COMPETENCY OF CRITICAL LITERATION OF STUDENTS LIVING IN THE BANK OF RIVER AREA IN BANJARMASIN CITY

[1]Jumadi, [2]Nasrullah, [3]Syaharuddin, [4]Mutiani, [5]Jumriani, [6]Ersis Warmansyah Abbas

Abstract:

The main task of education is to facilitate students to be able to face their future critically and creatively. For this reason, schools should provide a variety of literacy competencies that are needed by students in order to face the increasingly complex challenges of life now and in the future. Of the many subjects given at school, language subjects, especially reading literacy material, are most responsible for being able to equip students' literacy competencies. This study describes: (a) the level of critical literacy competency of junior high school students living in the riverbanks in Banjarmasin City; (b) the implementation of critical literacy learning towards students at SMPN who live in river areas in the city of Banjarmasin; and (c) the availability of library resources to support the improvement of critical literacy of students in schools living in river areas in Banjarmasin. This research includes a combination of quantitative and qualitative research. The determination of the sample of this study used stratified random sampling technique. The data source of this study were students and teachers who came from seven public high schools in the riverbanks in Banjarmasin City. Data collection techniques are done through tests and non tests. Quantitative data were analyzed using the SPSS program and qualitative data were analyzed by text analysis techniques.The results of the study show: the critical literacy reading competence of Banjarmasin students is low because the learning approaches used in the learning process of reading do not all lead to the implementation of a scientific approach emphasize active students. In addition, critical literacy learning materials are still focused on understanding the structure and content of the text and have not touched on a critical review of the text and the implications of the contents of the text for the purpose of community life, especially related to life on the riverbanks, and there are not adequate literature sources available to support critical literacy learning.

Keywords: competence, literacy, literature.

[1] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia
[2] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia
[3] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia
[4] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia
[5] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia
[6] Faculty of Teacher Training & Paedagogy,Lambung Mangkurat University, Banjarmasin, Indonesia

I. INTRODUCTION

The educational task is inseparable from the life and culture of the community in the educational environment it is carried out (Abbas et al. 2019). The core thought is that the classroom should mirror the wider community and function as a laboratory for real life learning. Therefore, in the learning process teachers should build a social learning environment that is characterized by democratic procedures and scientific processes. The teacher's responsibility is to motivate students to learn cooperatively and to think about important social issues in society.

Meanwhile, a critical education expert, Freire (2000) states that learning is essentially a process of gaining knowledge, skills and attitudes. For this reason, in the learning process the subject must use a scientific approach in dialogue with the world so that they can explain reality correctly. So actually knowing is not the same as remembering. In this context justified the synthesis of teacher and student knowledge through dialogue. The teacher's role is to describe the problem of an existential situation that has been codified to help students to have a more critical and creative view of reality.

One competency that is feasible given to students is literacy competence. This competency is the basis that will build and strengthen a number of other competencies, such as numerical competencies, financial competencies, cultural competencies, and other competencies. Because of the importance of ownership of these competencies, UNESCO firmly states that literacy is an important tool for the effectiveness of economic and social participation. In fact, literacy contributes to developing humanity and reducing poverty. Literacy can encourage and maintain social togetherness and contribute to the fair implementation of human rights.

To build literacy competencies in reading students is not a simple matter. Experts tend to agree that the mastery of reading literacy competencies is a very complex process. Many things must be done and mastered in order to achieve that competency (Burns 1996: 8)

The above explanation suggests that reading literacy competencies are very complex and very important for students to have. Now the question is how to describe the literacy competencies of our students reading. Related to that, there are results of research on the literacy competencies of reading students in a number of countries, including the reading literacy competencies of elementary students in Indonesia.survey results *IAEA (International Association for the Evaluation of Educational Achievement)* indicate the literacy competence of elementary school students in Indonesia ranked 26th out of 27 countries surveyed.

Based on these various thoughts, we feel the need to conduct research on the critical literacy competencies of SMPN students in the city of Banjarmasin who live in river areas. With the zoning policy in their acceptance, it is estimated that the majority of students attending these schools come from areas that live in river areas.

