

THE ROLE OF LITERACY IN DEVELOPING CRITICAL THINKING ABILITY IN DIGITAL ERA

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Abstract

This research aims to determine the role of literacy in developing critical thinking skills and the application of literacy culture in education. Literacy is a person's ability to process information obtained from reading, writing, and calculating activities. Someone who has the ability to be literate can easily adjust to circumstances both in the field of work and in socializing. To acquire broad knowledge, what must be done is to apply literacy in reading and writing. Because literacy can improve the ability to think critically in solving problems, believe, and easily get conclusions. In the world of literacy culture, education is very useful as a source or reference to improve students' ability to think at a higher level in learning. Literacy is very important to be developed in education to prepare students to enter the world of work and be able to master the rapidly developing technology and information. The method used in this research is a qualitative research method with data collection techniques carried out by researchers, namely literature review with research objects reading books, newspapers, research journals, and research results reports. The results of this research are 1) the role of literacy in developing critical thinking skills in students 2) the strategy for implementing literacy culture in schools in learning is divided into several parts including; monitoring the understanding of a text, using aids, summarizing a text, and making questions, responding to various questions, and giving time to students to read every day for a maximum of 15 minutes.

Keywords: Literacy, critical thinking, digital era

Abstrak

Penelitian ini bertujuan mengetahui peran literasi dalam mengembangkan kemampuan berpikir kritis dan penerapan budaya literasi dalam pendidikan. Literasi merupakan kemampuan seseorang mengolah informasi yang diperoleh dari kegiatan membaca, menulis, dan menghitung. Seseorang yang memiliki kemampuan berliterasi dengan mudah menyesuaikan keadaan baik itu dalam bidang pekerjaan maupun dalam bersosialisasi. Untuk memperoleh ilmu pengetahuan yang luas, hal harus dilakukan adalah menerapkan literasi membaca dan menulis. Sebab literasi dapat meningkatkan kemampuan berpikir kritis dalam menyelesaikan masalah, meyakini, dan mudah memperoleh kesimpulan. Di dunia pendidikan budaya literasi sangat bermanfaat sebagai sumber atau referensi untuk meningkatkan kemampuan siswa berpikir tingkat tinggi dalam pembelajaran. Literasi sangat penting untuk dikembangkan dalam pendidikan untuk mempersiapkan peserta didik masuk di dunia kerja dan dapat menguasai teknologi dan informasi yang berkembang pesat. Adapun metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan teknik pengumpulan data yang dilakukan peneliti yaitu kajian literatur dengan objek penelitian membaca buku, koran, jurnal dari penelitian, dan laporan hasil penelitian. Hasil dari penelitian ini adalah 1) peran literasi di dalam dapat mengembangkan kemampuan berpikir kritis pada peserta didik 2) strategi penerapan budaya literasi di sekolah dalam pembelajaran dibagi menjadi beberapa bagian diantaranya; pemantauan terhadap pemahaman suatu teks, pemanfaatan alat bantu, merangkum suatu teks, dan membuat pertanyaan, merespon berbagai pertanyaan, serta memberikan waktu kepada peserta didik untuk membaca setiap hari maksimal 15 menit.

Kata Kunci: Literasi, berpikir kritis, era digital

INTRODUCTION

In modern times, the development of science and information technology is so rapid. Competition is so tight for those who want to master various kinds of science and technology quickly. The rapid pace of science and technology requires students to learn so they are not left behind (Rohman et al., 2022). One of the things that can help science and technology is to develop a culture of literacy.

Literacy is an activity to hone the critical thinking skills of each individual which is continuously trained and developed so that they can face the ever-evolving life. In terms of processing, understanding and conveying information through reading and writing activities (Oktariani & Ekadiansyah, 2020). Literacy is an activity carried out by readers to get the message conveyed by the author and the information obtained can be conveyed again to others by writing important points from reading activities and used as references (Subandiyah, 2013).

Literacy is not just being able to read, write and count, but someone who has literacy skills can be said to be proficient in speaking, processing the information obtained, able to master technology, politics, and can have sensitivity to the surrounding community. Irianto & Febrianti (2017) "Literacy can be interpreted as a person's ability to develop information from reading and writing activities, so that it can benefit society in achieving success.

