



LITERACY IN THE ERA OF GLOBALIZATION TOWARDS LEARNING SOCIETY IN MTsN 3 KOTA TANGERANG

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ABSTRACT

Students' literacy scores in the globalized world are still very low based on several international assessments. The government responded by issuing several programs including the Gerakan Literasi Sekolah and Asesmen Nasional which contained an Asesmen Kompetensi Minimum (AKM) in the field of Literacy and Numeracy. This paper is the result of research on the implementation of the literacy movement in MTsN 3 Kota Tangerang using a naturalistic qualitative approach based on case studies through interviews, observations, and library studies. Based on the results of the study found that MTsN 3 Kota Tangerang is committed to implementing the literacy movement to meet the era of globalization towards the creation of a learning society. Some literacy programs include magazine publishing, book publishing, and some habituation programs that are carried out continuously. The real results of this literacy program include the birth of several writers from both teachers and students who hope to further increase literacy values both at the local and global levels.

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1. INTRODUCTION

Literacy is simply defined as the ability to read and write. A person is said to be literate if he is able to read and write. The definition is further developed, literacy is not just language skills but more broadly includes the study of various disciplines. The National Institute for Literacy defines Literacy as an individual's ability to read, write, speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and society. UNESCO defines literacy as a real set of skills, particularly cognitive skills in reading and writing.

Literacy skills become something that must be mastered by students in order to adapt to the era of globalization. In this era, the literacy ability of learners is closely related to the demands of reading skills that lead to the ability to understand information analytically, critically, and reflectively. The seriousness of the government in improving literacy capabilities is evidenced by rolling out several regulations, including the National Education System Law (UU SPN) number 20 of 2003 which states that education is organized by developing a culture of reading, writing, and counting for all citizens. Then Law number 43 of 2007 concerning Libraries, especially article 48 paragraph 1 on the culture of reading favorites. This law was then strengthened by Government Regulation (Peraturan Pemerintah) number 24 of 2014 on the implementation of law number 43 of 2007 on libraries, especially article 74 on The Education Award of Reading Favorites paragraph 1, that the penchant for reading is done through the national movement of reading, the provision of cheap and quality books, the development and utilization of libraries as a learning process.

The national movement likes to read mandated by PP number 24 of 2014 is strengthened again by Permendikbud number 23 of 2015 on The Growth of Morals, especially in section IV on developing the potential of learners as a whole, schools should facilitate optimally so that students can know and develop their potential. To achieve this goal the school is obliged to use 15 minutes before the day of learning to read books other than

textbooks (every day). This movement focuses on developing basic literacy aspects consisting of six aspects, namely literacy, numeracy, science, finance, digital, and culture and citizenship.

The culture of literacy in schools has not been maximal, the literacy ability of Indonesian students is still quite concerning. Kemendikbud data in 2015 said that the number of illiteracy in Indonesia reached 5,984,075 people. United Nations Educational, Scientific, and Cultural Organization (UNESCO) 2012 statistics that said the index of reading interest in Indonesia only reached 0.001. This means that for every 1,000 people, only one person has an interest in reading and writing. UNDP figures are also surprising that the literacy rate of adults in Indonesia is only 65.5%, Malaysia is 86.4%. This low culture of literacy in Indonesia causes education in Indonesia to lag behind neighboring countries. PISA (Programme for International Student Assessment) scores especially in the aspect of reading so low even experienced a drastic decline, in 2015 got a score of 397 from an average of 462.6 and last year 2018 plunged to a score of 371 from an average of 487. As a result, Indonesia is in the position of 72 out of 78 countries.

The Ministry of Education and Culture claims that students' reading ability increases. This is based on the results of a study of 6,500 students in 34 provinces. According to Kemdikbud, this study is more comprehensive than PISA which took samples from 2 districts only. The findings reinforce data from the United Nations Development Programme (UNDP) in 2014 which noted that the literacy rate of Indonesian society reached 92.8% for adult groups and 98.8% for adolescent categories. UNDP data in 2014 proves that Indonesia has passed the stage of literacy crisis in the sense of literacy.

