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Development of The Search, Solve, Create, and Share (SSCS) Model with Strengthening Information Literacy for High School Students

Nelita Indah Islami*, Andoyo Sastromiharjo, Khaerudin Kurniawan
Master of Indonesian Language Education, Universitas Pendidikan Indonesia.
*Corresponding Author. Email: nelitaindahislami12@upi.edu

Abstract: This study aims to develop the search, Solve, Create, and Share (SSCS) Model with information literacy reinforcement to improve students' ability to write explanatory texts. This study used the research and development with the ADDIE model, which involved Analyze, Design, Develop, Implement, Evaluate. This study employs various data collection techniques, including interviews to understand learning issues, questionnaires to identify student needs and assess product validity, and tests to measure writing skills. The instruments used include observation sheets, questionnaires, interview guidelines, and scoring rubrics, all aimed at supporting the development of the instructional model. The results showed that the SSCS model with information literacy succeeded in improving students' skills that had been tested on 85 students in three high schools in Brebes Regency. The results showed that 16% of students received excellent ratings, 80% of students received good ratings, and 4% received fair ratings. Evaluations from teachers and students indicated positive acceptance of the model, although there were certain aspects which required further adjustments. This study provides a strong foundation for implementing the development of this model in the practice of learning to write explanatory texts in senior high schools.

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Introduction

In the current digital and information era, information literacy is a critical skill that must be possessed by every individual, including students at the senior high school level (SMA) (Lubis and Batubara 2023). Information literacy is not only related to the ability to find and evaluate information but also to the ability to process and use that information creatively and effectively (Yuliana et al. 2023). Information literacy is becoming increasingly important for students in the current digital information era due to the explosion of information available online (Islami, Sastromiharjo, and Kurniawan 2023b). In information literacy, students are not only faced with a lot of information that can be accessed easily, but also need to be able to sort, evaluate, and use the information responsibly (Sukaesih and Rohman 2013).

Today, many high school students still face challenges in understanding and using information effectively (Latifah and Husna 2016). Many of them are familiar with the consumption of digital content but lack training in identifying the truth of information, sorting out reliable sources, and respecting intellectual property rights in the use of information (Sahputra et al. 2023). The importance of developing information literacy among high school students is reflected in the fact that although they actively consume digital content, most of them have not been adequately trained in recognizing accurate information,

sorting out reliable sources, and respecting intellectual property rights when using information (Lubis and Batubara 2023).

The Search, Solve, Create, and Share (SSCS) model offers a holistic and integrated approach to address information literacy challenges among high school students (Septiana 2012). This approach not only encourages students to be smart consumers of information, but also to be responsible and ethical producers of content (Azzahra, Agoestanto, and Kharisudin 2023). In this context, the SSCS approach emerges as a model that can integrate the activities of information seeking, problem-solving, creativity, and sharing results in a thorough and sustainable way (Islami, Sastromiharjo, and Kurniawan 2023a). The SSCS model allows teachers to facilitate students to be actively involved in learning (Satriani et al. 2022).

By implementing the SSCS model with a focus on strengthening information literacy, schools can provide students with the tools they need to succeed in an increasingly connected and information-based world (Islami et al. 2023a). Through this approach, students are expected to develop essential skills to critically navigate information, contribute positively in online communities, and prepare for future challenges full of information complexity using the four stages in the SSCS model (Luthfiyah, Valentina, and Ningrum 2021).

The subject matter used in this study is writing explanatory texts. This material was chosen because it is considered an effective learning tool for Indonesian language instruction. In addition, scientific learning can also be used in learning to write explanatory texts (Susilowati 2020). Learning to produce explanatory text can help students in developing students language skills (Hakim 2019). In writing an explanatory text, all aspects are needed to ensure that the explanation conveyed can be clearly and precisely understood by the reader(Islami, Sastromiharjo, and Kurniawan 2024). Explanation text requires the ability to gather information from various sources, identify problems, solve problems, create clear and coherent explanations, and share information with others (Idyawati, Wardiah, and Fitriani 2021).

Through the above background, this study aims to develop the Search, Solve, Create, and Share (SSCS) Model with the strengthening of information literacy to improve the writing skills of high school students. This research will focus on developing a learning model with information literacy integration that can hone students' skills in finding accurate information, evaluating the reliability of sources, processing information creatively, and sharing the results ethically and effectively in the context of higher education in the digital era.

