

Humanist Literacy Links in Critical Reading: Future Learning Directions

Asnawi Asnawi^{1*}, Ida Zulaeha², R.M Teguh Supriyanto², Hari Bakti Mardikantoro²,
Sri Wahyuni¹

¹Universitas Islam Riau, Indonesia

²Universitas Negeri Semarang, Indonesia

*Corresponding Author: asnawi@edu.uir.ac.id

Abstract. Critical reading is a very necessary competency in the millennial era. Readers are required to think and reason critically to selectively accept the information obtained. Therefore, as a reader, you must be able to filter information that is in accordance with the characteristics of the Indonesian people based on Pancasila. This is in accordance with the demands of future learning to make Pancasila students. Critical reading strands humanist literacy, one way that can be done to form a profile of Pancasila students. Humanist literacy is an activity that aims to communicate and collaborate on human attitudes. The purpose of this study is to find the characteristics of critical reading learning materials that link humanist literacy as a future learning direction. The data of this research are in the form of questionnaires and interview results from 16 lecturers spread across four major universities in Riau. The method of data collection was done through observation, questionnaires, and interviews. The data analysis technique was carried out reflectively with the help of TagCrowd and AntConc. Based on the results of the study, it was found that the characteristics of the desired critical reading learning material include, (1) the material is oriented towards humanist literacy activities, (2) uses the Malay Teaching Text, (3) is oriented to the attitude and behavior approach (psychodidactic), (4) presents the critical reading content of the Tunjuk Ajar Melayu text links humanist literacy, (5) has material that is in accordance with the characteristics of Malay culture.

Key words: critical reading; humanist literacy; malay life principles.

How to Cite: Asnawi, A., Zulaeha, I., Supriyanto, R. M. T., Mardikantoro, H. B., Wahyuni, S. (2021). Humanist Literacy Links in Critical Reading: Future Learning Directions. *ISET: International Conference on Science, Education and Technology*, 7(1), 63-74.

INTRODUCTION

Critical reading is a necessary activity in the context of today's revolution. This is assumed for the variety of information presented in the type of text. Each text contains certain arguments and perceptions. The ideal text certainly has distinguishing characteristics from other texts. The content of ideas presented in the text usually indicates certain social practices (Cahyono et al., 2019). This practice causes the information conveyed in the text is no longer neutral, but is written based on certain ideologies and interests. The text is used as a means to influence and lead the reader to a state desired by the author. In addition, the text is also distributed to dominate views, ideology, propaganda, and diversion of issues (Hariadi et al., 2018). To reveal all these things can be done with critical thinking activities through critical reading. Based on this information, it can be stated that critical reading skills need to be possessed to reveal certain interests, ideologies, and goals whose content is still implied in a text (Fariqoh, 2017).

Learning to read critically needs to be focused on that so that it can fortify students to be selective in choosing information. Furthermore,

critical reading skills aim to expand one's knowledge by thinking critically about the text read. Critical reading skills are not only activities to find information in a text, but also provide an assessment. The considerations made are in the form of the credibility value of a reading information (Wardoyo et al., 2016). Therefore, students are required to carry out critical reading activities by involving critical thinking aspects. Aspects of critical reading skills in question such as remembering, understanding, distinguishing, comparing, finding, analyzing, organizing, evaluating, interpreting, inferring, explaining, and self-regulating the information received in the text (Gilliver et al., 2016).

Critical reading is expressed as a high-level reading activity so that better learning materials are needed. Good learning materials certainly pay attention to student characteristics and future learning directions (Suryati et al., 2017). In critical reading, readers are required to utilize various information to increase knowledge, understanding, and experience. All information in the text can be obtained from various sources (Cahyanto et al., 2016). Today the development of technology, information, and communication

is growing so fast. This condition certainly has an impact on the number of diverse reading texts (Yanto, 2018). However, the information from the reading text is not all in accordance with the needs of the reader. Readers must have the competence to choose text and information that is relevant to their needs. In addition, readers can also analyze and assess various information before reflecting and utilizing it. Therefore, critical reading skills are important as the fulfillment of competence in facing the development of technology and the direction of future learning today (Gersten et al., 2010).

Critical reading involves an intensive and comprehensive reading process. This process is carried out to understand text information in depth. The information contained in the text tends to indicate a specific purpose, which is usually presented by the author implicitly (Suwartini & Fujiastuti, 2017). Therefore, the reading text is not only understood, but it is necessary to critically observe and assess the intent of the reading. This concept or activity of thinking is often called critical reading. The reader is not required to be able to understand the information or the content of the reading, but to be able to determine and analyze what is hidden from the information in the reading text. Priyatni (2014) emphasized that reading activities related to the process of analyzing and assessing is critical reading. Thinking activities that require the reader to give an opinion on the content and style of language used in reading texts that are read based on accountable characteristics are called critical reading. Based on this, it can be stated that critical reading is a reading activity by providing an assessment of the content of the reading text through critical thinking activities (Sultan, 2018).

Theoretically critical is defined as an attempt to find errors or mistakes. Critical reading focuses on reading activities by looking at and assessing the reasons the author writes reading material (Hamidah, 2020). Readers do not just read what is written by the author but carry out activities to think about the problem or reveal the problem being discussed. Thus, it can be stated that critical reading means an activity that requires the competence to analyze and provide an assessment of the reading content (Sariyem, 2016).

Learning to read critically involves all components of learning aspects. In addition, critical reading learning aims to increase competence in analyzing, interpreting, inferring, evaluating, explaining, and self-regulating. The approach used in critical learning is a critical

thinking approach (Tarulitha et al., 2020). Critical thinking activities involve textual and contextual components. The level in the first critical reading ability, literal reading ability or reading at the basic level, usually at this stage the reader reads the text or reading material in order to get information (Nurhadi, 2010). Second, critical reading skills, at this stage the reader is not only looking for information in the text or reading material but also to do analysis and evaluation in the text or reading material. Third, creative reading skills, namely the reader is able to apply the things contained in reading in everyday life. The stages referred to in critical reading learning include (1) making an outline of the text, (2) interpreting the content of the text, (3) critiquing the content of the text as knowledge. The stages in critical reading learning are: (1) concluding several questions to find out the meaning of the readings that have been read, (2) expanding the questions with explanations, and (3) providing reading assessments to obtain benefits so that they can achieve the objectives of reading. The stages in the procedure in critical reading learning are: (1) determining what the author will aim at from writing the text, (2) the appropriateness of the author based on the author's ability, and (3) the reader can distinguish between real things and things that are only statements, opinions. or the author's thoughts on the text (Sultan, 2018). The current direction of learning to read critically is led to a humanist attitude. Students are not only required to have a critical attitude but also to have a humanistic attitude. By having these two attitudes, students can determine and behave wisely according to real life norms. Intellectual intelligence can be learned but humanist intelligence needs to be literate so that both have high continuity. If students already have both intelligences, future learning challenges can be faced easily.

