L01001).

Reflection on learning activities is very important to strengthen students' literacy competencies. Through reflection, students can evaluate the material that has been learned, identify parts that have been understood and those that have not, and determine areas that need to be deepened. This process helps students become more aware of how they learn, improve their understanding, and recognize effective strategies for their learning.

Steps to strengthen literacy competence by thinking critically about information in texts

Teaching students with question and answer strategies in the learning process has many positive benefits. Question and answer with the teacher encourages students to be more active, feel more involved, and increase interaction. Through question and answer sessions, students can clarify their understanding of difficult material and get direct answers from the teacher, which deepens their understanding. To maximize the benefits of this strategy, teachers need to create an environment that supports and encourages active participation.

In addition, the text review strategy also provides many important benefits. Reviewing texts involves in-depth analysis and evaluation of information, which encourages students to think critically about arguments, facts, and claims in the text. This process also helps them develop research skills by seeking additional sources to support or refute existing claims. In the learning planning of Indonesian language teachers in junior high schools, one of the learning syntaxes reads:

“Peserta didik dipersilahkan bertanya kepada guru mengenai penugasan apabila ada yang belum dipahami” (L01301).

Asking teachers is very important to strengthen students' literacy competencies. By asking questions, they can understand the material better, feel more empowered, and be more motivated to participate actively. In addition, asking questions helps students clarify confusing concepts, encourages them to become independent and confident learners, and prevents misunderstandings in understanding the material.

Steps to strengthen literacy competence by involving yourself in providing feedback in understanding texts

Teaching students to provide feedback in the learning process has advantages and disadvantages that teachers need to pay attention to. One advantage is that students who provide feedback will think about their own learning process, which can improve metacognitive skills, namely the ability to recognize and organize their understanding of learning. However, the disadvantage is that some students may feel insecure or reluctant to provide feedback, especially if they are afraid of being judged or feel they do not know. However, its significant benefits in increasing engagement, understanding, and communication skills make this strategy important. Teachers need to create a supportive environment and provide appropriate guidance to help students provide meaningful feedback.

In the planning of Indonesian language learning for junior high school teachers, one of the syntaxes that appears is:

“Peserta didik memberikan umpan balik terkait proses dan hasil pembelajaran” (L01401).

The urgency of student involvement in providing feedback is very important to strengthen their literacy competency. Through feedback, students can reflect on their understanding of the texts read or studied. This process encourages them to think critically and allows them to practice and improve their language skills. By providing feedback, students can deepen their understanding and improve communication skills that will be useful in their lives.

Steps to strengthen literacy competence by creating a text

Teaching students to take notes of their findings in the learning process has very important benefits. Notes taken during learning help students record key information, understandings they have achieved, and relevant findings that can be used to review the material and reflect on their learning outcomes. This strategy can support students in organizing information, improving memory, and deepening understanding of the material. Taking good notes can improve learning effectiveness, make students more organized, and help them be more successful in learning. In addition, writing skills developed through this activity support literacy competencies, such as creativity, text comprehension, and communication skills. For example, in learning planning, one of the syntaxes that appears is:

“Secara individu, peserta didik menulis teks berita secara utuh hasil dari kerangka yang telah disusun” (L01506).

The urgency of this activity in developing students’ literacy competencies is very important. By writing news texts in their entirety based on the framework that has been prepared, students are trained to develop comprehensive writing skills. They must organize information, understand the structure of news texts, and use proper grammar to convey information clearly and effectively. This process deepens their understanding of the content being studied, improves writing skills, and helps them develop better communication skills.

The third part of this research is the disposition of positive behavior that has the potential to emerge in each activity to strengthen literacy competence in teacher planning, as can be seen in the following Table 2.

Table 2 Disposition descriptor

No.	Learning disposition	Description of disposition
1	Curiosities:	This is a child’s natural state of curiosity and desire to find out more. Curiosity helps children develop observation skills, think things through, and find out.
2	Cooperation:	Ability to work with colleagues toward common goals and use shared resources
3	Belief:	Belief in one’s own ability to learn and know.
4	Creativity:	The ability to be able to express oneself and make meaning
5	Commitment:	The ability to continue doing what needs to be done regardless of one’s talents or mood
6	Enthusiasm:	A feeling of inner joyful motivation directed towards an experience, activity or task
7	Persistence:	Keep doing or trying to do something difficult.
8	Imagination:	The ability to mentally visualize or imagine new and different possibilities, situations, and scenarios
9	Reflexivity:	Foster awareness of the ways their experiences, interests, and beliefs shape their understanding

CONCLUSION

Effective education is reflected in the effort to transfer knowledge and the ability to awaken critical, creative, and reflective thinking skills in students. Strengthening literacy competencies is an ongoing journey that requires innovation and variation in teaching methods to facilitate deep understanding, active engagement, and the achievement of students’ full potential. Therefore, every step in learning planning must always adapt to the needs and challenges faced by students in developing their literacy skills.

Effective literacy education relies on various learning strategies that can stimulate positive dispositions in students, such as curiosity and creativity. However, consistency in implementing these strategies is essential to ensure that literacy reinforcement is ongoing and impacts student development.

The success of strengthening literacy competencies lies in the clarity and variety of operational words in each learning step, which must be designed in-depth and focused on creating a meaningful and practical learning experience.

Students' positive dispositions will develop if the learning strategy carried out by educators is practical, adaptive, and supported by thorough preparation that aims at strengthening literacy competencies.

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