Research Method

This research uses the development research method (research and development) with the aim of developing and expanding learning models that can improve learning practices in the field. According to Sukmadinata (2015), the development research method is an important approach to improving learning practices in the real world. One type of development method known is the ADDIE method Analyze, Design, Develop, Implement, and Evaluate (ADDIE). This research chose the ADDIE model because it fits the research needs to develop an effective learning model that can be applied well in the educational environment. Branch **(**2009) explains that the ADDIE development model is considered similar to learning system development. The process involves a series of stages used to design and develop learning programs effectively and efficiently. The following are the stages of the ADDIE model used in this research.

Vol. 10, No. 3 : September 2024
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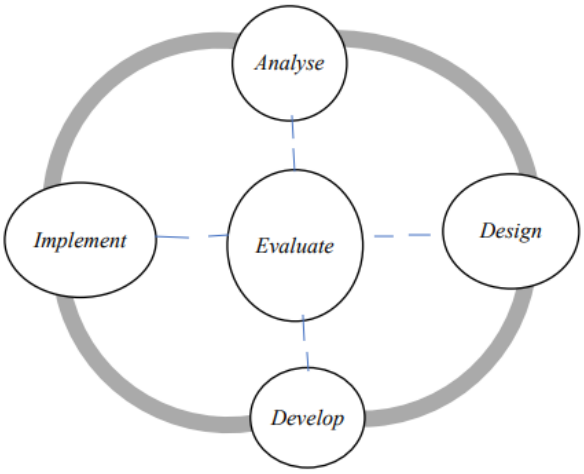

Figure 1. ADDIE Development Model (Branch, R. M, 2009

This research was conducted at three high schools in Brebes Regency, namely SMA Negeri 1 Ketanggungan, SMA Negeri 1 Larangan, and SMA Negeri 2 Brebes. The data sources of the study include educators, students, and validators. The data collection techniques consist of interviews, questionnaires, and tests. The instruments used in the research include interview guidelines, student needs questionnaires, product validation sheets, student and teacher response questionnaires, and writing tests.

Results and Discussion

The results and discussion section covers the entire process of developing the ADDIE model to evaluate the effectiveness of the SSCS model with the strengthening of information literacy implemented in three high schools in Brebes Regency, namely SMA Negeri 1 Ketanggungan, SMA Negeri 1 Larangan, and SMA Negeri 2 Brebes. The following is an explanation of the five stages in the development of the ADDIE model in this study.

Needs Analysis

Based on the results of the needs analysis conducted through interviews with Indonesian language teachers in Brebes Regency and analysis of questionnaires given to high school students, it shows that although students show interest in learning to write explanatory texts, there are still a number of challenges faced (Islami et al. 2024). Teachers tend to use problem-based learning models but have not fully utilized the SSCS Learning model which allows the direct involvement of students in each stage (Islami et al. 2024). The main challenges students face are developing ideas and finding supporting information in writing explanatory texts (Islami et al. 2024). Teachers face difficulties in helping students overcome limited vocabulary and ability to construct arguments (Islami et al. 2024). Nevertheless, there is hope and a need to better understand students' conditions and identify potential barriers during the learning process. Innovations in learning that integrate technology as a source of information are considered important to increase students' interest and motivation in writing explanatory texts.

Design Stage

The design stage is the second stage in ADDIE research. At this stage, researchers designed the development of the SSCS model with the strengthening of information literacy to produce the final product of model development. This development product contains guidelines related to steps that can be used by teachers to facilitate the use of the SSCS model integrated with information literacy (Sahputra et al. 2023).