In this case, literacy can be used as a person's main capital to achieve success in mastering science and technology. The role of literacy can develop the potential in a person so that they can compete with other countries in the digital era. In addition, literacy is an important factor for obtaining a conclusion or a creative solution in dealing with various problems. For this reason, literacy in reading, writing and arithmetic is applied in learning at school. Reading is an activity carried out to get messages conveyed by the author to readers or what we often hear from the saying that reading can be interpreted as "Opening a window to the world" (Pertiwi et al., 2019). This means that reading can open up new ideas, create and broaden one's horizons, not only acquiring vocabulary but can be used as an experience or a creative idea for writing so that it can be shared with others.

Someone who has literacy skills will easily overcome various problems, believe that is supported by facts and easily draw conclusions. Literacy in reading and writing when applied in education, students will more easily understand information obtained orally or in writing. Literacy skills are very influential in determining one's career because they have

critical thinking. Therefore, literacy is important to apply, especially in the world of education for the betterment of the nation.

Literacy ability is related to success in the academic field. Literacy ability is the main thing that parents should instill in their children at an early age so that children are ready for school. However, not all parents do this. They think literacy in reading and writing will be accepted at school when their child has reached basic education. Therefore, literacy culture in Indonesia is still low. This can be seen from the results of Tjalla's research (2010) which states that the reading literacy ability of Indonesians is still very low. In 2003, Indonesian literacy culture was in 39th position out of 40 countries. Indonesian literacy is in 57th position out of 65 countries, and in 2012 it was in 64th place out of 65. To overcome this, the Ministry of Education and Culture provides policies on education to implement a culture of literacy in schools so that students are able to face an all-digital world of work.

Reading and writing can be obtained from a literacy culture with the aim of increasing students' critical thinking skills (Rosdiana et al., 2021). Literacy ability can be interpreted as a point of view, basic abilities that need to be mastered, understood, created and seen as awareness in the digital era to be able to compete in mastering technology and information science that continues to develop with the times (Khairuddin, 2013). Therefore, education applies a literacy culture to learning so that students as the nation's successors are not left behind from other countries.

However, not all education in Indonesia implements a literacy culture, resulting in decreased student literacy. Apart from that, Indonesians prefer to speak and listen rather than read and write. Even though speaking and listening alone are not enough and cannot improve students' ability to think critically, so that students' ability to think at a high level is also low and when in the learning process students tend to be passive rather than giving questions or input. Thus, the purpose of this research is to analyze the role of literacy in improving critical thinking skills in the digital era and strategies for implementing a literacy culture in schools.

METHODS

The method used in this research is a qualitative method. The qualitative method is a method that can provide an overview, explain, analyze, interpret the logic of the opinions of experts and can reveal the facts found. The data in this research were obtained from literature research by reading various references from text books, magazines, newspapers, reports, research results, theses, and from journals related to the research title. The data found will be analyzed so as to obtain a conclusion.

RESULT AND DISCUSSION

In this section, we will discuss the role of literacy in improving critical thinking skills in the digital era and the application of literacy culture in learning in schools.

The role of literacy in improving critical thinking skills in the digital era

Literacy is very important to master, not just being able to read and write. But literacy can hone the ability to think critically or think at a higher level and can overcome various existing problems. Looking at the survey results in Indonesia, which has a literacy culture of 0.001 or out of 1000 people who are interested in reading and writing, only 1% or 1 person. To overcome this problem, the ministry of education and culture (Kemendikbud) in Indonesia took over, namely creating a policy to improve reading skills through the Literacy Movement in Schools (GLS) which is held every day before learning begins, students read books for 15 minutes monitored by the teacher.

In the digital era, literacy has an important role in improving students' critical thinking skills. Where information can be easily obtained in digital media and almost all over the world using digital media which is used efficiently and is important for increasing students' abilities to be creative and innovative. Critical thinking skills are needed by students in order to obtain solutions to problems that will be faced in the era of globalization (Kemendikbud, 2016). According to Heryati (2010: 46) there are four levels of literacy including; 1) only being able to read and write; 2) simply showing language skills for communication purposes or filling out forms and reading manually; 3) demonstrate the ability to transfer knowledge; and 4) demonstrating knowledge to transform knowledge.