Humanist literacy relies on a literacy approach. Literacy emphasizes the problem of a text and how to interpret the meaning that appears in the text (Mutmainah, 2020). Literacy is expressed as a way to give meaning and consider that meaning according to personal perception (Hendriani et al., 2018). In another view, literacy is also often described as a method that can be used to interpret and create meaning in a text. Literacy emphasizes the activities of social, historical, and cultural practices in shaping and giving meaning through texts. From this concept, it can be stated that literacy is a way that can be done to reveal the meaning in a text. Therefore,

many literacy experts say that literacy is an approach that can be used to examine the ideology of a text. Furthermore, as an approach, of course literacy has a technique or steps on how to reveal the ideology of a text. The literacy development framework includes (a) the process of encoding or encoding (decoding-encoding), (b) meaning with a focus on the reviewer's understanding of the meaning of the text, (c) pragmatic practice with a focus on functionally utilizing text for different purposes, (d) critical thinking with a focus on the reviewer's understanding of a written text that is not neutral but has a certain ideology and purpose (Freebody 1992, Ludwig, 2003 in (Sultan, 2018)). In another view, it is stated that literacy is a social construction and is never neutral. Literacy is a person's skills and abilities in assessing and solving problems. Problem solving activities are carried out by playing critical thinking skills, which include interpreting, analyzing, inferring, evaluating, explaining, and self-regulating activities against a text. Textual sources are examined textually and contextually by considering the aspects of context, multiliteracy, multiculturalism, and multimedia through empowering and increasing the multi-intelligence of the reviewers.

Humanist literacy is related to skills and abilities to analyze and regulate oneself reflectively based on human attitudes. Therefore, humanist literacy is related to a person's communication skills humanely (Dwi & Zulaeha, 2017). How someone can create good communication indicates that he has a humane attitude. Humanist literacy skills are based on a person's humanistic attitudes. How to behave, behave, and act like a real social being. The view of humanist literacy is influenced by social sciences where every human being is a social being who cannot survive without the help of others. In addition, humanist literacy is also related to a person's abilities and skills in collaborating. Working together and collaborating emphasizes good social attitudes. Good cooperation can create humanistic relationships. The humanist relationship is marked by how close the ties of cooperation have been. Furthermore, humanist literacy emphasizes a person's abilities and skills in critical, innovative, and creative thinking (Razak, 2018). Based on this concept, it can be stated that humanist literacy is a person's skills and abilities in behaving, behaving, and acting in accordance with human values.

The problem that currently occurs for Riau students is the fading of humanist attitudes in accordance with the demands or principles of Malay life. The old Malay values and attitudes have shifted from the actual situation. Young Malays today often compare and combine it with modern life. It was not wrong to do this, but the process of comparison and combination that is not relevant to the old Malay life principles makes the values of authentic Malay life principles shift. Therefore, critical reading learning is needed to link humanist literacy with the aim of restoring and fortifying the real values of Malay life. By learning to read critically, humanist literacy can improve students' skills to think and act wisely according to the real demands of Malay life.

Learning to read critically should be done by presenting learning material that is close and known to students. However, learning to read critically in Riau Province currently uses materials globally whose authentic level is very far from the characteristics of Riau students who have a Malay culture. Based on the statement that has been stated, there are several problems in learning critical reading for students in Riau Province. The basic problem is the availability of authentic critical reading learning materials that match the characteristics of students in Riau. Therefore, this study presents problems regarding the need for critical reading learning materials for students in Riau Province. The purpose of this study is to find out how the lecturers need about the desired critical reading learning material. Thus, after finding the basic problem of the need for critical reading learning materials, it is possible to update the existing critical reading learning materials. It aims to answer the challenges of learning to read critically in the future.

METHODS

The study was conducted using qualitative research with descriptive methods. The description is used to provide an overview of how the material needs for learning critical reading link humanist literacy as a future learning direction. The data of this research are the results of comments and the results of the questionnaire on the need for critical reading learning materials for humanist literacy. The data sources for this research are 16 lecturers from four major universities in Riau Province. The lecturers used as data sources in this study were lecturers who had studied reading and advanced reading. Methods of data collection is done by observation, questionnaires, and interviews.

Observations were made in the form of a conceptual study of the availability of authentic critical reading learning materials in Riau according to student characteristics. Questionnaires were used to dig deeper into the observations obtained. Furthermore, interviews were used to validate the data found based on observations and questionnaires on the need for critical reading learning materials in Riau. The data collection instrument was designed based on the characteristics of critical reading learning materials. Data analysis was carried out by reflective analysis using the help of AntCon and TagCrowd. Validation of the data is done by triangulation of sources and reflection.

RESULT AND DISCUSSION

Learning to read critically links the humanist literacy desired by the lecturer and also considers

the material aspect. Lecturers need critical reading learning to link humanist literacy which has material conformity with the competencies achieved in critical reading to link humanist literacy, namely analyzing, interpreting, inferring, evaluating, explaining, and self-regulating. In addition, lecturers need critical reading learning to link humanist literacy including the accuracy and up-to-date material on the characteristics of students in Riau Province. Learning to read critically links humanist literacy that is needed by lecturers to have the right use of materials and forms of enrichment in accordance with the demands of future language learning, namely creating (Kusumam et al., 2016:28-39). In detail about the material needs in learning to read critically linking humanist literacy can be seen in the following picture.