For the people of Banjarmasin, the river has become the main activity for the people of ancient times until now, especially in the fields of trade, transportation and bathing. The rivers that divide the city are pursued as economic magnets, especially tourism. However, in its realization, the river in Banjarmasin City is in a paradoxical situation. One side of the river has the main support of community life, but on the other side the community does not care about the quality of river water.

The results of the above study indicate that the main cause of water pollution is the life activities of people who live in the river area, including students of junior high school who will be the target of research. What are their literacy competencies about the environment? Information about it is not yet available. In fact, the information is very much needed as an effort to build awareness of the environment through the learning process at school. The effort is a strategic step in order to break the chain of bad behavior that results in polluted river environments. On the basis of that thought, a study entitled *Critical Literacy Competence of SMPN Students Domiciled in River Areas in the City of Banjarmasin* is worth doing.

II.   THEORY STUDY

The meaning and concept of literacy today is growing. In the past literacy was defined as the ability to read and write as UNESCO in 1957 defines *literacy* as *"person is literate who can with understanding both read and write a short simple statement on his (her) everyday life* (2008: 18). However, literacy is now interpreted as the skill of reading words and the world with its relation in solving life problems. This contemporary definition of literacy marks a new concept of literacy development that was expressed by Paulo Freire from this point where critical literacy began to be explored and found its form in accordance with the context in which the term is used.

Lately, critical literacy theory is developing very rapidly. Critical literacy theory views literacy as an act of understanding that empowers a person by helping him find their voice and ethical responsibility to improve their world. In other words, literacy is the ability to empower criticism and analysis by means of knowledge and ways of thinking about and assessing knowledge, constructed in and through written texts (Hanmond and Macken-Horarik in Abednia, 2015: 78).

There are a number of principles that need to be developed in literacy-based language learning. According to Alwasilah (2012: 168-169), the principles include: (a) literacy is a life skill that enables humans to function optimally as members of society; (b) literacy encompasses receptive and productive abilities in written and verbal discourse; (c) literacy is the ability to solve problems; (d) literacy is a reflection of cultural mastery and appreciation; (e) literacy is a self-reflection activity; (f) literacy is the result of collaboration; and (g) literacy is the activity of interpreting.

In its development the term literacy is a concept that is more than mere linguistics, so that literacy is a social and political act to make a person become an educator (Barton & Hamilton, 2000; Baynham, 1995; P Friere, 1972; Gee 1996, 2000; Street, 1995) . Even so, it does not mean that literacy is identical to practical political movements that are closely related to those in control and those who are controlled, but people who understand literary criticism are able to understand things by using multi-perspectives through understanding sociology or culture to the political point of view attached to text produced at the level of social interaction that occurs in general.

In connection with the 'critical' attitude contained in the word critical literacy, that there are 3 concepts that are carried in the discourse in it: Critical Pedagogic, Critical Thought and Critical Literacy (Cooper, et al, 2008). Of these three things, one of them is critical literacy initiated by Paulo Freire who emphasized that literacy learning must be aimed at reading words and reading the world or reading texts and contexts.

Furthermore Wisudo (in Tilaar, 2011, p. 200) expressed his view, that "critical literacy can be briefly understood as the ability to read texts actively and reflectively with the aim of gaining a better understanding of power, inequality or inequality, and injustice in human relations" . Meanwhile, according to Johnson and Freedman (in Priyatni, 2012: 28) revealed that critical literacy is a combination of critical thinking skills and attention to the content of social justice, politics, language, and power that is in the text.

Critical literacy education explores language relationships that focus on the need to create critical speakers, readers and writers and are able to elaborate on the texts that surround them and interpret them both in products and their results. In this connection literacy is recognized as an ideologically defined source of meaning making (Ioannidou, 2015). Added by Cooper & White (2008) who explained that critical literacy is related to the process of developing self capacity (self-efficacy) to read situations and accompanied by an attitude of search to influence positive social change. This opinion is supported by Lee (2016) who expresses critical literacy as "learning to read and write as part of the process of becoming aware of the experience of a person who was built historically in a specific power relationship."

