

Students' Elementary Literacy Skill And Critical Thinking Skill Supported By School Literacy Program (SLP)

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Abstract

The literacy skills of elementary school students in Indonesia, according to international instructional survey data such as PISA and PIRLS are generally at low ability level. Starting from this condition, the government then launched the School Literacy Program (SLP) which is in sync with the implementation of Curriculum 2013. This study aims to analyze and calculate the difference of literacy ability and students' fourth graders critical thinking in schools that organize SLP in three areas of the village, transitions, and cities located in Sukabumi Indonesia. The results showed that the students' fourth-grade literacy ability at the SLP organizing school was at a low level of 66.89, the middle level 55, the high level 54.67, and the advanced level of 55.89. The students' critical thinking ability is at a low level of 82.94, 55.33 and 55.67. Based on the results of this study, it can be concluded that fourth graders students' literacy ability at school organizer SLP in Sukabumi is at low level / factual literal. While fourth graders students' critical thinking was able to reach low levels.

Keywords: *Literacy ability, Critical Thinking and School Literacy Program (SLP)*

1. INTRODUCTION

Research, practice and intuition support the concept positive reading skill and higher motivation are positively related to successful elementary student's reading achievement. If children's motivation for reading increases they will spend more effort learning to read, expend more time reading and in turn will become successful, engaged readers (Sperling & Head, 2002). There are strong reasons to develop interventions targeting both aggressive behavior and reading skill deficits. Children begin to acquire the ability to process

information and to discern between alternatives at a very young age through interactions and experiences with others in their communities (Smolkowski, 2005) and essential for knowledge construction and school success, student must be engaged critical thinking in reading skill. Teaching critical thinking skills is growing more important as students need to adjust to such change by actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or

communication (ngang, Nair, & Prachak, 2014). Through critical thinking, students can be taught to critically examine different viewpoints on issues concerning the impact on everyday life (Mapeala & Siew, 2015), and evaluate these issues from a societal and environmental perspective.

Literacy and critical thinking is a skill that can be developed in reading learning especially reading comprehension. Literacy is closely related to reading. Reading is a critical thinking process, because reading activities involve a variety of high-level capabilities that the ability to analyze, synthesize, and evaluate the reading. The literacy framework is based on four concepts: 1) the ability to read text, 2) understanding the structure of the text, 3) able to respond to the text content, and 4) the ability to think critically (Farrar, 2014). Thus, literacy ability is very closely related to critical thinking skills, so that in the process of learning in the classroom, a teacher is expected to develop students' potential in literacy and critical thinking skills.

The problem of literacy is one of the problems that must be given special attention by the Indonesian. This is because in the last few decades, the competitiveness of Indonesian among other countries tend to be less competitive. This reality is reflected in the comparison of the Human Development Index (HDI). Points out that several international studies illustrating this condition are such that research conducted by the Program for International Students Assessment (PISA) on students' literacy (mathematics, science and language) skills from various worlds in 2003,

2006, 2009 and 2012 (Tjalla, 2011). Especially for linguistic literacy, the 2003 literacy achievement of Indonesian students is ranked 39th out of 40 countries, in 2006 at the 48th rank of 56 countries, in 2009 at 57th place from 65 countries, year 2012 is ranked 64th out of 65 countries, and by 2016 Indonesia ranks 60 out of 61 countries. Subsequent research is a study conducted by Progress in International Reading Literacy Study (PIRLS) in 2006.

The low literacy skills of elementary school students in Indonesia, mainly based on the results of PIRLS and PISA, have been used as reference for Indonesian education policy making. This is marked by the increasing of basic competence development on the content of Indonesian language subjects, namely literacy capability. In addition, the issuance of Regulation of the Minister of Education and Culture No. 23 of 2015 on the Growing of Character has strengthened the development of literacy ability of elementary school students that is with the movement is "15 minutes activity of reading non-learning book before study time begins". This activity is conducted to foster interest in reading learners and improve reading skills so that knowledge can be mastered better. Furthermore, under the policy, the government launched a program called the School Literacy Movement (GLS). GLS is an effort made thoroughly to make the school as a learning organization whose citizens literate throughout life through public engagement. Literacy in the context of GLS is the ability to access, understand,

and use things intelligently through various activities, including reading, viewing, listening, writing, and / or speaking (Kemendikbud, 2016: 2).

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do; it involves affective dispositions and cognitive abilities (Ennis, 1987). Critical thinking dispositions reflect a critical spirit consisting of a trend, commitment, or inclination to act critically then applying critical thinking skill attending to criteria and standards. Critical thinking thought seeks to achieve judgment after the alternatives have been truly assessed, respecting the arguments and evidence available (Vieira & Vieira, 2014). Therefore, critical thinking can be an open process given that sometimes the arguments and the evidence available may be insufficient or inappropriate.

