

## School Literacy Movement in Improving Students' Critical Thinking Skills in PAI Subjects at Junior High School

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### Abstract:

*At this time, literacy is critical to instil in students. Considering the last few years, literacy culture has begun to decline. Even after implementing a proper system, it slowly started to improve. Through cultivating a culture of literacy, the aim is to improve the critical thinking skills of every student through the School Literacy Movement in Islamic Religious Education lessons. This research uses the service method, with literature study as the approach used to collect data regarding related problems. It was concluded that learning Islamic Religious Education can improve critical thinking skills through the School Literacy Movement in Junior High Schools.*

**Keywords:** *Literacy Culture, School Literacy Movement, History of the Development of Islam in Indonesia, Islamic Religious Education*

### Introduction

Currently the conditions in Indonesia are still very worrying. The revolution in the industrial world has had a huge influence on lifestyles in society globally. Of course, this also has an impact on students. This causes their learning achievement to decline, due to low literacy culture and interest or knowledge towards it (Fuadi et al., 2020).

In response to the literacy problem, since 2016, even the Ministry of Education and Culture has been active in socializing it in various educational sectors. Another effort is the formation of the School Literacy Movement (GLS), which is part of the National Literacy Movement (GLN). This movement focuses on language as a driver of character formation. Because creating a pleasant environment is very important in learning activities, providing material in class on Islamic Religious Education subjects can be supported by the use of literacy (Luthfiah et al., 2024).

Literacy skills are very important for every student to master. So, it is closely related to discourse skills, which include listening, writing, reading, critical thinking, and speaking. Includes the ability to socialize through the representation of expressing feelings, ideas, experiences and thought patterns. (Bu'ulolo, 2021).

So, teachers and schools are responsible for forming reading habits among students. So that critical thinking skills can be honed in every student. In all subjects given, especially Islamic Religious Education. At this time, Islamic religious education is being demanded by adjustments to the character of students and social changes that often occur and cannot be prevented. All students must be equipped with the ability to think critically, creatively and innovatively, as well as the need to develop morals through the cultivation of religious values. (SH, 2023).

Therefore, the focus of this research is to find out the role of the School Literacy Movement in improving the critical thinking skills of each student when implementing Islamic Religious Education learning in junior high schools. It is hoped that this will be useful for improving critical thinking skills among students, especially for Islamic Religious Education subjects. Based on this, the researchers raised the title "School Literacy Movement in improving students' critical thinking skills in PAI subjects at junior high schools".

## **Literature Review**

### **Literacy**

From an etymological point of view, it comes from Latin, *Literatus* (Learned Person) or someone who learns. Apart from that, it is defined as the skill of each individual to read or write activities through the application of a modified reading and writing system. So generally, it can be concluded that it is a skill for managing and understanding information when writing or reading. In this case, the Education Development Center (EDC) concludes that literacy is an activity that is more than reading and writing. Rather, it is a disclosure of potential and skills based on the understanding that literacy is about reading words and the world. In line with UNESCO, it is defined as a set of skills possessed cognitively. The aim is to empower and improve the quality of every individual, community and family. Therefore, for Islamic Religious Education teachers, literacy is very important because it is a concept that has complex and dynamic meaning through various methods and certain points of view as one of the efforts that can be made to improve the critical thinking skills of every student (Ubaydillah, 2022).

Talking about literacy, it's not just about reading and writing activities. However, it includes communicating, practicing it, establishing social relationships, including skills to solve problems that occur. This is a basic ability that every human being must have, which is formed through a learning process (Wahidin, 2018).

Digital literacy is the knowledge and skills to use digital media, communication tools, or networks to find, evaluate, use, create information, and utilize it in a healthy, wise, intelligent, careful, precise, and legally compliant manner to foster communication and interaction in everyday life (Chotimah & Sutaman, 2020).

Literacy in the religious field is very important so that understanding Islamic religious teachings can be appropriate and not mistaken. Remembering that understanding religious literacy is very

important because independently, we can cover every need for textbooks and other literature (Destriani et al., 2022).

### **School Literacy Movement (GLS)**

It is an activity to form habits that can foster a culture of literacy in schools. The basis refers to the Minister of Education, Culture, Research and Technology Regulation Number 23 of 2015 concerning the Development of Character, regulating a reading program with a duration of 15 minutes every day. In this case, GLS is strongly committed to advancing education in each school in order to improve the quality standards of education in Indonesia. Junior High School (SMP) is one of the levels in the education system, with a student age range of 12-15 years, which, in fact, is adolescence. This age is synonymous with searching for identity through exploring new things. So, it is the right time to provide character education through one of the GLS activities so that they are able to think critically (Rindani et al., 2024).