Literacy, however, cannot be separated from the world of pedagogy. because in learning literacy or critical literacy, the final ability to understand what is read and written as part of the nature of educational objectives is presented, as explained by langeveld in (Ibrahim, 2017) which states that "pedagogic is a theory that is meticulous, critical and objectively developing its concepts regarding human nature, the nature of children, the nature of educational goals and the nature of the educational process. "

In its development, to develop critical literacy skills, critical pedagogy is needed as its foundation in understanding the true nature of goals and the educational process.Thelin (2005) revealed that critical pedagogy is not about polemics to convey political science in the classroom but rather tends to give authority to students to share responsibility when encountering problems based on collective experiences encountered in their lives

In line with this view, Giroux (2007) explains that critical pedagogy not only presents students with a new way to think critically and act autonomously as an individual in the classroom but also critical pedagogy relating to providing the abilities and knowledge necessary for them to increase their capacity both in asking deep assumptions or myths of social practice that make up every aspect of society to take responsibility for participating in a world that is they inhabit.

III. RESEARCH METHODS

Types and Research Approaches

The main objective of this study is to describe and explain the level of critical literacy competence of public junior high school students in Banjarmasin who live in river areas. In addition, this study also explains the learning methods used by teachers in learning critical literacy; and the availability of library facilities that support the formation of critical literacy. To achieve that, this study used a mix of approaches *(blended)* two research approaches, namely quantitative and qualitative approaches (see Thomas, 2003). Meanwhile, if linked to the Research and Community Service Guide XX Edition, this research is classified as basic research in the socio-humanities and education fields (Theme 10).

For the sake of time, cost, and energy effectiveness, the determination of schools will be carried out based on *purposive random sampling* based on the region, North Banjarmasin, South Banjarmasin , West Banjarmasin, East Banjarmasin and Central Banjarmasin. On that basis, there are 10 schools that will be targeted for research. Students who were sampled were students of class VIII. Data collection techniques in this study were carried out through test and non-test techniques. The test technique is used to measure the level of critical literacy competence of junior high school students in Banjarmasin who live in a river environment. The test instrument consisted of two types, namely 25 multiple choice test questions to measure literacy comprehension reading comprehension skills and 4 description questions to explore critical literacy from students.

Meanwhile, qualitative data includes learning method data used by teachers; data on the number of books / readings in school; and student visit data to the library.

After the data have been analyzed, the levels are determined based on the assessment guidelines as follows.

Table: 1

Critical Literacy Competency Assessment Guidelines

Interval ability	Level
80-100%	Very High
70-79	High
60-69%	Medium
50-59%	Low
0-49%	Very Low

IV.   RESULTS AND DISCUSSION

Critical Literacy Competence

Competence of junior high school students' critical literacy living in the riverbanks in the city of Banjarmasin is relatively low. Details of the findings in each sample school are described in the following table.

Table 1: Description of Critical Literacy Competencies

Name of School	Average Critical Literacy Competencies	Category / Ranking
1. SMPN 11 Banjarmasin	57.06	Low / (4)
2. SMPN 13 Banjarmasin	56.63	Low / (5)
3. SMPN 15 Banjarmasin	59.65	Low / (2)
4. SMPN 17 Banjarmasin	62.50	Medium / (1)
5. SMPN 27 Banjarmasin	57.84	Low / (3)
6. SMPN 32 Banjarmasin	53.57	Low / (6)
7. SMPN 34 Banjarmasin	51.54	Low / (7)
Banjarmasin Junior High School	**57.23**	**Low**

Learning Implementation

Meanwhile, the implementation of learning needs to emphasize active students. Research findings have shown that symptom. However, in its implementation it is still focused on understanding structural aspects. In fact, in order to build critical literacy competencies, learning in schools needs to use models *inquiry learning, problem based learning,* and *project based learning* (see Ariyana et al., 2018: 33-38). In the learning model *inquiry*, students are directed to understand concepts, meanings, relationships through an intuitive process to finally come to a conclusion. Meanwhile, with the model of *problem based learning,* students are invited to think individually or in groups to overcome problems so that they are meaningful, relevant, and contextual. Finally, the *project-based learning* model is a learning model that involves the activeness of students in problem solving, carried out in groups or independently through the scientific stage with a specific time limit set forth in a product and then presented to others.