These researches and findings certainly need to be confirmed again with the latest research, especially now that we are faced with greater challenges, an era of disruption and globalization. An era in which society is able to shift its activities from the real world to the virtual world. On the one hand, this condition is certainly a severe challenge for the development of literacy culture; writing becomes something full of struggle amid the rise of copy - paste instant messages. However, this condition also affects the ease of accessing sources of information and knowledge.

The fact that the low culture of literacy and the challenges of disruption and globalization certainly demand anticipation and solutions to improve the quality of education. It is believed that low reading interest certainly greatly impacts the low literacy ability of reading, and it is very likely that students can read but have not been able to capture the meaning of what they read. The condition of literacy culture is very influential on the growth of learning society or learning community culture. The learning society is an educational concept supported by the OECD (Organization for Economic Co-Operation and Development) and UNESCO (United Nations Educational, Scientific and Cultural Organization). Learning Society positions education as the key to a country's economic development. Informal education must be further intensified even beyond formal learning to support an education-based economy or known as world education culture.

Learning society orients the community actively explores the learning experience in every joint of his life, meaning that citizens are no longer drawn or sleight to attend education in an official institution (schools or courses), but every citizen consciously likes to learn and act independently with various strategies. The independent-individual learning activity is not only by reading books, magazines, or newspapers, listening to the radio, or watching TV but there is a deliberate willingness to hunt for knowledge, skills, and views of life from anywhere, anyone, anything, at any time, it could be in the workplace, in professional organizations, religious groups, community organizations and so on.

In the context of students, learning society is implemented in every space and time; In the classroom, outside the classroom, at home, and in the surrounding environment. He is not only concentrated on the learning menu presented by the school according to his lesson hours but can express learning behavior at any time at every opportunity so that all spaces become classrooms for him. Learning society that grows well is expected to encourage the birth of civil society, civil society in building, living, and interpreting its life.

2. RESEARCH METHOD

This study uses a qualitative naturalistic approach that describes and analyzes events that aim to describe and reveal and explain events based on case studies. Case studies are directed to collect data, make meaning, and gain an understanding of the case. Data collection techniques are interviews, observations, literature studies, which are focused on obtaining data unity and conclusions. This research locus is in MTsN 3 Kota Tangerang. To get data that is thorough and in-depth, several data collection techniques are used. Namely: 1) Interview, 2) Observation, 3) Documentation Studies, and 4) Triangulation.



3. RESULTS AND DISCUSSION

1. Literacy

Traditionally, literacy was seen as the ability to read and write. The understanding of literacy further develops into the ability to read, write, speak and listen. If investigated comprehensively, changes in the conception of literacy occur in five generations. In early development, literacy was defined as the ability to use language and images in rich and diverse forms to read, write, listen, speak, see, present, and think critically about ideas. Second, literacy as a social and cultural practice is seen as a context-free cognitive achievement.

In the third generation, literacy was extended into several types of elements, such as visual, auditory, and spatial rather than written words. In the fourth generation, literacy was seen as a social construct and was never neutral. The text a researcher writes has been shaped based on their position (where they are and where they stand, as well as how this position allows them to see and not see). The fifth generation, to become literate in this information century means that it must be able to engage in various literacy practices, as well as be able to describe various literacy skills tools in the diversity of the literacy domain. The term fifth - generation literacy is known as multiliteracies

Multiliteracies according to Eisner is the ability to read, write poetry, divide, paint, dance, write novels, or the ability to contact various media that require literacy. Thus, Eisner argues that literacy can be viewed as a way to discover and make meaning of the various forms of representation that exist around us. Eisner's view above is in line with C. Luke's view that multiliteracies are the ability to view knowledge integratively, thematically, multimodally, and interdisciplinary. Based on this point of view, efforts to build meaning can be made to various forms of communication media.