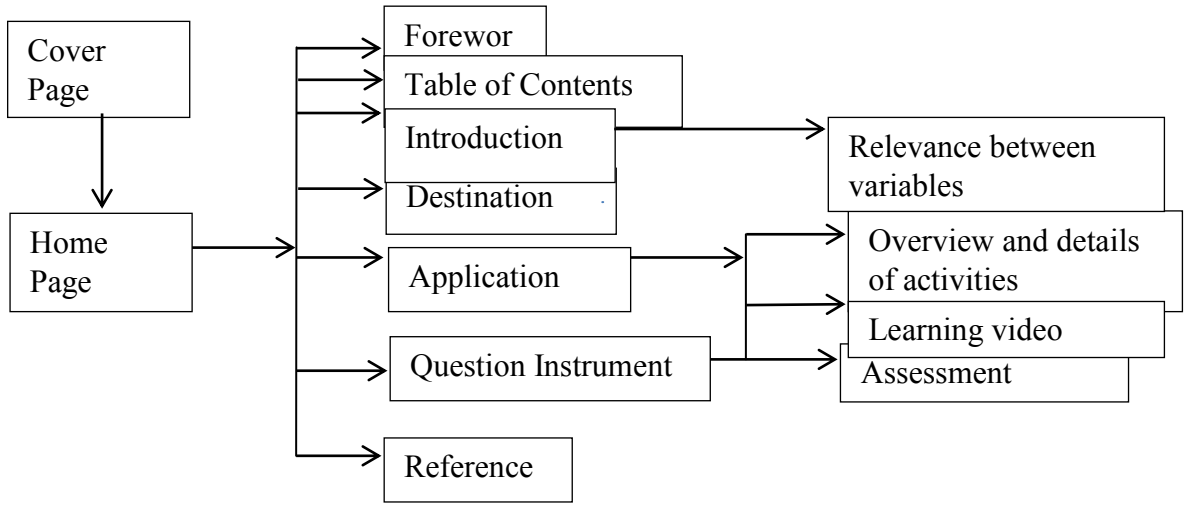

Chart 1. Layout Design of SSCS Model with Information Literacy Reinforcement

Based on the design diagram, the researcher divided it into two main parts: cover page and main page. The cover page includes the title identity and the author's name. On the main page, there is a preface that explains the development of this model in detail. Furthermore, there is a table of contents that details the pages related to the development of the model. The next section contains an introduction that discusses the relevance between variables in the development of the model, such as the relationship between the SSCS model with information literacy and its application in learning to write explanatory texts.

Then, the model development objectives are described in detail to provide an overview of the expected results from the implementation of this model. The implementation section presents an overview and details of the activities contained in the SSCS model that has been integrated with information literacy; in this section, a learning video is also included to facilitate understanding of the concepts and steps. Furthermore, there is a question instrument that includes assessment guidelines to measure student learning achievement. Finally, there is a list of references used in the development of this model, noting important sources that support the theories and concepts applied in the creation of the model.

Development Stage

The third step in this research is develop, the product that has been planned in the previous stage will be produced into the final product. The design that has been made before becomes the main guideline in making this product, so that the product is ready to be implemented effectively. This stage involves the transformation of the concept into a usable reality by paying attention to the details that have been prepared previously to ensure the suitability and quality of the resulting product. At this stage, the products that have been developed will also be validated by validators to obtain views and reviews from experts. The following are the results of the development in this study(Satriani et al. 2022).

SSCS Model Product Development with Information Literacy Reinforcement

Product development in this study is divided into two main sections, namely the cover page and the main page. Each part consists of subsections that have been determined specifically using supporting software. The stages of product development in accordance with the previously planned concept mapping are as follows.

a) Cover Page

The cover page is the first part that serves as an introduction to the product. The following is the result of the cover page development made using Canva and has been converted into image form.

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Vol. 10, No. 3 : September 2024
E-ISSN: 2442-7667
pp. 942-951
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Figure 2. Visual Cover Page of Model Development Product

The cover page acts as an introduction that includes the title and name of the author. Its function is to facilitate students in understanding the material to be learned. This page is also equipped with several images relevant to the learning material, so that students can see examples of phenomena directly as an introduction to learning.

b) Home Page

On the main page, there are several sections that include a preface, table of contents, introduction, objectives, application, and reference list. The following are the results of the development of each part of the main page that will be used in the product.

