



Linkage Analysis of Critical Thinking Skills Through Primary School Literacy in Salatiga City

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Abstract. Critical thinking abilities are one of the core abilities that are crucial for develop early on in the education process. Critical thinking abilities are a mental process used to carry out focused, methodical problem analysis. The 21st century requires understudies to be able to think in a general sense, so it too requires teachers to be able to analyze the supporting and restraining components of basic considering capacities and create exercises that can create basic considering capacities. This inquire about endeavors to look at to analyze the components of basic considering capacities of essential school understudies in Salatiga City through education exercises employing a subjective approach. This ponder points to discover out the degree to which education exercises can make strides students' basic considering capacities and the variables that impact this advancement. This think about utilized a expressive subjective investigate plan utilizing documentation, interviews, and perception to gather information. The study's discoveries ought to offer assistance to clarify the association between essential school students' basic considering aptitudes and education exercises, as well as offer proposals for raising the standard of instruction. The results showed that the advancement of education exercises, encompasses a noteworthy impact on making strides the basic considering.

Keywords: Critical thinking, Literacy, Primary school, 21st century.

1 Introduction

Critical thinking abilities are becoming a global educational innovation to teach 21st-century abilities [1]. Critical thinking abilities are crucial in to-day's information age. Understudies ought to be able to analyze data, assess arguments, and illuminate issues viably. The key of data gathering and processing are crucial components of critical thinking, analyzing and assessing reasoning, and reflecting and evaluating their thinking [2][3][4][5][6][7](Juliani, 2021).

Educators have a crucial part in the field of education to be able to create the character of understudies. Instruction is expected to be able to create a quality society. Especially within the industrial period of 5.0, teachers must be able to make a millennial generation. Mechanical progresses moreover require understudies to be able to reason critically to be able to sort out what changes can be embraced and what changes should be avoided. Humans will grow and develop as a whole person if supported by adequate education. The development of human abilities in receiving

various kinds of knowledge requires a learning process that is carried out as much as possible in the entire education process [8].

The character of critical thinking needs to be cultivated in every student. Critical thinking is needed when solving and solving a problem. Critical thinking abilities are characterised as a mental procedure that involve conducting focused and methodical analysis linked to difficulties, accurately identifying problems, and finding information to prepare solutions for fixing problems. In schools, critical reasoning abilities are important to be taught, instilled, and developed so that students can deal with various problems that occur around them properly, skillfully, and critically [9].

Critical reasoning abilities in elementary schools are still relatively low, many students are not optimal when viewed from how to understand a problem, formulate an idea, analyze and reflect on an idea [10][11]. In line with this thought, in light of research, it can also be evidenced by the outcomes of the Human Development Index (HDI) survey conducted by Indonesia which is ranked 110 out of 183 countries [12]. The Program for International Students Assessment (PISA) also shows that the level of basic considering capacities of understudies is exceptionally low, which is expressed in 71 out of 78 nations [13][11].

Literacy, especially reading, is an important foundation for developing critical thinking abilities. Through literacy activities, students are trained to understand texts, and infer and connect ideas. Reading activities, often known as literacy, refer to a person's capacity to process when reading and writing, and understand information [14]. In another study, it was also stated that reading ability is one of the internal factors of critical thinking abilities in students [15].

There are several studies on the factors of critical thinking abilities including internal factors such as physical condition, motivation, anxiety, intellectual development, and interaction, while external factors relate from outside the individual in the form of a social environment [4]. In addition, the factors of critical thinking ability were also obtained from Rosmiani that intellectual development and motivation have a favourable and noteworthy impact on critical thinking abilities in learning mathematics [16]. In addition, there are several studies on low student literacy caused by certain factors both internally and externally [17] and several studies showing that student literacy in some schools is still relatively low [18][19]. There are only a few studies on the connection between literacy and critical thinking abilities, and the factors that influence them.

2 Method

The sort of investigate utilized is clear subjective investigate strategy with a phenomenological approach. Bogdan & Taylor characterize subjective inquire about as one of the inquire about strategies that produces expressive information, either written or spoken, on the behaviour of individuals that are observed in a certain context that is studied from a whole, comprehensive, and holistic perspective. According to (Sugiyono, 2019: 24) qualitative research is carried out in natural settings, it is frequently referred to as a naturalistic research approach. This shows that descriptive qualitative research is research with the results of the study described in an appropriate description according to the circumstances that occur [15]. The research began by designing questionnaires and interview instruments to survey students about literacy

activities at school and their relationship with critical thinking abilities and influencing factors. Data collection was conducted in light of the results of interviews, observations, and analysis of learner survey data.