Armia and Zuraina (2017), literacy has several benefits including: a) familiarizes children with reading information obtained from various sources, writes the contents of the information obtained to be used as reference material or references and accustoms children

to counting. To build children's reading habit of reading, schools implement a literacy culture. There are schools that implement a culture of reading every day for 15 minutes the teacher gives text or textbooks to read to students, and there are also schools that implement a culture of reading literacy every Friday before learning begins. Reading is a process carried out by educators to introduce children to a culture of literacy; b) improve children's ability to think critically. Students who have literacy skills will easily receive, process information from various sources and inform them again and are not affected by various hoaxes that appear in digital media; c) prepare students to face an increasingly modern life. Children who have instilled a culture of literacy from an early age assume that literacy is a basic need that must be carried out every day, thus they will be more critical in asking questions, answering questions, and providing solutions that are supported by existing facts.

Strategy for Implementing Literacy Culture in Education

From various research results obtained, the literacy culture in Indonesia is very low, that is why Indonesians prefer to listen or hear, talk, and watch TV or other media rather than do reading and writing activities. To overcome these problems, the ministry of education and culture provides policies to the world of education to implement a literacy culture so that it is not too far behind other countries.

Literacy was very important to apply, not just to be able to read and write. But a literacy culture can grow a person's ability to overcome various problems, broaden horizons, acquire a lot of vocabulary, and improve critical thinking skills from various fields. Several literacy culture strategies in schools according to Fuad & Alfin, (2017) include; a) monitoring students' understanding of a text read, b) using learning models during learning activities, c) giving clear instructions and questions during learning, d) utilizing aids in the learning process, and e) summarizing the contents of the text read. Alfin (2018) defines literacy indicators including; 1) activities before reading; at this stage students are asked to make reading goals and the contents of the reading, 2) direct reading activities; at this stage students identify information read, vocabulary, references, and make about the content and matters relating to the topic of reading, 3) and activities after reading; at this stage students summarize the contents of the text, revise, and communicate a particular concept.

The purpose of literacy culture in education is to increase knowledge by reading various information, increase the level of understanding to draw conclusions from the information read, and increase knowledge to provide responses or assessments of a work

read. In addition, literacy activities aim to acquire vocabulary, gain new insights, to acquire the ability to interpret information, improve higher-order thinking skills and compose more useful words. The application of literacy in learning in schools can shape the character of students to be able to follow developments in science and technology and information in the global or modern era.

Zuriana and Armia (2017) define literacy principles in learning between a) interpretation, namely the views or estimates obtained by readers, speakers, and listeners; b) elaboration is a form of discussion in order to achieve the same goal; c) conventional is the agreement on the rules of language used both orally and in writing; d) problem solving; e) involves the use of language because language is not limited to oral and written literacy but language is a means of communication. From the literacy principle, there are 3 applications of literacy culture in the world of education to open students' minds to think critically, including; a) the teacher acts as a facilitator who can direct, guide students to read and write as well as provide learning resources at school in the form of textbooks, reading books to attract students' interests and talents, and provide literacy talent assessments.

The implementation of literacy culture in the learning process has benefits for students to use technological tools in obtaining information through digital literacy as additional material. A literacy culture in schools can improve critical thinking skills, that is, if the teacher gives a question or a problem to students to find out a solution or problem solving. That way all students are competing to find answers through literacy either from books, the internet, newspapers, magazines, or other media.

CONCLUSION

Literacy is a person's ability to develop the potential that exists within him. Literacy in education has an important role in improving students' abilities to be creative, innovative, mastery of vocabulary, draw conclusions, solve problems and improve students' critical thinking skills in all fields. Reading literacy culture can be obtained anywhere, especially in this modern era which is all digital. The strategies for implementing literacy learning in schools to improve students' critical thinking skills include a) monitoring student understanding of a text read, b) using learning models during learning activities, c) giving clear instructions and questions during learning, d) utilizing aids in the learning process, and e) summarizing the contents of the text read.

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