Jurnal Kependidikan:
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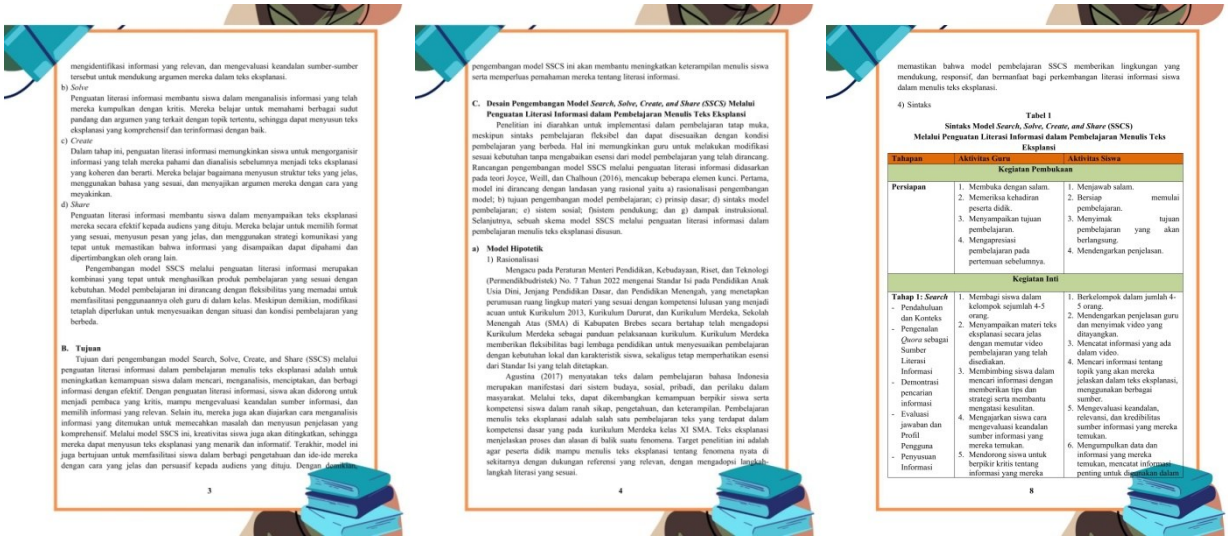

Figure 3. Visual Main Page of Model Product Development

Each section on the main page provides a detailed explanation of the aspects that can support the use of this model more effectively and efficiently.

Expert Validation Results

Before the product is implemented for students, expert validation is required. The implementation method applied in this study is expert review, where the model that has been designed will be validated by experts. Recommendations and input from the experts' review of the instrument will be used to improve the quality of the product so that it is ready to be tested for its usefulness. In this study, three parts of the instrument are validated by experts: the learning model, learning media, and materials and evaluation. This validation was carried out by four experts who have expertise in the field of Indonesian language learning and learning media. Of the four experts involved, three of them are Indonesian Language Education lecturers, while the other one is an Indonesian Language teacher. The following are the results of the recapitulation of the expert assessment of the learning model, learning media, and materials and evaluation as a whole.

Table 1. Recapitulation of Expert Assessment Results

Instrument	Value	Percentage
Learning Model	4,89	97,86%
Learning Media	4,55	91%
Materials and Evaluation	4,87	97,45%

The table above shows the results of the expert assessment of the learning model, learning media, as well as materials and evaluations conducted in the study. The assessment is given in the form of values and percentages, reflecting the level of suitability and quality of each instrument validated by the experts. The table above shows that the learning model received a score of 4.89, which is equivalent to a match percentage of 97.86%. The learning media received a score of 4.55, or about 91% in the expert assessment. Meanwhile, the material and evaluation instruments received a score of 4.87, which represents a percentage of the suitability of 97.45%.

Implement

Implement is the fourth stage in ADDIE development. At this stage, products that have been validated by experts are then tested on grade XI students at Brebes Regency High School, with a total of 85 students. The material used in this trial is explanatory text which is one of the materials in grade XI of Indonesian language subjects. From the results of the trial,

Vol. 10, No. 3 : September 2024
E-ISSN: 2442-7667
pp. 942-951
Email: jklppm@undikma.ac.id

student scores were obtained which had been processed using assessment instruments that had been determined and validated. Student scores at this product trial stage can be seen in the diagram below.