This research was carried out at Elementary school Sidorejo Lor 03 Salatiga City. The research subjects were grade 4 learners consisting of 56 students. The sources of this research were principals, educators, and students. The data credibility test was conducted using the triangulation technique. The basic considering capacities were dissected in this think about employments markers of basic considering capacities created by Ennis as these markers as of now speak to a few other basic considering pointers [7][20][21]

Table 1. Critical Thinking Ability Indicator

Criteria	Indicator
Focus	Learners are able to recognise the problem presented.
Reason	Learners are able to provide reasons in light of appropriate facts/evidence in each step in making decisions or conclusions.
Inference	Learners are able to present conclusions and choose the right reasons to support their conclusions.
Situation	Learners present all information correctly based on the issue.
Clarity	Learners are able to clarify the terms in the problem.

3 Result and Discussion

This study was carried out at Elementary school Sidorejo Lor 03 Salatiga City, Sidorejo Lor village, Sidorejo sub-district, Salatiga city, Central Java. The participants in this research investigation were grade 4 students, homeroom teachers, and the school principal.

3.1 Factors causing students' literacy abilities

3.1.1 Internal Factors

Internal factors are factors or encouragement that arise from within students to do something [22][23][24].

In light of the results of surveys and interviews, several internal factors influence the low literacy of students.

The first influential factor is intellectual intelligence. Intellectual intelligence is a person's cognitive ability to think rationally which cannot be observed directly and needs to be observed from various concrete actions [25][26].

In light of the observation results, it was found that 6 students still took a long time to understand a reading, so students needed to repeat to understand the reading. This is supported by a statement submitted by students as well as teachers who teach in the class. From the statements obtained, it is concluded that intellectual intelligence can affect the ability of students.

This intellectual intelligence is the pupils' capacity to follow to the learning prepare, the differing character of the mental insights of understudies is what causes contrasts within the capacity of understudies to follow the learning

process, so this not only affects literacy abilities but will also affect the learning process in general.

The next factor causing the low literacy level of learners is the motivation of learners to read. During the observation, 13 learners from 2 classes were found to lack the initiative to read books, both textbooks and non-lesson books. Even in light of observations, it was found that some children did not pay attention during learning so this could interfere with the learning process. This statement is also backed up by the findings of interviews with homeroom teachers in class and statements from 3 students in class.

Motivation is a crucial thing that can encourage students to move forward. Motivation is a behavior that directs a person to be able to achieve the desired goal [27][28][29].

In light of this, it can certainly be concluded that the existence of motivation in students is very influential on literacy abilities, because children who have the initiative to read certainly have relatively high literacy abilities compared to children who lack the initiative to read.

The following calculate causing education capacities is intrigued. Intrigued in learning features a critical impact on learning results because students will develop a willingness to read or learn something [30][22]. From this statement, we can conclude that interest has a relationship to fostering a person's desire to carry out literacy activities. So we can understand that a person's interest in reading will affect his literacy abilities.

Students' learning interest is impacted by various things. The use of a variety of learning methods that are less interesting, the presentation of boring material, and ineffective learning strategies are some of the factors that can reduce interest in learning. This is also related to the high and low literacy abilities of students. In light of the research results presented, it can be concluded that student's literacy abilities are influenced by various internal factors, including intellectual intelligence, motivation, and interest. These three factors are interrelated and influence each other.

Intellectual intelligence provides a strong foundation for the development of literacy abilities. Students with higher intellectual intelligence usually find it easier to understand complex concepts in reading texts. However, intellectual intelligence is not the only deciding figure as inspiration and intrigued moreover play an imperative part in empowering understudies to proceed learning and developing their literacy abilities.

Motivation is a very important driving factor in the learning process. Students who have high motivation tend to be more active in seeking information and developing their literacy abilities. Interest in reading is also a key factor because high interest will encourage students to read more often and explore various types of reading.

It is important to remember that these three internal factors do not stand alone but interact and influence each other. For example, students with high intellectual intelligence but lack motivation may not be optimal in developing their literacy abilities. Conversely, students with a high interest in reading but difficulty understanding complex texts may need additional help to improve their literacy abilities.

3.1.2 External Factors

The first external factor of literacy abilities is the involvement of students' parents. Parents' involvement in fostering children's literacy abilities has a significant influence. The results showed that the role or involvement of parents can affect students' literacy abilities [31][17].

In light of interviews with learners, it was also found that learners whose parents were active in providing reading materials, reading stories and discussing the content of reading, tended to have better literacy abilities. Conversely, learners who lack parental support in literacy often experience difficulties in understanding texts and developing interest in reading. This shows that the role of parents as models and facilitators in literacy activities is very important.