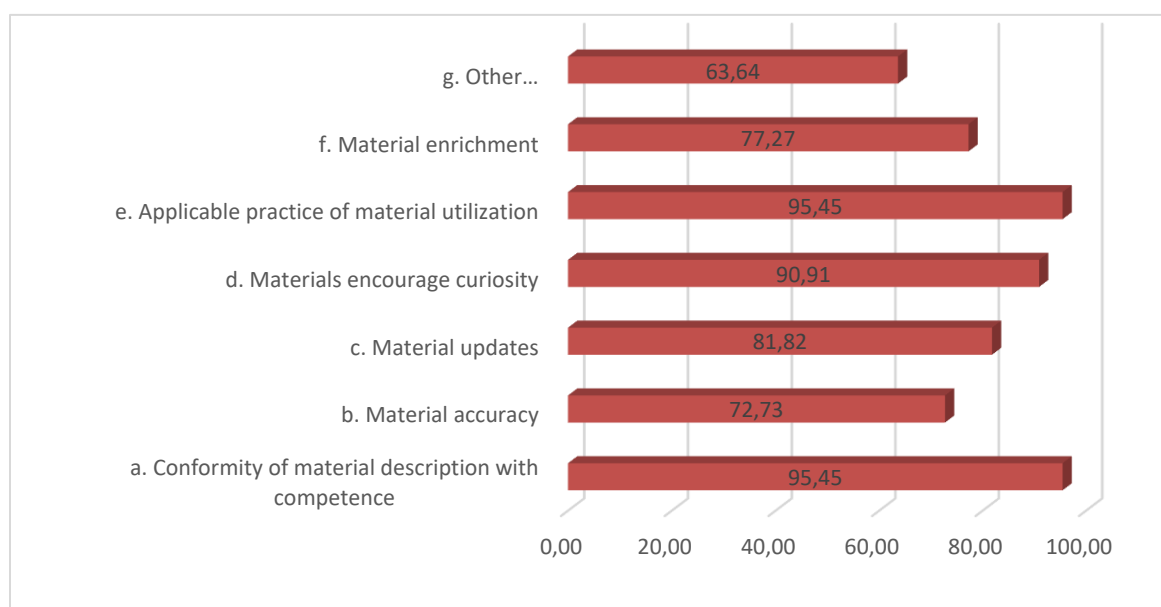


Figure 1. The Need for Critical Reading Learning Materials Linking Humanist Literacy

Based on this information, it can be seen that the characteristics of the material needs needed by lecturers in learning critical reading linking humanist literacy are in accordance with the objectives. The results of the lecturer's answers show (> 50%) in each component. In general, it can be concluded that the six components that have been stated are used as characteristics of material needs in learning critical reading for humanist literacy for students in Riau Province. The characteristics of the material needs expected by the lecturer include (a) learning must pay attention to the suitability of the material with the competence of critical reading learning achievement, namely analyzing, interpreting,

inferring, evaluating, explaining, and self-regulating with a percentage (95.45%). Furthermore, (b) the learning required by the lecturer must also have material accuracy. The material used in learning to read critically ties humanist literacy into logically acceptable truth values. The results of the lecturers' answers regarding this matter reached (72.73%). The next characteristic is (c) the learning that the lecturer wants has the latest material with a percentage (81.82%), the materials presented in the learning have a novelty value, so that they can stimulate students' critical thinking on the content and expected learning outcomes. The learning characteristics needed by the next lecturer are (d)

the material presented encourages students' curiosity (90.91%). The materials needed by lecturers in learning to read critically embracing humanist literacy have a high enthusiastic content of students. That way students are enthusiastic in understanding and doing critical reasoning on the text presented. Characteristics of material needs regarding learning to read critically link humanist literacy that the next lecturer wants (e) includes material utilization practices (95.45%) and (f) material enrichment (77.27%). Characteristics of critical reading learning to link humanist literacy must present the practice of using material so that students can practically apply how to use critical reading skills by linking humanist literacy. Material enrichment in critical reading learning to link humanist literacy is also needed by lecturers as a means that can assist lecturers in knowing the level of achievement of critical reading competence linking humanist literacy (Rijal & Egok, 2019:355-371). Furthermore, some lecturers also want that learning to critically read humanist literacy must present material about Malay community stories and ancient Malay texts, this is recommended by lecturers in the other (g) section (63.64%). In general, lecturers need material that is close to students and is authentic to the needs of students in Riau. This is in accordance with the material content in future critical reading learning that is material-oriented authentically (Syamsi et al., 2013) and (Sultan, 2018). This recommendation of needs is also used as the basis for developing critical reading learning to link humanist literacy for students in

Riau Province.

Confirmation of the validity of the data regarding the needs of lecturers for learning to read critically the text of Tunjuk Ajar Melayu linking humanist literacy for students in Riau was conducted through interviews. The results of this lecturer interview were directed at four aspects, including (a) the lecturer's understanding of the development of critical reading learning, (b) the problem of the availability of critical reading learning, (c) the solution to the problem of the availability of critical reading learning, (d) the hope of developing future learning. The results of lecturer interviews related to some of these aspects can be seen in the following explanation.

a) Lecturer's Understanding of the Development of Critical Reading Learning Materials

From the question "Do you understand the need to conduct critical reading lessons for students in Riau?" Of the 16 lecturers interviewed, 14 lecturers (87.5%) have knowledge that critical reading learning in Riau needs to be developed. Some of the lecturers who responded to this question were lecturers who had taught more than 5 to 10 years (2 lecturers). Furthermore, the lecturer's response showed that there were only 2 lecturers who did not understand the need to develop critical reading learning for students in Riau. Both of these lecturers are lecturers who have less than 5 years of service. An overview of the results of the interview can be seen in the following figure.