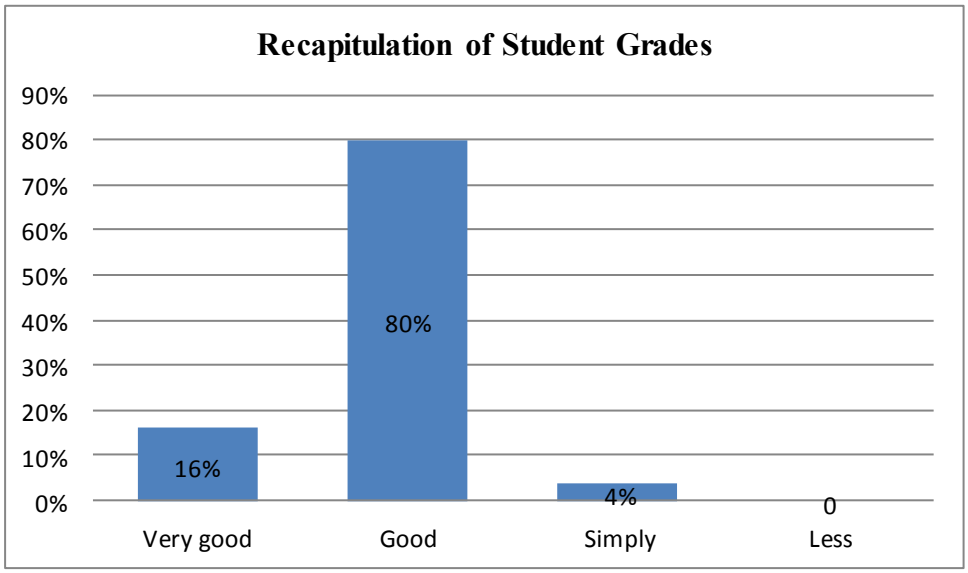

Diagram 1. Results of Recapitulation of Student Grades

The diagram above shows the results of the assessment of writing an explanatory text with the aspects assessed including the completeness of the structure, the completeness of the linguistic rules, and the accuracy of the use of spelling and punctuation. From the results of the score processing, there are 16% who get a very good assessment or equivalent to 14 respondents. A total of 80% of students received a good assessment, including 68 respondents. Meanwhile, 4% of students, or 3 respondents, received a fair rating. Overall, this pilot involved 85 students from three schools in Brebes District.

The results show that the SSCS learning model with information literacy reinforcement is very relevant and effective in the context of learning to write explanatory texts. Therefore, this model is considered feasible to be widely implemented in the learning process in similar classes. This implementation not only improves students' understanding of the material, but also develops their ability to write explanatory texts more effectively and comprehensively.

Evaluate

Evaluate is the final stage in the ADDIE research and development model. After the product has been developed and implemented, the next stage is evaluation which involves in-depth examination and refinement based on input from expert validators. The finished product is evaluated by analyzing responses from users, namely teachers and students, to assess its usability and effectiveness in the context of daily use. To collect evaluation data, a questionnaire was developed and distributed online through Google Forms to users of the product. The following is a recapitulation of user responses.

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index
Vol. 10, No. 3 : September 2024
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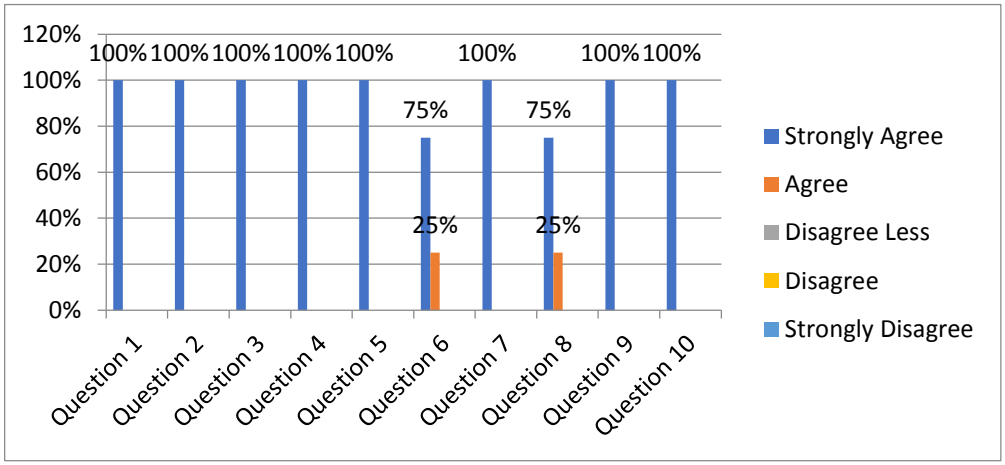

Diagram 2. Recapitulation of Teacher Responses

From the diagram above, the majority of teachers gave positive responses to the SSCS learning model with information literacy reinforcement in teaching explanatory text writing. In general, almost all parts of the evaluation received a high level of agreement (100%), indicating that the approach was well received. However, there were two questions where there were slight differences in responses. In questions 6 and 8, some teachers showed lower levels of agreement, indicating variations in perceptions of the effectiveness of certain learning methods. Nonetheless, the overall evaluation shows that the model was well received by most teachers, with some aspects to consider for further adjustments in its implementation in educational settings. The following presents students' responses in learning that applied the SSCS model with information literacy reinforcement.