Of course, to carry out GLS, it cannot be done just like that, but there are stages to go through. These stages are (Widodo, 2020):

a. Habituation Stage

Providing interesting book facilities or reading materials so that students are willing to read so that their interest in literacy increases. For example, GLS involvement takes the form of arranging books in the library, jointly creating written works, or implementing discipline through stimulating reading habits before teaching and learning activities are held.

b. Development Stage

Through these habits, they can ultimately improve their literacy skills. So it needs to be developed so that students' skills can be trained. To stimulate critical thinking skills, reading activities can be carried out and then retelling the story, discussing books that have been read or selecting certain topics as material, or holding a literacy festival for all students to participate in.

c. Learning Stage

By participating in literacy activities, each student indirectly participates in learning. So in the next stage, schools and teachers can organize various literacy activities to form a culture of literacy as well as train skills, one of which is an effort to improve critical thinking abilities.

**Critical Thinking Ability**

As all mental activities formulate or solve a problem, make decisions, and fulfil desires so that they can be understood. Through critical thinking, a person can make more informed decisions. So it is very important for students to master this skill so that they can face challenges in their lives, careers and responsibilities. So, it is concluded that critical thinking is a skill that determines one's entire attitude towards acceptance, rejection, or postponing decisions regarding existing skills such as literacy(Makhmudah, 2018).

It is a skill that students must have because it involves making certain decisions. It covers interpretation, inference, evaluation, analysis, presentation of evidence, criteria, concepts, techniques and contextual factors to form a conclusion. In this case, each teacher will teach his students that critical thinking skills are able to develop indicators by understanding the problem to ask questions, explaining the information sought or needed, analyzing statements, questions or ideas critically, and assessing as a form of solving the problems faced to obtain the best solution, as well as inference for drawing conclusions that can be validated through critical thinking skills, is a key process in developing in-depth understanding. This process involves the use of scientific methods, empirical observations, and the comprehensive application of knowledge to ensure a deep and contextual understanding of information, concepts, or subject matter.(Wilujeng & Sudihartinih, 2021).

## **History of the Development of Islam in Indonesia**

The presence of Islam in Indonesia is very complex because it did not come from one place or group or came all at once. There are many opinions regarding the arrival of Islam to Indonesia from various historians. Based on Arab theory, traders brought its arrival in the first century of the Hijrah. In the Indian Gujarat theory, the origins of Islam are stated in the Indian subcontinent, Gujarat and Malabar. Persian theory focuses on reviewing the culture that lives or is inherent in Indonesian society because it has similarities with India/Gujarat. Apart from that, the Chinese theory, in this case, does not explain the initial arrival of Islam to Indonesia but rather the role of Muslims in China in providing information to the Indonesian Muslim community. The stages of the development of Islam in Indonesia are as follows (Nasution, 2020).

The entry of Islamic teachings into Indonesia went through a very long process until finally, it has now become the country with the largest Muslim population in the world. With its initial arrival, it started with trading activities while preaching. In this case, Islam is a link between various cultures, considering that the majority of Indonesian society is Muslim. This also supports the development of Islamic teachings from the past until now (Mujib, 2021).

### **Islamic education**

It is a study that takes place systematically and in an integrated manner so that it can be known and understood for in-depth analysis of Islamic religious teachings. The coverage consists of teaching sources, principles, history, and the reality of implementing Islam in everyday life. The main aim is to explain religious matters in empirical form and ideal teachings. Islamic religious education is the primary basis for studying religious understanding as a whole, both ideally (Al-Qur'an and Hadith) and empirically (socio-cultural practices). Because basically, these lessons can shape the morals of each student through habituation and learning Islam in a Kaffah or comprehensive manner. Together,

they can identify all the elements of life within the students so that, in the end, they are able to have an awareness of the importance of studying Islamic Religious Education. That way, it can encourage the formation of a mindset so that it can be rationally critical-empirical while developing an attitude of mutual respect for human values. (Hidayat, 2024).

Based on historical records, the continuity of the implementation of Islamic Religious Education in Indonesia began from the colonial era until independence and continues to develop until now. However, in practice, we find various kinds of obstacles, starting from the dichotomy aspect of education, resources, curriculum, management of Islamic education, and its objectives, which experience gaps. Simultaneously with the formation of the Islamic education system, there was irregularity in the recognition of its graduates, including regarding the management of the madrasah. On the other hand, changes that occur in social life always require madrasahs to remain empowered and, at the same time, be able to produce the best graduates. It is proven that currently, Islamic Religious Education is part of the National Education System and also in the Unitary State of the Republic of Indonesia (Huda & Rodin, 2020)