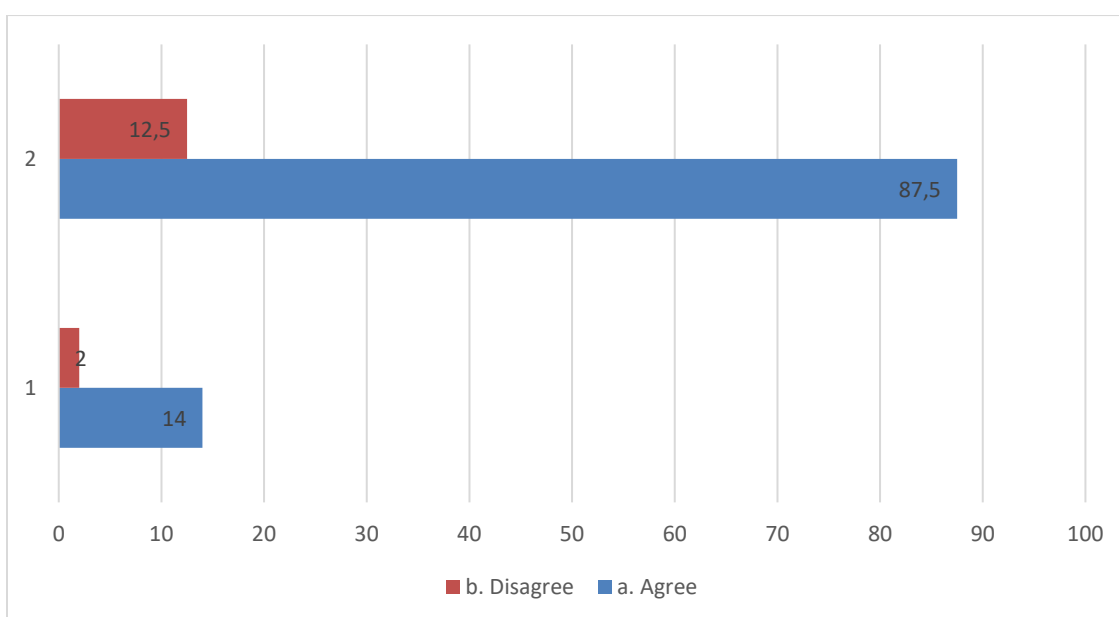


Figure 2. Lecturer Responses The Need for Learning Development

Based on these data, it is known that most of the lecturers already understand about the development of learning materials in the learning process. However, in this problem, many lecturers do not develop critical reading learning for various reasons, such as the lack of time availability, the many demands of the lecturers, the large amount of fees used, and the lack of support from their respective universities. Therefore, lecturers only use existing learning or reference books even though they are contrary to the characteristics of students in Riau. The use of

existing learning is feared to be no longer in accordance with the demands of future learning, so it needs to be renewed (Khotimah et al., 2019). From this condition, the development of critical reading learning for students in Riau is very necessary. This can be seen from the question "In teaching critical reading for students at PT, do you carry out learning development as required by students?" Of the 16 lecturers, 13 lecturers (81.75%) answered that they had not developed critical reading learning.

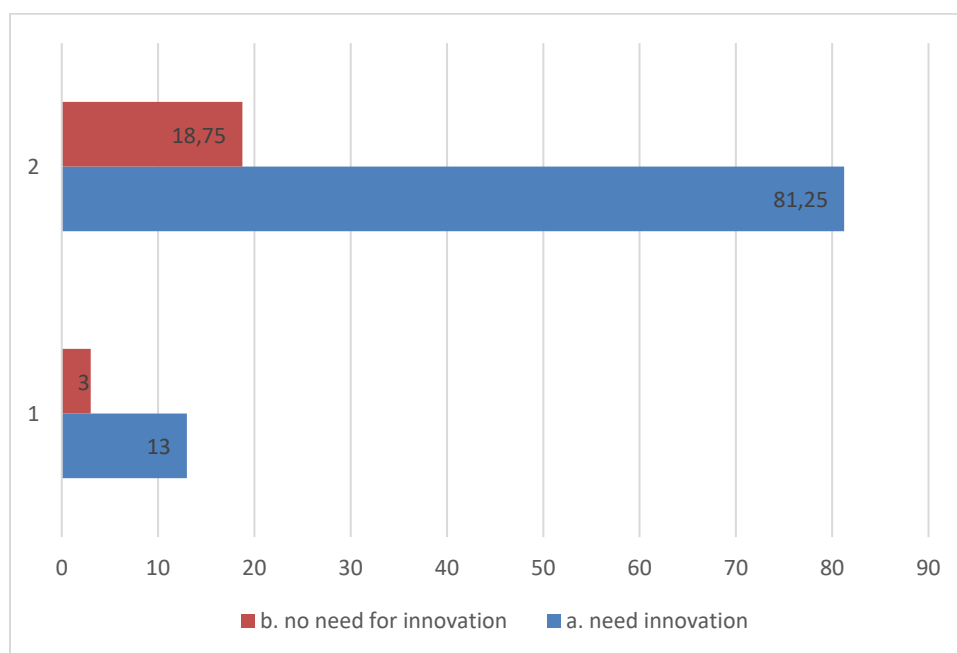


Figure 3. Lecturer Responses on Conditions of Learning Development

Based on these data, there are only three lecturers who develop independently. However, the development carried out does not provide critical reading learning but develops critical reading material by referring to existing critical reading reference books. Learning that is not updated has a huge impact on critical reading learning, because the current demands for student competence can reason critically and humanely (Gustiawati et al., 2020:355-360); (Dewi & Zulaeha, 2016:172:176); and (Neina et al., 2015:50-57). This is as stated by the lecturer in his comment "I don't make books or lessons, I only change critical reading material and I adapt it to Malay culture (DS/P/MBK/AK-12)". This means that the development of critical reading learning in accordance with the expectations of lecturers is not yet available in Riau. Therefore, the development of critical reading learning needs

to be done quickly.

b) Problems of Availability of Critical Reading Learning Materials

Basic problem in Riau related to the availability of critical reading learning is that the suitability of the material with the characteristics of Riau students (the dominant Malay culture) is still very minimal. This data is confirmed from the results of interviews with lecturers on the question "Do you experience challenges or obstacles to the availability of critical reading learning that is in accordance with the characteristics of students in Riau?" From the answers from 16 lecturers spread from four major universities in Riau, it is known that 15 lecturers stated that they had obstacles in the availability of critical reading learning (93.75%). This can be seen in the following image.

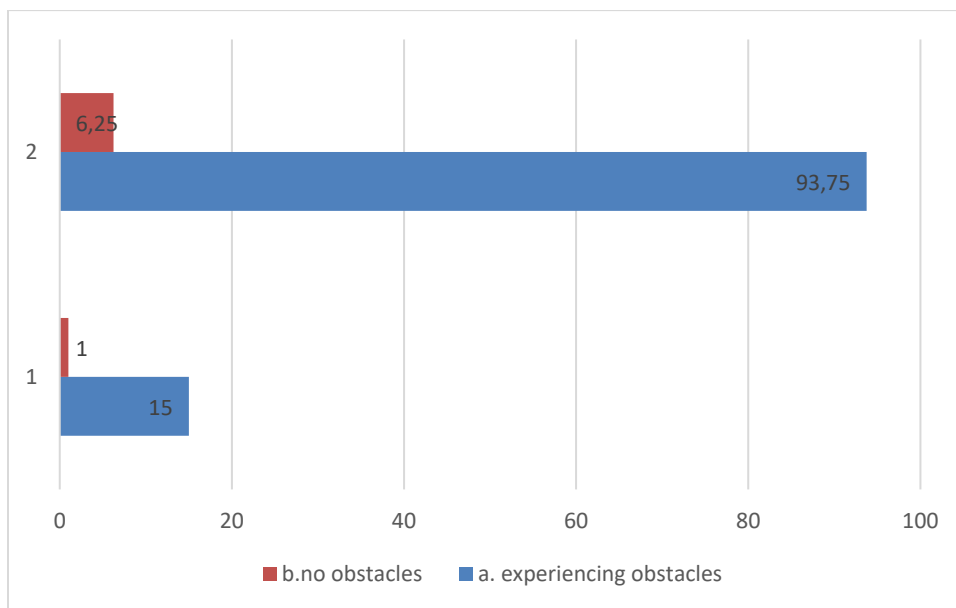


Figure 5. Lecturer Responses about Barriers to Availability of Learning

From this information, it is known that there is 1 lecturer who stated that the answer did not experience obstacles in the availability of critical reading learning. This lecturer is a lecturer at the University of Riau and has developed reading learning, especially reading comprehension, and advanced reading. After being confirmed, this lecturer has served for more than 15 years and next year will enter retirement (retirement). Regarding the novelty of the fulfillment of critical reading learning that is in accordance with the demands of the Pancasila student profile and integrated with Malay culture, the development that has been carried out by this lecturer is not up to date. Therefore, it is necessary to reform the learning of critical reading, besides the books written by the lecturers concerned are not related