Table 1 above shows the reading competency of students is low. The low competency is related to the learning system used. According to the results of interviews with teachers, schools that were used as objects of research have used the 2016 curriculum. Thus, the learning system applied should be the desired learning system in the curriculum, a learning system that emphasizes active students in achieving the competencies expected in the curriculum. That is why, in the 2016 curriculum it is expected to apply *scientific approach*

According to the study of teaching preparation and implementation, not all learning conducted by teachers uses a scientific approach. Most teachers still use the active teacher approach to explain the material, directing students to read text in books, then students are directed to answer the questions available in the textbooks. In fact, if a scientific approach is applied, the process of learning to read (especially in core activities), students are directed to make observations of texts that are read, ask questions, and so on until they communicate the results of their discussions in groups for each discussion in class.

The scientific approach is not the only one suggested in the implementation of the 2016 Curriculum. May use a variety of other approaches, such as *discovery learning* or other approaches. In essence, learning to read should be able to facilitate students actively understanding the text comprehensively and critically. Apparently, the low level of critical literacy of SMPN students in the seven schools. In addition, in the learning process, the teacher does not prepare a special time to train students' critical literacy competencies. Reading learning is taught if basic competency material is felt to be related.

Besides being caused by the learning approach factors used, it seems that the material taught also affects student literacy competencies. According to observations and interviews with students, the material taught by the teacher focused on the textbook. The material taught is more focused on creating competence in understanding the structure of the text, not on the meaning of the text that is associated with life interests. In fact, according to experts, literacy learning is not just language learning. Literacy learning material involves aspects of language transforming language to interpret and use text.

The text taught is not contextual. This is seen reading material in textbooks not directly related to student life, that is related to aspects on the riverbanks, for example river water pollution, river transportation, or others. As a result, when they were given texts related to the environment on the riverbank, many of them did not know it. In fact, critical literacy learning should be able to provide competence to understand the various problems encountered.

The evaluation system conducted by the teacher still focuses a lot on the questions available in the book. Learning has not led students to think at a higher level. The level of criticism for responding to texts that are read as one solution to life has not yet been established.

Related to the above, Freebody and Luke (in Alwasilah, 2012: 159-160) offer a literacy model with: (a) *breaking the codes of texts,* (b) *participating in the meaning of texts,* (c) *(using functionally texts* and (d) *critically analyzing transforming texts.*

Thus, good critical literacy learning is not only possible to be embedded in related learning material.There needs to be arranged and prepared a special time to design and implement the learning process. - Continuing and involving students in various literacy competitions has an impact on the formation of student competencies

Availability of Learning Facilities

Related to the availability of learning resources, the study found evidence that in the seven schools studied there were not yet sufficient sources of literature available to foster interest in reading which in turn increased critical literacy competence students in the library most textbooks are available in, such as dictionaries, reading books, magazines and newspapers are very limited. In fact, library resources are a vital means of growing literacy in schools.

Literature sources that utilize cyberspace are also not yet available. Based on the results of interviews with the library keepers, there is no electronic library available. In fact, there is a national electronic library site that can be accessed by students or teachers. In fact, the officers did not yet know that. As a result, library visitors are also very few. From the list, students rarely use the library, except for

borrowing textbooks. Could be, this is due to the lack of existing library materials because most of the available books are textbooks or textbooks.

Related to the above, Priyatni and Nurhadi (2017: 16) stated the need to expand access to quality learning resources by: (a) developing supporting facilities that shape the literacy work ecosystem ,; (b) optimize the library as a comprehensive learning vehicle for school residents. The library is the root of the culture of reading and writing. It is fitting for a school library to provide convenience for users to access reading material. In the library a variety of literacy can be carried out that is attractive to school residents; and (c) provision of reading angles in class. That way, students can use certain times to read in class when the teacher hasn't arrived.

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