The scope of Islamic Religious Education includes *jismiyyah tarbiyah* to make the body healthy and strong so that it can withstand the difficulties it faces; *aqliyyah tarbiyah* to sharpen the mind and sharpen the brain; as well as *adabiyah tarbiyah* to improve one's mind and temperament as one of the main teachings in order to have noble morals as exemplified by the Prophet Muhammad. So, in this case, there is a dimension in Islamic Religious Education as a religious teaching, the main aim of which is to enable students to increase their faith, reasoning and understanding. Through sufficient internal appreciation and experience, it is hoped that all students will be able to understand, appreciate, and practice religious teachings and values in their personal lives and interact with society, nation, and state. This is in line with the National Education System Law, which emphasizes the importance of

education based on religious values and Indonesian national culture. The impact of familiarizing religious activities in schools is also seen in improving student discipline and moral values. Thus, religious education has an important role in shaping the character and spirituality of students, as well as in creating superior and quality human resources. (Purwati, 2018)

## **Method**

In the current research, a service method was used because a comprehensive study is needed regarding the delivery of information so that it is clearer. Through this approach, when someone explains how important events occurred. Data collection techniques using primary and secondary materials are used so that all problems that occur can be identified. By using a literature study, various data sources were searched for from the literature related to the research topic being studied because the library study approach relies on data from written sources as a source or research material.

## **Results and Discussion**

### **A. Results**

Literacy has a broad scope; in a socio-cultural environment, it is really needed to improve thinking and learning skills. Literacy culture is a culture that is literate so that every individual is able to comprehend and understand when reading a note. To support this, an appropriate platform is needed, such as providing library facilities in schools. Through this, students will have a place to explore and search for information and knowledge that can be useful in life so that they will create human resources with an awareness of the importance of literacy. (Erchan & Masduki, 2023).

As agreed at the World Economic Forum in 2015, there are six basic literacies, including literacy, numeracy, science, finance, digital, and culture and citizenship. So, in terms of literacy culture, it is an activity that improves each student's reading skills. Apart from that, it includes increasing interest in reading, achievement, activeness, thinking power,

increasing insight and improving character in students. Specifically during the teaching and learning process in Islamic Religious Education (Chandra, 2022).

The educational institutions in Indonesia in the Islamic religion, namely Islamic boarding schools and madrasah. In an Islamic boarding school, a traditional education system was initially used. Because it tends to be conservative, based on secular education and driven by the Netherlands, even though they receive a lot of pressure, they can consistently teach religious values. Meanwhile, the madrasah is a second model of Islamic boarding school, which has gone through a long process. In fact, the emphasis on colonialism that occurred was intended as a way to weaken the education system in madrasahs. Through the formation of a dichotomy between Islamic and secular educational institutions until the issuance of teacher ordinances and schools that have become illegal (Rahman, 2018).

Islamic boarding schools are able to deal with social problems by generating awareness of religious identity and raising basic questions within oneself and society. So, the development of Islam in Indonesia is an expansion of civilization that occurred among Islamic students. Because Islamic boarding schools play a strategic role in attaching Islam, culture and civilization to values in order to develop a Muslim identity in Indonesia, by implementing literacy culture, creating modernist values of diversity in Islamic boarding schools will radiate aesthetic value. This was constructed together with the integration of traditional Islamic boarding school values with Western modernism, whose development tends to be progressive and more advanced (Prasetyo & Inayati, 2022).

Meanwhile, madrasahs are public schools that have Islamic religious characteristics. Oriented towards a moderate and holistic experience of religious teachings, with a worship dimension and a focus on life that is both worldly and spiritual. Madrasah, as a unit of formal education, is included in the guidance of the Ministry of Religion, which provides general and vocational education. The scope is at the Raudlatul

Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) and Vocational Madrasah Aliyah (MAK) levels. Through the established Islamic Religious Education curriculum, madrasahs must be able to adapt to changes and demands of the times in the development of civilization. So that students can have competence in their understanding of religious principles regarding morals, creed, Sharia, and Islamic culture. That way, they are able to carry out religious obligations that can improve their relationship with God, fellow humans, as well as the universe (Kenedi & Hartati, 2022).

Every junior high school student will be directed to solve a problem they face by training themselves to think critically, especially in Islamic Religious Education lessons. The skills they have will enable them to understand a concept, analyze every problem, and find a solution. With the learning process carried out, they will be honed to always think critically when facing problems (Salsabila et al., 2023). In implementing the GLS program in schools, many benefits are obtained, especially in terms of increasing critical thinking skills. Through literacy training in this program, it has an impact on students' learning achievement. Familiarity with literacy activities at school by implementing a 15-minute book reading program before starting class learning. This means that whether they like it or not, they have to read. Supported by other literacy activities, which can form new skills (Antoro et al., 2021).