In addition to providing reading materials, parents' involvement in reading stories from an early age also has a positive impact on children's language and vocabulary development [32][33]. Thus we can conclude that reading activities with parents create a strong emotional bond between children and books, so that it can foster a sustainable interest in reading. In addition, discussions about reading content help children to understand more complex concepts and develop critical thinking abilities.

The next factor affecting literacy abilities is the social environment or playmates. The social environment, especially playmates, also influences children's literacy abilities. The study's findings demonstrate that pupils show that students who have friends are very influential on students' literacy abilities [17][34]. The outcomes of interviews with class teachers found data that students who have friends who like to read tend to follow the habits of these friends. Peers can be good models for children to develop an interest in reading. In addition, discussions with friends about the same book can help children gain different perspectives and deepen their understanding of the text.

However, peer influence is not always positive. If peers are more interested in other activities that are less supportive of literacy, then this can hinder the development of children's literacy abilities.

The next external factor is the teacher's method of teaching. Observations showed that teachers' teaching methods are also an external factor that greatly influences learners' literacy abilities. Teachers who are creative and innovative in applying various learning strategies, such as using interesting learning media, group discussions and literacy-based projects, can increase learners' motivation and interest in reading. In addition, teachers who are able to create a fun and conducive learning atmosphere will encourage learners to be more actively involved in literacy activities.

Conversely, monotonous and unvaried teaching methods can make learners bored and lose interest in reading. Teachers who only focus on teaching texts without providing opportunities for learners to interact with texts actively will find it difficult to develop learners' literacy abilities optimally. This is in line with several research results which show that the teacher's ability to manage a lesson can affect learners' literacy abilities [32][34][17].

In light of the study's findings presented, it can be concluded that student's literacy abilities are influenced by various external factors, including parental involvement, the influence of playmates, and teachers' teaching methods. These three factors are interrelated and influence each other.

Parental involvement provides a strong foundation for the development of children's literacy abilities. Parents as models and facilitators have a very important role in fostering interest in reading and creating an environment that supports literacy. The influence of peers cannot be ignored either as they can be motivators and facilitators in literacy activities.

Meanwhile, creative and innovative teacher teaching methods can increase students' motivation and interest in reading. Teachers who can produce an enjoyable and conducive learning atmosphere will encourage students to be more actively involved in literacy activities

3.2 Analyzing Critical Thinking Proficiency through Literacy in Primary Schools

The research conducted at Sidorejo Lor 03 Primary School in Salatiga City showed an in-depth analysis of qualitative data obtained from in-depth interviews with students, classroom observations, and surveys revealed some interesting findings regarding the correlation between critical thinking abilities and literacy.

The first connection is the existence of a deep understanding of the text, where students who show good literacy abilities tend to be able to understand the text in depth. They not only understand the literal meaning of the text, but are also able to interpret the implied meaning, analyze the structure of the text, and connect the text with prior knowledge. This was reflected in the interviews, where these learners could explain the complex ideas in the text using their language and provide relevant examples.

As for the second link, namely the ability to assess the credibility of sources, learners with good literacy abilities tend to be more critical in assessing the credibility of information sources. They can distinguish between fact and opinion, identify bias in a text, and evaluate arguments in light of evidence. This can be seen in class discussions, where students actively question the sources of information used and provide logical reasons to support their opinions.

The next link is the ability to argue, learners with good literacy abilities were found to be more able to construct coherent and logical arguments. They can present evidence to support their arguments, as well as respond politely and rationally to opposing arguments. This was seen in written assignments, where learners were able to write good argumentative essays.

The last link is flexibility of thinking, learners with good literacy abilities tend to have high flexibility of thinking. They can see a problem from multiple perspectives, generate creative ideas, and find innovative solutions. This was reflected in the group project activities where these learners actively participated in brainstorming and made valuable contributions.

The findings show the link between literacy and critical thinking. Learners who have good literacy abilities tend to be more active, critical, and creative in their thinking. This shows that literacy is not only about reading and writing but also about

developing higher-order thinking abilities that are essential for success in learning and life.

4 Conclusion

In light of the study's discoveries, that there's a noteworthy relationship between proficiency and basic considering capacities in essential school understudies. Learners who have good literacy abilities tend to have higher critical thinking abilities. They can analyze information in depth, evaluate arguments, and solve problems more effectively. This appears that proficiency isn't as it were restricted to perusing and writing but is additionally an vital establishment in developing higher-order thinking abilities.

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