Literacy is more than just reading and writing, but includes thinking skills using sources of knowledge in print, visual, digital, and auditory forms. In the era of globalization, this ability is referred to as information literacy. The literacy component is described as follows:

1. Early Literacy, which is the ability to listen, understand spoken language and communicate through images and speech formed by his experience interacting with his social environment at home.
2. Basic Literacy, which is the ability to listen, speak, read, write, and count (counting) related to the ability of analysis to calculate (calculating), perceive, communicate, and describe information (drawing) based on understanding and personal conclusions.
3. Library Literacy, among others, provides an understanding of how to distinguish fiction and nonfiction readings, utilizes reference and periodic collections, understands the Dewey Decimal System as a classification of knowledge that facilitates the use of libraries, understands the use of catalogs and indexing, to have knowledge in understanding information while completing the writing, research, work, or problem - solving.
4. Media Literacy, which is the ability to know various different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.
5. Technology Literacy, which is the ability to understand the completeness that follows technology such as hardware (hardware), software (software), and ethics and etiquette in utilizing technology.
6. Visual Literacy is an advanced understanding between media literacy and technological literacy, which develops learning skills and needs by utilizing visual and audiovisual materials in a critical and dignified manner.

2. Learning Society

The term Learning Society was introduced by Torsten Husen in 1971, by providing limitations that Learning Society is empowering the role of society and family in the field of education. Along with this understanding, there are at least three things that must be considered, namely; First, empower the role of society. This sentence contains the meaning of the existence of a third person in terms of empowering the role of society. The role according to the author saves the existence of community activities specifically in the field of education, commonly known as non-formal education; Second, education takes place in the family (household). This means that the continuity of education is also part of the responsibility in the household; Third, outside of the two is the responsibility of the government.

More broadly Learning Society is interpreted that the community that serves to educate, namely when the education process runs for all members of the community through daily interactions that are always nuanced invites good and forbid evil. Every member of the public will always get positive input from the results of his interaction.

Muljono expressed some of the hopes that want to be achieved through learning society, especially if it is associated with the realization of civil society, namely:

- a. The creation of a society that believes and fears the Almighty God;
- b. The creation of a democratic and civilized society that respects dissent;
- c. People who recognize human rights;
- d. An orderly and law-conscious society, a culture of shame if it violates the laws inherent in all layers of state and community life;
- e. A society that believes in itself, has independence, and is creative towards solving problems faced, society has a strong orientation on the mastery of science and technology;
- f. As part of a global society, which has a competitive spirit in a cooperative atmosphere, full of brotherhood with other nations with a universal spirit of humanity;
- g. The realization of a civilized society that upholds noble values and human dignity;
- h. Creating a learning society that grows from society, by society, and for society.

So, to create a society that likes to learn, efforts are needed. The business is to form a family to become a family that likes to learn. The family influences the development of the next generation in the future. It is not easy to make a family love to learn. However, the courage to try and think critically and innovatively can help in realizing a family love to learn. Critical and innovative thinking is what is needed in the era of globalization and disruption now and in the future.

3. Literacy in MTsN 3 Kota Tangerang

Globalization presents challenges and competitions, it needs careful preparation to deal with it, creativity and innovation become its main capital. In this perspective Madrasah as a basic formal educational institution has a great responsibility in this context that is to prepare the foundation of attitudes and skills of the nation's generation that is adaptive to change. MTsN 3 Kota Tangerang is committed to presenting open space for students to create and innovate as a provision to face globalization. The open space was agreed with the name Madrasah Literacy which was then instilled in the realm of a vision.

Based on field study, the literacy movement in MTsN 3 Kota Tangerang has been well planned, there is a literacy team that specifically works on the program and there is a structured program both short-, medium and long-term programs and has even adapted the madrasah vision that reads "Making Madrasah Tsanawiyah Negeri 3 Tangerang City as Literacy-Based Madrasah".

