

Strengthening Students' Language Literacy at Budisatrya Primary School in Facing Challenges in the Era of Globalization

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Abstract

Strengthening students' language literacy at Budisatrya Elementary School is becoming increasingly important in facing the complex era of globalization. In this research the author uses a qualitative descriptive method to explore practices and views related to strengthening language literacy in students at Budisatrya Elementary School, thereby providing an in-depth understanding of the challenges and strategies that are relevant in the context of basic education. Based on the results of the discussion, it is stated that language literacy helps in the formation of critical thinking, preparation for a global career, and adaptation to change. Strategies to strengthen literacy include developing relevant curricula, increasing resources, and developing innovative learning programs. Teachers also play a key role in influencing student literacy. Thus, strengthening language literacy in higher education is not only about language mastery, but also about developing the communication and thinking skills necessary for success in a global environment.

Keywords

language literacy; student; globalization era



I. Introduction

Education is the main foundation in forming a generation that is ready to face the increasingly complex dynamics of globalization. In an era where information is becoming increasingly accessible and communication crosses geographic boundaries quickly, the ability to understand, analyze and convey ideas clearly and effectively through language has become a major key to success. In the midst of this complexity, strengthening language literacy in schools is essential to equip students with the skills needed to compete in the global market.

However, the increasing importance of strengthening language literacy in schools becomes increasingly clear if we look at the low level of language literacy in Indonesian society. According to research on international literacy levels published by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of a total of 61 countries surveyed. This places Indonesia only one rank above Botswana, while far below countries such as Singapore (36th), Vietnam (44th) and Malaysia (53rd). This fact becomes even more striking when compared with Indonesia's efforts to build libraries. In terms of the number of libraries, Indonesia is actually ranked 36th globally. However, ironically, even though Indonesia is diligent in building library projects, their use is not optimal.

This is related to the low interest in reading in Indonesia, which is reflected in the results of UNESCO research in 2014. The reading level index for Indonesians is only 0.001, which means that out of 1,000 Indonesians, there is only 1 person who wants to read books seriously. With a population of around 250 million people, only around 250,000 people have an interest in reading.

Even though educational infrastructure such as libraries continues to be built, library visitors remain low. Therefore, the importance of strengthening language literacy in higher education is becoming increasingly urgent, because Indonesian society must be empowered with strong language skills to be able to better face the challenges of the era of globalization.

Globalization brings unique challenges in terms of strengthening language literacy in elementary schools. Schools are faced with demands to produce graduates who are able to communicate and collaborate effectively in a multicultural and multilingual environment. In addition, technology also plays an important role in transforming the way we learn and communicate, introducing various digital platforms and learning tools that demand adaptive and inclusive language understanding.

Considering the current low level of language literacy, it is important for us to investigate the strategies and approaches used by schools in strengthening the language literacy of their students, recognizing the important role of language literacy among elementary school students in facing the dynamics of globalization. Strengthening language literacy among elementary school students is becoming increasingly crucial considering the key role played by students as agents of change in an increasingly globalized society.

By understanding best practices in language teaching and learning, as well as identifying the obstacles and opportunities faced by educational institutions, it is hoped that this research can make a significant contribution in improving the quality of education in responding to challenges in the era of globalization. Students are the backbone of the educational process, and strong language literacy skills will provide them with a solid foundation for success in their academic and professional careers amidst the complexity of the global environment.

Based on the background above, this research will explore the theoretical framework underlying student language literacy at Budisatrya Elementary School, by exploring an understanding of how language literacy shapes students' academic and professional identities. In addition, this research will analyze existing practices in language teaching and learning in elementary schools, and present research results which are expected to provide valuable insights for the development of educational policies and practices in the future, especially in the context of strengthening language literacy in among students at school.

II. Review of Literature

2.1 Literacy

The definition of literacy from the original English language is "literacy" namely being able to read and write. Meanwhile, in Latin, it is known as "littera". In KBBI it means a relationship to writing. Regarding this definition, Pangesti conveyed the meaning of literacy as similar to skilled activities in receptive language and productivity. Capable of receptive language, namely the language used in capturing and understanding information that is information conveyed verbally or in writing.