to critical reading but reading comprehension and advanced reading. If confirmed, the level of relevance is still far from the expectations that today's students want (Fariqoh, 2017).

c) Solutions to the Problem of Availability of Critical Reading Learning Materials

The problem of the availability of this learning has not yet been resolved. This data is confirmed from the question "Did you not provide a solution related to the problem of the availability of critical reading learning in accordance with the characteristics of students in Riau?" From the results of the answers from 16 lecturers, information obtained from 15 lecturers (93.75%) answered that they had not provided a solution.

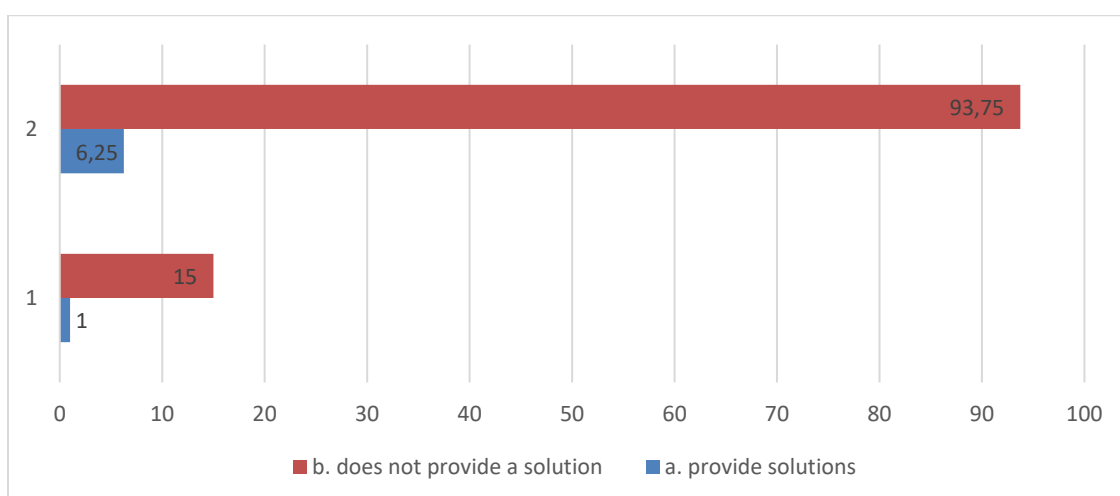


Figure 6. Response Solution Availability of Critical Reading Learning

From this data, it is known that there is 1 lecturer who has provided a solution to the problem of the availability of critical reading learning. This lecturer is a lecturer from the University of Riau who has worked for more than 15 years. From the results of the interview, the lecturer said that young lecturers should synergize and be more creative than senior lecturers in overcoming the problem of the availability of critical reading learning in Riau. This will certainly make it easier for us to provide an applicative understanding to Riau students with Malay culture. So it is not surprising that many of our current Malay principles are being violated by students, due to the lack of socialization and literacy of lecturers, especially about the principles of Malay life. Thus, it can be emphasized that the development of critical reading learning is important (Asri et al., 2012:1-5)

d) Lecturer's Expectations about the Development of Future Critical Reading Learning Materials

Based on the results of interviews with lecturers on the critical reading lessons they have used so far and what their expectations are. Lecturers expect critical reading learning that is developed to be guided by the characteristics of learning. Based on the review obtained from the needs analysis, the lecturers need critical reading learning that is combined with Malay culture. Some critical reading lessons that have been used so far have not integrated Malay culture in their content. This data is confirmed from the question "If you develop critical reading learning for students in Riau, what kind of learning do you need?" Of the 16 lecturers, 12 lecturers (75.0%) responded according to Malay culture. This can be seen from the lecturer's response in the following picture.

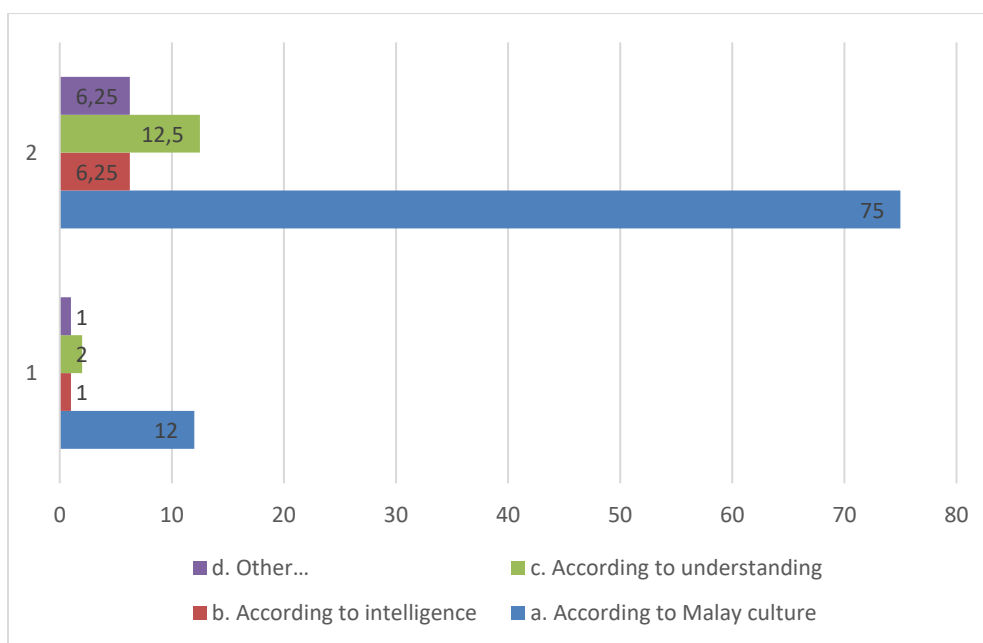


Figure 7. Lecturer's Expectations about Future Critical Reading Learning

From this information, it is known that there is 1 lecturer (the other 6.25%) who stated that the development was carried out with the latest case content such as political cases and problems in Riau. Furthermore, there are 2 lecturers (12.5%) who stated that the development was carried out according to the understanding of students in Riau which was still classified as moderate. Then 1 lecturer (6.25%) stated that the development was carried out by taking into account the suitability of the student's intelligence level. From this information, it can be concluded that the learning that has been used so far is still general

and global in nature. This certainly makes it difficult for students to understand critical reading learning materials. As the following lecturer comments.