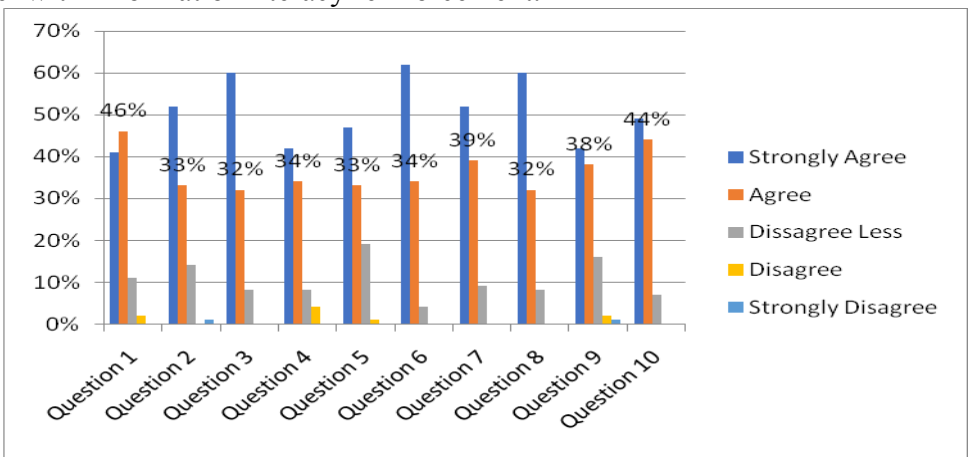

Diagram 3. Recapitulation of Student Responses

In general, students' responses to the SSCS learning model supported by information literacy in writing explanatory texts showed good acceptance, although there were differences in how they understood and approved of this approach. Evaluations such as this are essential as a foundation to further customize the implementation of this learning model, as well as to provide additional support to students who need it.

The results of this study indicate that the SSCS learning model, enhanced with information literacy, can change the way we understand the writing learning process in schools. Conceptually, this research adds to our understanding of how active, technology-based learning models can enhance student engagement and information literacy skills(Azzahra et al. 2023). It shows that learning involves not only the delivery of information but also an active process where students are engaged in searching for,

evaluating, and producing information(Lutfiyani et al. 2023). Furthermore, this research can contribute to the development of educational theory, particularly in the context of learning that is responsive to students' needs in the digital age.

From a practical perspective, this study provides concrete recommendations for educators to implement the SSCS model in writing instruction, not only for explanatory texts but also for other types of texts. Schools can adapt this model to create a more active and participatory learning environment, where students are not just recipients of information but also producers of knowledge. Additionally, the findings of this research emphasize the importance of training for teachers to understand and effectively implement this model, as well as the need for continuous evaluation and adjustment to ensure successful implementation in various contexts.

Conclusion

Based on the results and findings, it is concluded that model SSCS with information literacy has succeeded in improving students' abilities which has been tested on 85 students in three high schools in Brebes Regency. The results show that 16% of students got very good grades, 80% of students got good grades, and 4% got fair grades. Evaluations from teachers and students show positive acceptance of the model, although there are some aspects that require further adjustments. This research provides a strong basis for implementing the development of this model in the practice of learning to write explanatory texts in high school.

Recommendation

The SSCS model, enhanced with information literacy, can be applied in the learning of various types of texts, not just explanatory texts, allowing students to develop better writing skills. For students, the implementation of this model creates an active learning environment that supports their ability to search for and manage information. For teachers, it is important to conduct continuous evaluations and adjustments to improve the effectiveness of this model, including measuring learning outcomes and student responses. Furthermore, future research should explore the best implementation of the SSCS model in various school contexts and address the different challenges present in each educational environment. With these steps, the development of the SSCS model not only provides concrete solutions for improving students' writing skills but also supports a responsive approach to diverse educational needs, contributing positively to future learning practices.

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