Saomah (2017) literacy is the use of social, historical and cultural situational practices in creating and interpreting meaning through writing. Literacy requires at least an

tacit sensitivity to the relationship between textual conventions and the context of their use and the ability to reflect critically on these relationships. Literacy requires a series of cognitive abilities, knowledge of written and spoken language, knowledge of genres, and cultural knowledge.

Language skills with productivity are the use of language used to convey information or ideas, whether written or spoken. Some things that are classified as language skills and productivity are writing and speaking activities:

- a. Writing is the activity of conveying messages in writing to other parties. Writing as a stage of reasoning.
- b. Speaking is being able to pronounce various articulatory sounds or sentences as expressions, words and conveying thoughts, ideas and things that are felt.

In the current context, the definition of meaningful literacy is expanding. Literacy can mean awareness of technology, politics, critical thinking and sensitivity to the surrounding environment. Simply put, the definition of literacy means being able to read and write (Rahmawati, 2016:4).

The Prague Declaration of 2003 explained that "literacy includes how a person communicates in society. In the current information age, literacy skills are more than just reading and writing, but include thinking skills in using sources of knowledge in print, visual, auditory and digital forms (Sutrianto, 2016). In this regard, Kern (2000) defines the meaning of literacy as the use of social, historical and cultural situational practices in creating and interpreting meaning through text, as well as the ability to reflect critically." From the previous explanation of the definition of literacy, it can be concluded that "literacy is an activity to make someone understand information, either through reading and writing activities. And can carry out practices that are aligned with social relationships with knowledge. So that literacy can make someone more knowledgeable about broad information."

2.2 Aspect Language Literacy

Actually, all areas of literacy are based on language literacy. Because, everything that is read and written is a language text. Because the text contains various fields, the terms economic literacy, religious literacy, technological literacy, philosophical literacy, cultural literacy, media literacy, environmental literacy, and political literacy appear. Even then, mathematical literacy also developed, which is understood as an individual's ability to formulate, interpret and utilize mathematics in various contexts of their lives.

In simple terms, language literacy can be understood as language skills, namely the ability to understand, use, analyze, transform and deconstruct language texts. In the realm of language learning, literacy is defined as literacy, the ability to read and write, literacy or skills in reading and writing. Meanwhile, in the context of language use, literacy is the integration of listening, speaking, writing, reading and critical thinking skills.

2.3 Globalization era

The word globalization comes from the word "global" in the General Indonesian Dictionary which means "as a whole". As stated by Wuryan and Syaifullah (2009) that: Etymologically, globalization comes from the word "globe" which means world ball, while the suffix *sasi* contains the meaning of a "process" or situation that is ongoing or occurring at this time. So etymologically, globalization means a global process that is currently taking place regarding various fields and aspects of the lives of people, nations and countries in the world

The term globalization is often given different meanings from one to another, so here it needs to be clarified first. Ahmed and Doman (Azizy, 2004) define that 'Globalization in principle refers to rapid developments in communication technology, transportation, which can bring distant parts of the world (into things) that can be reached easily' . The term currently known is electronic proximity, meaning electronic proximity, where distance is no longer a significant obstacle to establishing communication between people in all corners of the world. This has implications for openness between countries to access various information which is distributed continuously through communication and information technology, such as the internet, television or other electronic media. As stated by Martono (2012) that "society in the world, from a cultural aspect, shows progress in uniformity. Mass media, especially television, is turning the world into a global village. Information and images of events that occur in very distant places can be viewed by millions of people at the same time."

As stated by Martono (2011), "Globalization can be defined as the spread of global habits, the expansion of relationships across continents, the organization of social life on a global scale, and the growth of a shared global consciousness."

Based on the explanation above, it can be stated that globalization is a process in which habits spread globally, which is basically triggered by advances in communication and information technology which allows relations between distant locations to become closer. This process can influence value shifts and cultural exchanges, both intentionally and unintentionally, which can then impact the attitudes and behavior of individuals within a country.

III. Research Method

This research was deepened using a descriptive analysis approach in accordance with the data obtained regarding strengthening language literacy in elementary schools in facing challenges in the era of globalization. Descriptive analysis in this case uses statistics to analyze data by describing or illustrating the data (Sugiyono, 2017). This article applies a descriptive analysis approach related to literature studies on literacy at Budisatrya Elementary School and is based on strengthening literacy in order to face challenges in the era of globalization.