Menurut apa yang saya alami, buku ajar membaca kritis untuk Riau belum ada di dalam pembelajaran, akan tetapi buku ajar membaca saat ini ada masih luas belum memiliki bukti yang mengikat pada budaya Melayu. Karena mungkin buku itu bersifat umum kepada seluruh nusantara, dan karena di Riau lebih banyak atau dominanya orang

Melayu, maka sangat berpengaruh jika buku ajar membaca kritis dikaitkan atau dihubungkan dengan budaya Melayu (DS/P/MBK/AK-06)

From the results of the lecturer's comments, it can be stated that lecturers need critical reading learning that is integrated with Malay culture, considering that the dominant students in Riau Province are Malays. This makes it easier for students to understand the real teaching material. Furthermore, the results of the needs analysis also stated that critical reading learning needs to be integrated with technology in order to face challenges in the millennial era. As stated by the following lecturer.

Menurut saya perlu pengembangan, pembelajaran membaca kritis yang selama ini diberikan dosen kepada mahasiswanya atau guru kepada siswanya harus disesuaikan dengan perkembangan di era industri atau era perkembangan teknologi. Hal itu disebabkan seringkali pembelajaran membaca masih mengacu kepada

perkembangan masa lalu yang diberikan untuk era sekarang. Untuk itu perlu adanya pengembangan pada muatan teknologi supaya lebih mudah pemahaman atau pembelajaran tersebut (DN/P/MBK/AK-11)

The development of critical reading learning must pay attention to technological content, so that it can be accessed quickly. Lecturers are required to be able to utilize technology in distributing critical reading learning. In addition, lecturers can take advantage of various e-learning learning platforms as a means to facilitate students in accessing the learning provided.

Learning to read critically also needs to be developed based on attitude content. The attitude content addressed in this study is a humanist attitude. This data is confirmed from the results of the interview from the question "How do you respond if learning to read critically the Tunjuk Ajar Melayu text is developed and combined with the content of humanist literacy? Of the 16 lecturers, 11 lecturers (75.0%) agreed that the development of critical reading learning was developed by linking humanist literacy. This can be seen in the following image.

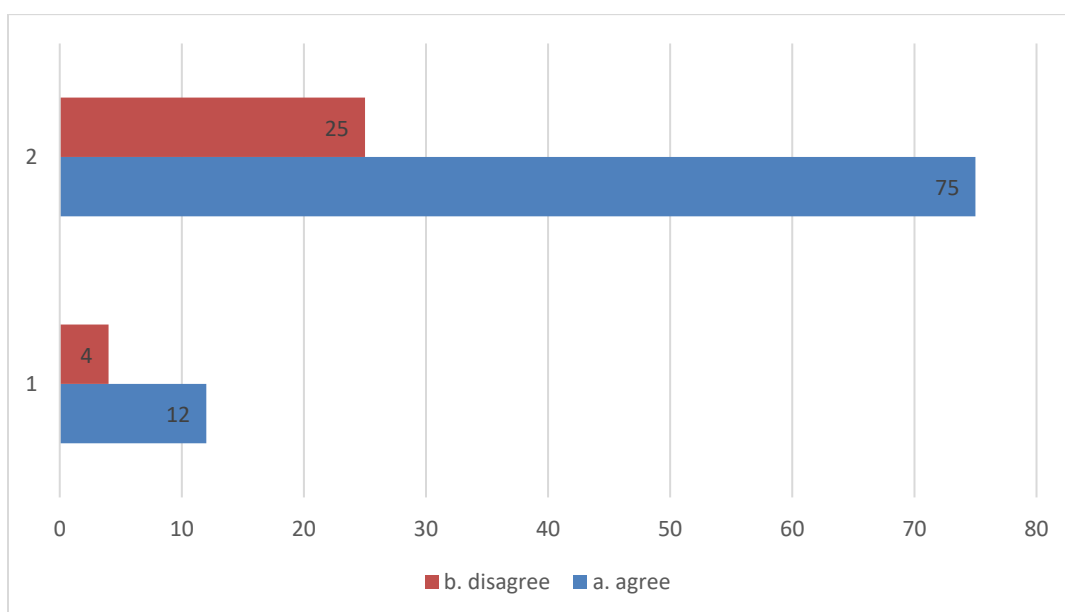


Figure 8. Lecturer's Response on Approval of Development of Critical Reading Learning by Stringing Humanist Literacy

Of the 16 lecturers, there are 4 lecturers who do not agree that the development of critical reading learning is carried out by linking humanist literacy. These four lecturers commented that students would not be able to conduct a reflective study of human attitudes. The reason 1 of the four lecturers stated that the

material presented was too difficult so that students were unable to apply it. However, in general, the 12 lecturers who gave a statement agreed, gave the perception that Riau students need to be equipped with a humanist critical attitude. This is because the demands of future learning make students who have the profile of

Pancasila students. Therefore, students are required to be selective and able to consider information that should be used as lessons in facing the challenges of the global world and the industrial revolution. In addition, the condition of the waning of humanist values that exist in Riau, especially those related to the principles of Malay culture, it is important that the development of learning is carried out by tying humanist literacy (Zulaeha, 2018).

This condition is strongly motivated by the waning of the humanist attitude in the principles of Malay life in the midst of foreign cultural currents, such as K-Pop, Japanese, and Korean culture (Padmadewi, 2015). Because of this, lecturers can fortify the humanist attitudes of students so they don't run away from the principles of Malay life.

Pembelajaran membaca kritis belum dikembangkan dengan muatan sikap dan nilai kemanusiaan. Pembelajaran haruslah

memerhatikan sikap kemanusiaan sebagai contoh atau motivasi untuk para pembaca atau pembelajar agar lebih termotivasi dan terdorong untuk melakukan hal-hal yang manusiawi atau hal yang lebih baik. Sehingga melahirkan para pembaca atau siswa/mahasiswa yang manusiawi dan yang tidak buruk (DS/LK/MBK/AK-15).

