



THE SCHOOL LITERACY MOVEMENT IN BUILDING STUDENTS' CRITICAL THINKING SKILLS IN THE DIGITAL ERA

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Abstract

The School Literacy Movement is an important strategy in building students' critical thinking skills in the digital era, where the flood of information and technology often leads to the spread of inaccurate information. The movement goes beyond traditional literacy, emphasizing the importance of the ability to analyze, evaluate and use information wisely. Through the integration of digital tools and the development of critical thinking skills, school-empowers students to navigate the digital world responsibly. The ultimate goal is to create a generation that is not only technologically literate, but also possesses strong analytical skills to face the challenges of an ever-evolving society.

Keywords: Digital Literacy; technology; critical thinking

1. Introduction

Literacy is no longer just the ability to read and write, but has developed into a set of skills that include the ability to understand, analyze, evaluate and use information wisely. In the digital era, literacy challenges are increasingly complex due to the swift flow of information, the prevalence of hoaxes and the low critical thinking skills among students. This demands a more comprehensive approach to literacy that is relevant to the context of the times.

The School Literacy Movement (GLS) is present as a national strategy to foster a culture of literacy in the educational environment. Through GLS, students are encouraged not only to increase their interest in reading but also to develop critical thinking skills, evaluate the credibility of information and integrate character values in the learning process. Digital literacy is an important part of this movement, allowing students to utilize technology as a means of active and reflective learning.

However, the reality on the ground shows that many students are more interested in using digital devices for entertainment than learning. Dependence on devices and lack of supervision in their use worsen students' literacy and critical thinking skills. Therefore, the role of teachers and schools is crucial in directing the implementation of productive and meaningful digital literacy.

This study aims to examine how the School Literacy Movement strategy can improve students' literacy skills.

2. Method

This research used a descriptive qualitative approach based on library research. Data sources were obtained from various references such as scientific journals, books, online articles and education policy documents relevant to the theme of the School Literacy Movement and the development of critical thinking in the digital era. The analysis was done narratively by examining the relationship between digital literacy, school literacy movement strategies and students' critical thinking skills.

Data collection techniques involved searching for references that discussed the concepts of literacy, the school literacy movement, critical thinking, and the challenges and strategies for implementing literacy in the digital era. All data were thematically analyzed

to identify patterns and linkages between theory and practice that support the development of students' critical thinking through the School Literacy Movement.

3. Results and Discussion

3.1 Result

The study results show that the School Literacy Movement has a significant contribution in shaping students' critical thinking skills, especially in the digital era. GLS not only emphasizes reading and writing skills but also encourages students to evaluate information, develop arguments and express opinions logically. GLS is implemented through various approaches such as strengthening reading culture, integrating literacy in learning, using digital reading resources, and involving all school parties. The program is strengthened by digital literacy training that aims to enable students to recognize hoaxes, evaluate the credibility of sources and use technology wisely. In its implementation, students are involved in activities such as reading online articles, discussing, analyzing news, and creating thematic literacy projects. These activities have been proven to help students construct arguments based on facts, think logically, and be more reflective of the information they receive.

3.2 Discussion

In the digital era, information is available in large quantities and can be accessed easily, but not all information is accurate or useful. In this context, critical thinking becomes a very important skill so that students can filter, analyze and evaluate information objectively. The School Literacy Movement comes as a response to this condition. One of the important strategies in GLS is the integration of digital literacy into learning. Students are not only invited to read books, but also read online articles, watch learning videos, and analyze social media content. They are trained to compare information, evaluate sources and draw logical conclusions.

The role of the teacher is crucial in directing students to not only seek information, but also understand and criticize the information. Teachers can facilitate critical discussions, guide literacy-based projects and teach digital ethics. Meanwhile, schools need to provide facilities such as digital libraries, adequate internet networks and literacy training for all school members. In addition, collaboration between schools and families is also needed. Parents can help direct children when accessing information at home so that literacy activities do not stop at school. Overall, the implementation of GLS shows that literacy is not only about the ability to read, but also about how information is understood, interpreted and used for wise decision-making. With this approach, GLS becomes an effective tool in developing students who are critical, creative and responsible in addressing the challenges of the 21st century.

4. Conclusion

The School Literacy Movement has a very strategic role in building students' critical thinking skills, especially in facing the challenges of the digital era. Through literacy, students are not only taught to read and understand information, but also to analyze, evaluate and utilize information wisely and responsibly. In the context of the digital era, this ability becomes even more important as students are faced with a flood of information coming from various platforms. Digital literacy integrated with learning enables students to recognize the credibility of information, think logically and make fact-based decisions. The role of teachers and schools is crucial to the success of this movement. Teachers as learning facilitators can integrate literacy activities in the curriculum, while schools as institutions need to provide supporting facilities and policies. In addition, the implementation of technology-based literacy programs can be an effective means to establish a culture of literacy among students. With good collaboration between teachers, schools and parents, the literacy movement can run comprehensively and sustainably. Ultimately, this literacy movement aims not only to create critical and creative students.

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