

THE APPLICATION OF LITERATURE TO TRAIN THE STUDENTS' CRITICAL REASONING IN SDS JAI NALANDA, JAMBI CITY

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ABSTRACT

This study aims to describe the application of literacy in training students in class II SDS Jai Nalanda Jambi City. This research is a qualitative research and with descriptive analysis. The informants in this study were class II teachers. The results showed that several stages carried out by class II teachers at SDS Jai Nalanda Jambi City consisted of three stages, namely 1) Mini Lesson Stage which included apperception and strategy demonstrations, 2) Conferring Stage was the application of strategies and discussions in pairs/groups and questions. lighter 3) Sharing stage, namely the stage where students make presentations on the results that have been obtained and provide responses to one another. In training students to think critically, the teacher uses books as the main source in learning with critical questions.

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1. INTRODUCTION

Literacy culture in Indonesia is currently an interesting topic to talk about. The culture of literacy that is still low and has not become a habit of the Indonesian people is the cause. With the rapid growth of popular culture, books are no longer a top priority (Perdana & Suswandari, 2021). At this time books are increasingly abandoned and switch to Smartphones. The use of smartphones was chosen because it offers social media so that it distracts some people from reading activities (Yuliati & Saputra, 2019). In education this influence also has an impact on the learning process. Students prefer to play smartphones than reading books. even though books are excellent reading materials to develop the skills of students. Reading materials have the benefit of improving communication and language skills, increasing vocabulary and making them active and responsive (Sridadi, 2021). Through reading materials that are read, students will have broad insight. Students who excel and are able to compete can be realized if students have very broad information (Sari, Rulviana, Suyanti, Budiartati, & Rodiyatun, 2021).

In learning the habit of reading books, it is one way for students to get used to reading books. In learning the teacher is required to make efforts so that this habituation can be carried out. In this regard, the researcher is interested in researching literacy habits to train critical reasoning at SDS Jai Nalanda, Jambi City, grade 2 elementary school.

2. RESEARCH METHOD

In this study, researchers used descriptive qualitative research. This research was conducted in grade 2 at SDS Jai Nalanda Jambi City. This study discusses the application of literacy to train students to think critically through books. The data to be obtained comes from the results of the analysis of observations, interviews and documentation. Interviews conducted by researchers are unstructured interviews. An unstructured interview is an interview that does not use an interview guide (Sugiyono, 2020). Data analysis was carried out qualitatively with the stages of data collection, data reduction, data presentation, and drawing conclusions.

In this study, the informant selected was a grade 2 teacher. Informants were people who had knowledge and knew deeply what the questioner wanted to know based on the experience experienced by the person directly (Setiawan, 2021).

3. RESULT AND DISCUSSION

Teachers have a very important role in training students to think critically. Teachers have several roles, namely as educators, teachers, role models and mediators. In addition, the teacher's role is to guide students to find the right reading books (Safitri & Dafit, 2021). The learning carried out by the teacher will train students to have critical thinking. In learning the teacher must use a progressive and comprehensive approach that aims to motivate students' curiosity and to think critically (Kurniawan, 2019). Through literacy activities, students will train in critical reasoning. In this study it was found that the teacher carried out three stages, namely the mini lesson stage, the conferring stage and the sharing stage.

3.1. Mini-Lesson Step

The results of observations and interviews conducted by researchers, it was found that at this stage the initial step taken by the teacher was apperception. Apperception is done to connect the material that has been studied previously with the material to be studied. Good apperception will make learning integrated and in sync with students' understanding (Saifudin, 2002). In addition, the teacher begins to interact with students with short questions.

After doing the apperception, the teacher then demonstrated the strategy to the students. At this stage the teacher conveys what strategies will be learned. The teacher simulates how the learning activities will be carried out. In the simulation the teacher asks students to look at 2 books that are held by the teacher. Next, the teacher asks students' opinions with lighter questions. At the same time, the teacher gives directions for the answers to the questions given to students if they have difficulty in answering. After the observation and response process is complete, the teacher does modeling to students with the aim of determining and giving examples. The teacher chooses a book and makes observations after that write down keywords related to the book such as illustrations in books, book titles, etc.

3.2. Conferring Step

The results of observations and interviews found that at this stage the teacher divided students into pairs and provided opportunities for students to read the book he chose. The next stage, the teacher asks students to apply the reading strategies that have been learned in the mini lesson stage. The teacher asks students to sit in pairs and discuss. the discussion method is a method that can increase the enthusiasm of students in learning (Manullang, Sidabutar, & Manullang, 2021). Next, the teacher distributes worksheets that are filled out by students. When students conduct discussions, the teacher goes around checking what needs to be improved from the students' work by directing. At this stage the lighter question used by the teacher is what is the title of the book? What illustrations are in the book? Do you think this book contains facts or imagination? Who are the characters in the book? How do you know? What are the keywords of the book? of the questions given requires students to analyze and identify them. These questions will train students in critical reasoning. The ability to compose, uncover, analyze, solve problems is a critical thinking skill (Mardiyah, 2019).

3.3. Sharing Step

At this stage the teacher will ask students to present and explain the results of their discussions in front of the class. At this stage, students are required to dare to appear in front of their friends. The ability to speak in front of a crowd will make children more confident (Kartikawati, 2020). The presentation activities carried out will familiarize students to be confident and dare to speak in public. In the presentation activity, students are asked to share what they get from the book. The teacher's task at this stage is to straighten answers and ask

other students to provide responses to the presentations that appear. After everything is finished, the teacher will provide conclusions and outlines for what was learned. In addition, the teacher will give assignments independently by giving a book for students to read at home and provide rules that students must do in reading books.

4. CONCLUSION

Based on the results and discussions that have been described by the researchers, the researchers can conclude that the learning carried out with the stages of mini lessons, conferring and sharing using books can train students to think critically. Reading material is used as the main source for students to find information. The habit of reading will train students to be responsive and have the insight that he gets from books. The questions given by the teacher are able to train students to get used to critical reasoning. The books provided will stimulate students to think critically about the contents of the book, book illustrations, who are the characters in the book that require students to identify and analyze the book.

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