From the results of these comments, it can be stated that the learning needed by lecturers today is learning that can reflect humanist attitudes that can function as a driver for the entry of foreign cultures (Sanjayanti et al., 2018) and (Munir, 2014). In addition, the existence of critical reading learning that is integrated with a humanistic attitude can motivate readers to do humane things (Zuchdi et al., 2010). That way there will be no more students who are anarchist, radicalism, and violence. This indicates how important a humanist attitude is in learning to read critically (Muhammadi et al., 2018)

Table 1. Lecturer Needs on Critical Reading Learning Materials Linking Humanist Literacy

Variable	Category	Indicator
Lecturers	Competence	<ol style="list-style-type: none"> 1. Inability to develop critical reading learning that is integrated with technology and culture. 2. Adherence to existing critical reading learning (though not according to the characteristics of Riau students). 3. Lack of conducting up-to-date reference reviews in future critical reading learning. 4. It is reluctant to carry out writing activities for critical reading learning.
	Lecturer Perception	<ol style="list-style-type: none"> 5. Lecturers have the perception that critical reading learning does not experience fundamental problems. 6. Lecturers have difficulty reflecting on humanist attitudes (humanist literacy) towards students and feel that there is no need to innovate in reading learning that already exists.

Based on the indicators that have been stated, solutions need to be made to overcome some of these problems. Efforts are being made to equip lecturers' competence in developing critical reading learning of the Malay text Tunjuk Ajar linking humanist literacy, namely; (1) Lecturers look for references in various media on how to develop critical reading learning that is integrated with technology and culture. (2) Lecturers can collaborate with colleagues reflectively on how to develop and create innovative and creative critical reading learning. (3) Lecturers have competence in developing learning to read critically the text of Tunjuk Ajar Melayu strands humanist literacy by paying attention to the

characteristics of student needs. (5) Lecturers carry out critical reading learning innovations that are more meaningful so that they can reflect humanist attitudes to students.

Furthermore, based on the lecturer's perception of learning to read critically the text of Tunjuk Ajar Melayu strands humanist literacy, lecturers must realize that each student has their own characteristics and requires innovative and creative learning (Wijayanti et al., 2015:94-101) and (Jayanti et al., 2015:94-101). Therefore, the task of the lecturer is to provide learning that can meet the needs of students. In learning to read critically the text of Tunjuk Ajar Melayu, the lecturers have a very important role in guiding

students to reflect on their humanitarian attitudes through humanist literacy. Students find it difficult to reflect on human attitudes in critical reading learning. Students assume that they are afraid of making mistakes in reflecting humanist attitudes in critical reading learning. In this case, the lecturer plays a role in validating the reflection of humanist attitudes conveyed by students after passing through reflection based on knowledge, experience, and observations on social practices of society.

CONCLUSION

The desired characteristics of critical reading learning materials include, (1) material oriented towards humanist literacy activities, (2) using the Malay Teaching Text, (3) oriented towards attitude and behavior (psychodidactic) approaches, (4) presenting critical reading text content. Tunjuk Ajar Melayu links humanist literacy, (5) has material that is in accordance with the characteristics of Malay culture, (6) has material that is in accordance with the context of Malay language and culture.

REFERENCES

- Asri, M. U., Supriyabto, T., & Mardikantoro, H. B. (2012). Pengembangan Cerita Anak Berwawasan Budi Pekerti bag Pendidikan Karakter. *Journal of Primary Education*, 1(24), 1–5.
- Cahyanto, Z. D., Basuki, I. A., & Martutik. (2016). Pengembangan Instrumen Asesmen Membaca Kritis Untuk Siswa Sma/Smk Kelas X dan XI. *Jurnal Pendidikan*, 1(5), 780–784. <http://journal.um.ac.id/index.php/jptpp/article/view/6256/2672>
- Cahyono, B. E. H., Irawati, L., & Candrawati, D. T. (2019). Implementasi Model Pembelajaran Rekreasi-Prokreasi dalam Membaca Kritis Teks Eksplanasi di SMK. *Indonesian Language Education and Literature*, 5(1), 61. <https://doi.org/10.24235/ileal.v5i1.5032>
- Dewi, K. C., & Zulaeha, I. (2016). Pengembangan Perangkat Pembelajaran Teks Anekdote Tema Konflik Sosial di Kalangan Remaja dengan Pendekatan Clil dan Model Berbasis Projek. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(2), 172–176.
- Dwi, L., & Zulaeha, I. (2017). Tindak Tutur Ekspresif Humanis dalam Interaksi Pembelajaran di SMA Negeri 1 Batang: Analisis Wacana Kelas. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 6(2), 111–122.
- Fariqoh, R. (2017). Pembelajaran Membaca untuk Pembelajar Bahasa Indonesia Penutur Asing Tingkat Dasar. *Jurnal Riksa Bahasa*, 2(2), 19–23.
- Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoso, E. L. (2010). Teacher Study Group: Impact of the Professional Development Model on Reading Instruction and Student Outcomes in First Grade Classrooms. *American Educational Research Journal*, 47(3), 694–739. <https://doi.org/10.3102/0002831209361208>
- Gilliver, M., Cupples, L., Ching, T. Y. C., Leigh, G., & Gunnourie, M. (2016). Developing sound skills for reading: Teaching phonological awareness to preschoolers with hearing loss. *Journal of Deaf Studies and Deaf Education*, 21(3), 268–279. <https://doi.org/10.1093/deafed/enw004>
- Gustiawati, R., Arief, D., & Zikri, A. (2020). Pengembangan Bahan Ajar Membaca Permulaan dengan Menggunakan Cerita Fabel pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 355–360. <https://doi.org/10.31004/basicedu.v4i2.339>
- Hamidah, J. (2020). Implementasi Media Flash Card dalam Menanamkan Nilai Karakter Religius pada Pembelajaran Membaca Permulaan Anak Usia Dini. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 3(1), 1–14. <https://doi.org/10.31540/silamparibisa.v3i1.751>
- Hariadi, S., Hasanah, M., & Siswanto, W. (2018). Modul Membaca Kritis Teks Laporan Hasil Observasi untuk Siswa Kelas VII. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(3), 340–348.
- Hendriani, A., Nuryani, P., & Ibrahim, T. (2018). Pedagogik Literasi Kritis ; Sejarah, Filsafat dan Perkembangannya di Dunia Pendidikan. *Pedagogia: Jurnal Ilmu Pendidikan*, 16(1), 44. <https://doi.org/10.17509/pdgia.v16i1.10811>
- Jayanti, T., Nuryatin, A., & Mardikantoro, H. B. (2015). Pengembangan Buku Pengayaan Menulis Cerita Biografi Bermuatan Nilai-Nilai Pendidikan Karakter Bagi Peserta Didik Kelas Viii Smp. *Seloka - Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 65–71.
- Khotimah, K., Amil, A. J., & Rosid, A. (2019). Inovasi Pembelajaran Karakter Humanis melalui Sanggar Sastra dengan Pendekatan