IV. Result and Discussion

Strengthening language literacy at Budisatrya Elementary School is becoming increasingly important in facing challenges in an increasingly complex era of globalization. Globalization brings about profound changes in the way humans communicate, collaborate, and interact, by broadening the horizons of communication across geographic and cultural boundaries. In this context, schools have an important role in equipping students with strong language literacy skills so that they can be successful in a diverse global environment. Challenges in the era of globalization cover various aspects, including the increasing complexity of cross-cultural communication, developments in information and communication technology, and demands for adaptive and inclusive language skills. In the midst of this transformation, students in schools are faced with the task of becoming effective communicators, critical thinkers, and open-minded leaders in a rapidly changing global environment.

4.1 The Importance of Strengthening Language Literacy in Elementary Schools

a. Preparation for a Global Career

Strengthening language literacy prepares students to compete in an increasingly competitive global job market. The ability to communicate effectively in multiple languages and cultures is a valuable asset in a globally connected world of work.

b. Formation of Critical and Analytical Thinking

Language literacy is not only about the ability to read and write, but also about the ability to analyze information critically and convey ideas clearly. By strengthening language literacy, schools help students develop the critical and analytical thinking skills needed to interpret complex information in the era of globalization.

c. Ability to Adapt to Change

In the midst of the dynamics of rapid globalization, strengthening language literacy allows students to adapt to changes and new challenges more easily. Students who have strong language literacy can quickly understand and adapt to changes in diverse global contexts.

4.2 Strategies for Strengthening Language Literacy in Elementary Schools

a. Relevant Curriculum Development

Elementary schools can strengthen language literacy by integrating necessary language skills into their curriculum, including language courses, academic communication, and literature study.

b. Improved Resources and Facilities

Investments in supporting resources and facilities, such as libraries with rich collections of literature and information sources, as well as language learning centers equipped with modern technology, can help improve students' language literacy.

c. Development of Innovative Teaching and Learning Programs

Primary schools can adopt innovative teaching and learning approaches, such as the use of digital technology and project-based learning, to strengthen students' language literacy in engaging and relevant ways.

4.3 Strengthening literacy through Indonesian language learning

Indonesian language learning is a process of interaction between students and learning resources in a learning environment which aims to transfer knowledge and develop four language skills. In essence, learning Indonesian is an effort to learn how to communicate with the aim of improving Indonesian language skills in various functional contexts, starting from as a tool for thinking, reasoning, communicating, to as a means of strengthening unity and culture. (Rosya, 2014)

Apart from that, Indonesian language learning in elementary schools must adapt to changing times. Indonesian at elementary school is certainly different from Indonesian at middle and high school levels. Moreover, curriculum development in elementary schools is regulated in existing laws. (Ibda, H. 2019). With this adjustment, students are expected to be able to face these challenges. Students in elementary schools are considered individuals who have the awareness to develop their intellectual potential, both as scientists, practitioners and professionals (Hanum, F. et al, 2020). Indonesian language subjects play a

role in developing students' ability to use Indonesian properly and correctly, because this proficiency can reflect a person's level of nationalism. The aim of Indonesian language subjects is to improve students' ability to organize ideas and concepts, as well as the ability to communicate effectively with others, so that there is sustainable and effective interaction in the process of knowledge transfer and efficient management. (Higher Education: i).

Elementary school literacy-based Indonesian language learning can be achieved if the teaching and learning process undertaken by students is able to form the necessary understanding, attitudes and skills. In the context of learning Indonesian in the era of globalization, the approach taken must be results-oriented, such as journalistic work, scientific work, or literary work, in which there is an emphasis on literacy skills.

The focus of elementary school Indonesian language learning should aim to develop language skills, not just mastering the elements of the language itself (Alek, 2016: viii). In the context of Indonesian language lectures, language and writing skills are the most important aspects. Students need to have good and correct Indonesian language skills to write.