This study aims to analyze and calculate the difference of literacy ability and students' fourth graders critical thinking in schools that organize SLP in three areas of the village, transitions, and cities located in Sukabumi, Indonesia.

2. METHOD

This method was study comparison and conducted students fourth grade in elementary school supported by School Literacy Program (SLP) which is divided in village area, transition, and city area. This research is compare elementary students' the literacy skill and critical thinking skill in three areas. This study used instrument test to analyze students' literacy ability by 4 indicators

as in Table 1 and critical thinking skills has 6 indicators as in Table 2.

Table 1. Literacy skill indicators

Level	Competences	Level of understanding
Low	a. Mastering vocabulary / phrase	Factual literal
	b. Identify the settings (place, time, situation) of the text	Factual literal
	c. Identifies factual information from text	Factual literal
Medium	a. Find the main idea	Interpretative
	b. Define support ideas	Interpretative
	c. Specifies the order of text information	Interpretative
	d. Determining the cause and effect relationship	Interpretative
High	a. Make a text conclusion with your own language	Interpretative
	b. Specifies information relevant to the text	Interpretative
	c. Find the implicit meaning of the text	Interpretative
	d. Assess the clarity/ completeness of the text	Interpretative
	e. Respond critically to solutions provided by the author	Interpretative
Continue	a. Find app / relevance of text ideas in life	Applicative
	b. Assess the relevance of the text content	Applicative
	c. Plan the actualization of the value obtained from the text in everyday life	Applicative

Table 2. Critical thinking skill indicator

Indicator	Sub Indicator	Critical Thinking in Reading Comprehension
<i>Interpretation</i>	Interpreting and distinguishing facts	<ul style="list-style-type: none"> Find the implicit meaning of the text Sort text information Identify factual information from the text
<i>Analysis</i>	Classifying and comparing information	<ul style="list-style-type: none"> Determine information relevant in the text

Table 3. Literacy ability level

Areas	Level			
	Low	Medium	High	Continue
City	70,67	55	57,33	56,33
Transition	63	58	53,33	60
Village	67	52	51,33	51,33

Table 4. Understanding of literacy

Wilayah	Understanding of literacy		
	Factual	Interpretative	Applicative
City	70,66	56,17	56,33
Transition	63	56,67	60
Village	67	51,67	51,33

3. RESULT AND DISCUSSION

The result of the research on elementary students' literacy skill in village, transition, and city area shows similar ability because all of them are at low level, each having 67, 63, and 70,67 values. While understanding the literacy of these three areas, each is at the level of factual understanding. Data on the level of ability and literacy understanding are shown in Table 4, and Table 5. In general, literacy skill of fourth graders elementary school at GLP organizing school in Sukabumi is at low level reaching 66,89. Literacy skills at low levels mean students have an understanding of literacy at the literal factual level. Literacy skills at the literal factual level, meaning that students have only the ability to master vocabulary / phrase, identify the setting (place, time, situation) of the text, and identify factual information from the text.

In addition to students' literacy skills at low levels, the thinking ability of fourth graders of elementary school at the school of organizers of GLP in Sukabumi is also at a low level. Students in the city area reached a value of 92.92; students in the transition area reached a value of 77.08; and students residing in rural areas reached a value of 78.83. The average skills of fourth graders of elementary school at GLP organizing school in Sukabumi Regency reaches 82,94 at low level. At this stage, the critical thinking skill of new students come to the stage of interpreting (interpreting and discerning facts) by having an assessment indicator in terms of finding the implicit meaning of the text, determining the order of textual information, and identifying factual information from the text. For more details about the students' critical thinking skills can be seen in Table 5.

Table 5. Level of critical thinking skill

Wilayah	Critical thinking skill		
	Low	Medium	High
City	92,92	57,33	56,67
Transition	77,08	51	57,67
Village	78,83	57,67	52,67

4. CONCLUSION AND RECOMENDATION

Based on the results of the study, it is shown that the literacy skill of fourth graders of elementary school at the new GLP organizing school occupies low level and literacy understanding only at the factual literal stage. Similarly, students' critical thinking skills only reach low levels. The literacy and critical thinking skills of the students in three rural, transitional, and urban areas have no significant differences, which are both at a low level. Many things can affect the ability of the students, including: family social economic conditions, the process of learning at an early age, communication with the family, infrastructure, and learning process at school. Especially for the activities / learning process in school, the most important thing is the use of strategies and models of learning to read. Therefore, in the learning process teachers should use strategies and models of learning to read a variety, which will be able to develop literacy skills and critical thinking of students, especially fourth grade elementary school.

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