- CRS (Consideration Research Student) dalam Mata Kuliah Apresiasi dan Kritik Sastra. *STILISTIKA*, 12(1), 1–8.
- Kusumam, A., Mukhidin, M., & Hasan, B. (2016). Pengembangan Bahan Ajar Mata Pelajaran Dasar dan Pengukuran Listrik untuk Sekolah Menengah Kejuruan. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 23(1), 28–39. <https://doi.org/10.21831/jptk.v23i1.9352>
- Muhammadi, Taufina, & Chandra. (2018). Literasi Membaca untuk Memantapkan Nilai Sosial Siswa SD. *Jurnal Litera*, 17(2), 202–212.
- Munir, M. (2014). Pengembangan Media Pembelajaran Interaktif Kompetensi Dasar Register Berbasis Inkuiri Terbimbing. *Jurnal Pendidikan Teknologi Dan Kejuruan UNY*, 22(2), 184–190. <https://doi.org/10.21831/jptk.v22i2.8926>
- Mutmainah, S. (2020). Literasi Baru sebagai Bentuk Penanaman Nilai-nilai Karakter dalam Pembelajaran Bahasa Indonesia MI di Era Disrupsi. *Jurnal Auladuna*, 2(1), 54–68.
- Neina, Q. A., Mardikantoro, H. B., & Supriyanto, T. (2015). Pengembangan Buku Pengayaan Menulis Cerita Anak Bermuatan Nilai Karakter Berdasarkan Content and Language Integrated Learning (Clil) Untuk Siswa Sekolah Dasar Kelas Tinggi. *Seloka - Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 50–57. <https://doi.org/10.15294/seloka.v4i2.9860>
- Nurhadi. (2010). *Membaca Cepat dan Efektif*. Bandung: Sinar Baru Algesindo.
- Padmadewi, N. N. (2015). Pengembangan Perangkat Pembelajaran Berbasis Pendidikan Karakter Untuk Mata Kuliah Strategi Pembelajaran Bahasa Jurusan Pendidikan Bahasa Jepang Di Universitas Pendidikan Ganesha Singaraja. *JPI (Jurnal Pendidikan Indonesia)*, 4(1), 540–555. <https://doi.org/10.23887/jpiundiksha.v4i1.4893>
- Rijal, A., & Ekok, A. S. (2019). Pengembangan Bahan Ajar Membaca Berorientasi Strategi Pq4R di Kelas IV Sekolah Dasar. *Jurnal Basicedu*, 3(2), 355–371. <https://doi.org/10.31004/basicedu.v3i2.13>
- Sanjayanti, S. P. A. ., Qondias, D., Wardana, M. A. ., & Darmayanti, N. W. . (2018). Diagnosa Literasi Humanistik dalam Model Pembelajaran Konstruktivis pada Mahasiswa Politeknik Ganesha Guru. *Seminar Nasional Riset Inovatif*, 92–96.
- Sariyem. (2016). Kemampuan Berpikir Kritis dan Minat Baca dengan Kemampuan Membaca Kritis Siswa Kelas Tinggi SD Negeri di Kabupaten Bogor. *Jurnal Pendidikan Dasar*, 7(2), 329–340.
- Sultan. (2018). *Membaca Kritis: Mengungkap Ideologi Teks dengan Pendekatan Literasi Kritis*. Yogyakarta: Baskara Media.
- Suryati, N., Furaidah, & Saukah, A. (2017). The Effects of Dialogic Reading Strategy on EFL Young Learners' Reading Comprehension Skills. *English Language Teaching*, 23(2), 176–182.
- Suwartini, I., & Fujiastuti, A. (2017). Teknik Pembuatan Buku Ajar Membaca Kritis Dan Kreatif Berbasis ARCS (Attention, Relevance, Convidence, Satisfaction) untuk Mahasiswa Pendidikan Bahasa dan Sastra Indonesia. *Bahastra*, 37(2), 138–147. <https://doi.org/10.26555/bahastra.v37i2.7610>
- Syamsi, K., Sari, E. S., & Pujiono, S. (2013). Pengembangan Model Buku Ajar Membaca Berdasarkan Pendekatan Proses bagi Siswa SMP. *Jurnal Cakrawala Pendidikan*, 32(1), 82–90.
- Tarulitha, Y. M., Samhati, S., & Agustina, E. S. (2020). Pembelajaran Membaca Kritis Siswa Kelas XI SMA Negeri 10 Bandar Lampung. *Jurnal Kata (Bahasa, Sastra Dan Pembelajarannya)*, 4(3), 1–9.
- Wardoyo, H., Suyitno, I., Suyono, & HS, S. (2016). Bahan Ajar Membaca Kritis-Kreatif untuk Siswa SMP. *Jurnal Pendidikan Humaniora*, 4(1), 78.
- Wijayanti, W., Zulaeha, I., & Rustono, R. (2015). Pengembangan Bahan Ajar Interaktif Kompetensi Memproduksi Teks Prosedur Kompleks yang Bermuatan Kesantunan bagi Peserta Didik Kelas X SMA/MA. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 94–101. <https://doi.org/10.15294/SELOKA.V4I2.9866>
- Yanto, M. (2018). Manajemen Keterampilan Membaca dan Menulis Mata Pelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal ESTETIK*, 1(2), 168–176.
- Zuchdi, D., Prasetya, Z. K., & Masruri, M. S. (2010). Pengembangan Model Pendidikan Karakter Terintegrasi dalam Pembelajaran Bidang Studi di Sekolah Dasar. *Jurnal Cakrawala Pendidikan*, 29(1), 1–12.
- Zulaeha, I. (2018). Perlunya Literasi Humanis dalam Pembelajaran Bahasa Indonesia. *Krjogja.com*, 1–2. <https://www.krjogja.com/pendidikan/kampus/perlu-literasi-humanis-dalam-pembelajaran-bahasa-indonesia/>