## **B. Discussion**

To improve literacy culture by stimulating critical thinking, For the development of Islam in Indonesia, learning Islamic Religious Education is very important. Because it is closely related to strengthening religious understanding and practising the knowledge gained through the formation of a Literacy culture, they can be more intense and frequent when studying religious material. The practice of religious literacy will help students maximize their learning process in Islamic Religious Education lessons. The next stage of these activities can be directed at expanding religious insight in a moderate and

inclusive manner. That way, every student will be able to improve their critical thinking skills (Habibah, 2020).

This is very necessary during the learning process. If a student has critical thinking skills, it will make him more careful and thorough. Nowadays, it can take the form of learning in a Literacy culture. Because it is basically an implementation of the GLS program, teachers always try to implement it during the teaching and learning process (Sari Nst et al., 2023).

GLS is often carried out involving students, teachers and school officials, including in collaboration with parents. This is implemented through regular literacy practices so that it becomes a habit and culture. In teaching and learning activities, literacy cannot be separated from the series of processes that each student and their teacher go through in class. So in the Islamic Religious Education learning process at a GLS, literacy education becomes an important part of learning, where each teaching staff has a role in providing an example to students. The learning process also includes assessments that are integrated with GLN and GLS activities through the preparation of a Learning Implementation Plan (RPP).

With GLS, students' interest in reading, which initially tends to be low, can increase. The development of GLN into GLS allows every student to be able to improve their achievements, especially in terms of critical thinking skills in Islamic Religious Education subjects. Literacy can improve students' critical thinking skills through GLS, which aims to increase the creativity of school residents and the surrounding environment so that students can realize the importance of literacy. The teaching and learning environment also strives to be more fun and friendly for children. Apart from that, preparing a variety of reading materials and providing a platform for implementing learning strategies on an ongoing basis is also a focus on supporting a culture of literacy in the school environment (Charcinah & Wilsa, 2023).

Since independence, the development of Islamic educational institutions in Indonesia has increased quite rapidly. This is because the

government provides quite a lot of opportunities to equalize public schools with religious schools. Based on historical records, this has happened for hundreds of years, making Islam progress. The entry of Islam into Indonesia is a cultural force. Thoughts regarding Islamic education in Indonesia's independent period were characterized by a dualistic educational model (Posha, 2015).

Islamic Religious Education subjects enable students to prepare themselves for spiritual knowledge, have noble character, and have an understanding of the basics of religious knowledge including its application in life. Remember that in learning, there is a balance for survival, which studies human relationships with God and with fellow humans and nature (Posha, 2015).

Through critical thinking skills, which are mastered by students. An analysis of an object can be carried out through several considerations when making decisions rationally and actively. These skills are really needed in every student. In this case, critical thinking is the key to students' intelligence, both in general and in Islamic Religious Education lessons. Bearing in mind the importance of Islamic teachings in everyday life, which functions to form and guide their character so that their individuals become more pious, have noble morals and have a high sense of tolerance. (Nadhiroh & Anshori, 2023).

## **Conclusions And Recommendations**

### **A. Conclusion**

Literacy has a very broad scope, not only writing and reading activities. By establishing a culture of literacy among students, they are able to improve their skills in critical thinking, listening, writing, reading and speaking. Later, it can shape the morals of each student, through habituation and learning Islam in a Kaffah or comprehensive manner. So that the culture of literacy in Islamic religious education can improve students' critical thinking skills.

Implementation in schools refers to the GLS program as a derivative of GLN, which has been stipulated in the Regulation of the Minister of Education, Culture, Research and Technology. So that every

student can get used to cultivating literacy, remembering that every day, before carrying out teaching and learning activities, they are required to read a book for 15 minutes; this cultural improvement is also supported by various other literacy activities developed by the school and teaching staff.

The ability to think critically is a determination of all attitudes to accept, reject, or postpone the decision. This is very important for students to master, considering that this skill will equip them in their lives. Islam is a foundation that must be embedded within them, and student participation in GLS can stimulate each student's skills in Islamic Religious Education lessons. In this way, student achievement will increase, so it is necessary to optimize the learning process regarding Islamic Religious Education. Including the habit of cultivating literacy, with stimulation to students provided by the school and teachers. Through the application of GLS to improve students' critical thinking skills in PAI subjects in junior high school.

## **B. Suggestion**

The hope is that in the future, the culture of Literacy regarding the History of Islamic Development in Indonesia in Islamic Religious Education Learning can be more optimal. Because with proper implementation, it can improve student learning achievement. In particular, increasing their knowledge regarding the teachings of the Islamic religion, as a provision and potential for facing life in the future.

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