In the era of globalization, the role of Indonesian is not limited to just being the language of instruction in the implementation of education, but this language has a very vital role in everyday life. Indonesian is not only a means of communication, but also a means of conveying various information, opinions and even feelings. (Syahroni; DwiWahyu Candra Dewi; Mahmudi, 2013: vi)

Success in learning Indonesian language subjects in elementary school can be achieved when students are able to understand other people's speech or writing and are able to express themselves through their own speech or writing (expressive/productive). In language learning, the emphasis on receptive skills is more on listening and reading aspects, while productive skills are more on speaking and writing.

Basically, to prepare graduates for elementary school, whether in the fields of teaching, language, literature, law, social, political, basic skills are needed which are obtained through learning Indonesian. Students learning Indonesian in literacy-oriented schools not only learn language theory and language research methods, but also learn technology implemented through speaking and writing skills. This includes creating journalistic works, scientific works, as well as applying literacy principles as the main foundation (reading, writing and storing archives) to overcome challenges in the Era of Globalization.

To increase the success of learning Indonesian language subjects that are oriented towards language literacy, teachers are needed who have expertise in literacy. A teacher is expected to be able to guide students in understanding the material and improve speaking and writing skills on the basis of data literacy and technological literacy. In the Era of Globalization, a teacher is required to have four main competencies.

First, a teacher must understand the use of digital and be able to apply it in learning. Second, teachers need to have leadership competencies that enable them to direct students in understanding technology. Third, teachers must be able to predict correctly the direction of change and plan strategic steps to deal with it. Fourth, teachers must have the ability to

manage themselves amidst the changes that occur, and be able to deal with them by generating ideas, innovation and creativity in teaching Indonesian language courses in elementary schools. The teacher's role is very important in influencing the strengthening of student literacy.

Therefore, strengthening language literacy in elementary schools in facing the era of globalization requires students to be able to think critically and creatively. This is not only related to mastery of the material, but also improving language skills in productive and receptive aspects which must be prioritized. In literacy, the ability to write and listen is the main requirement in various types of writing, be it journalism, scientific work, or literary work.

4.4 Discussion

Strengthening language literacy in elementary schools is becoming increasingly vital in facing the complex era of globalization. The profound changes in the way humans communicate, collaborate, and interact, as well as the expansion of communication horizons across geographic and cultural boundaries brought about by globalization pose major challenges. Schools have a crucial role in preparing students with strong language literacy skills to be able to compete in a diverse global environment.

The importance of strengthening language literacy in elementary schools is reflected in several key aspects. First, language literacy prepares students for global careers with the ability to communicate effectively across cultures. Second, language literacy forms the critical and analytical thinking needed to interpret complex information in the era of globalization. Third, language literacy allows students to adapt to changes and new challenges that quickly emerge in the era of globalization.

Strategies for strengthening language literacy in elementary schools include developing relevant curricula, improving resources and facilities, as well as developing innovative learning programs. The use of interesting and relevant teaching methods, such as project-based learning and the use of digital technology, can strengthen students' language literacy.

Strengthening language literacy also occurs through learning Indonesian, which aims to improve students' language skills in various functional contexts. The focus on literacy in Indonesian language learning includes learning receptive (listening and reading) and productive (speaking and writing) skills to ensure that students can understand and convey information clearly and effectively.

Teaching and learning Indonesian to students must keep up with the times and technology and adapt to students' needs. Teachers play an important role in influencing the strengthening of students' literacy by understanding the use of technology, having leadership competencies, being able to predict changes, and managing themselves amidst the changes that occur.

Thus, it is important for schools to prioritize strengthening language literacy in their learning approaches to ensure that students are ready to face challenges in the era of globalization by becoming effective communicators, critical thinkers, and open-minded leaders.

IV. Conclusion

Based on the discussion above, it can be concluded that strengthening language literacy at Budisatrya Elementary School is very important in facing the complex era of globalization. Students need to think critically, adapt to change, and have the ability to communicate across cultures. Language literacy helps in the formation of critical thinking, preparation for a global career, and adaptation to change. Strategies to strengthen literacy include developing relevant curricula, increasing resources, and developing innovative learning programs. Teachers also play a key role in influencing student literacy. Thus, strengthening language literacy at Budisatrya Elementary School is not only about language mastery, but also about developing communication and thinking skills necessary for success in a global environment.

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