The literacy movement in MTsN 3 Kota Tangerang is implemented in several programs, including:

a. An-Nahl Student Magazine Publishing

Student magazine An-Nahl was established in 2008 under the auspices of the student council. Originally in the form of bulletins, since 2009 the bulletin was changed to a magazine, and in 2019 successfully launched a student anthology book entitled Kolase Pena An-Nahl in collaboration with Rumah Literasi Publishing. This literacy culture development program through student magazines is positively correlated with the government's GLS while responding to 21st - century skills. This can be seen from the stages of publishing each edition.

The first stage begins with the determination of the big theme to be raised, the entire crew discusses to then agree and establish it. At this stage comes the ability of critical thinking skills or critical thinking skills of students. They can argue in this process. Communication skills are also very necessary in this phase. The second stage is the determination of segments that refer to large themes that have been determined, such as profile segments, short stories, opinions, news, and so on. In this phase come creativity skills. The third stage is the division of tasks, who will write the news, editors, financial marketing, and so on. In this case, comes the ability to collaborate. The fourth stage is the implementation; each crew carries out what is its task. Reportage, editing, layout until the publishing team maximizes its creative prowess. The fifth stage is marketing. This stage is very important because it determines the breath of the next publication. All means are done from a personal approach, the involvement of the class chairman to the procurement of events and quizzes with magazine targets exhausted and there is income for the capital of publishing the next edition. At this stage, all 4C skills are needed.

b. Publishing Books by Students and Teachers

The publication of books by students and teachers began massively since 2019 especially in the pandemic period. Some of the titles of student works that have been published include:

- 1) Kolase Pena An-Nahl (Student's Anthology)
- 2) Di Rumah Aja; Refleksi Pembelajaran Siswa MTsN 3 Kota Tangerang di Masa Pandemi (Student's Anthology)
- 3) Pelita dalam Kata. (Student's Anthology)
- 4) Guru Milenial by Mr. Ade Zaenudin, MA, Teacher of Fikih
- 5) Belajar Matematika di era 4.0 by Mr. Ihsan Subandrio, S.Pd, Teacher of Mathematics



- 6) Mengembangkan Literasi Matematika dalam Pembelajaran Matematika by Mr. Carli, M.Pd, Teacher of Mathematics
 - 7) Kenakalan Remaja by Ms. Futuhiyat, S.Psi, Teacher of Guidance and Counseling
 - 8) Guru Sang Motivator by Mrs. R.I. Adiebah Hidayat, M.Pd, Teacher of Indonesian Language
 - 9) Meningkatkan Kualitas Anak (Optimalisasi IQ SQ EQ) by R.I. Adiebah Hidayat, M.Pd, Teacher of Indonesian Language
 - 10) Statistika Terapan by Dr. H. Khoirul Anwar, M.Pd, Teacher of Sains
- c. Literacy Habituation in the Morning

Learning at MTsN 3 Kota Tangerang starts at 07.00 every day. However, since 06:30, students have held a *sejadah* in the field which is then continued *tadarrus* (read Quran) regularly and ended with *dhuha* prayer together. The tradition of literacy to read the Quran includes *tahsin* (good and correct reading), *tahfidz* (memorization), and *tarjim* (translating). This literary tradition is also complemented by the pronunciation of *Asmaul Husna*.

The urgency of literacy habituation and the cultivation of values carried out in MTsN 3 Kota Tangerang is to prepare students' spirituality when facing the era of globalization later where they must have a balance between birth and inner orientation, faith and science, piety and technology so that their lives are more meaningful and useful for the people.

d. Book Review

Especially every Friday, habituation activities or literacy traditions are coupled with *muhadharah* (three-language speech) and book reviewers. The class leader assigned one of his class members to study the book of his choice. Each class is in turn assigned to review and present the results of its reviewers in front of all students after completion of *tadarus* and *dhuha*. Regarding the choice of books, students are given the freedom to choose books that will be reviewed. This activity is carried out to add insight and hone literacy skills, understanding the technical and substance of a book that becomes a storehouse of science.

The literacy movement carried out in MTsN 3 Kota Tangerang does not mean it does not have obstacles. Some of the obstacles faced in the implementation of literacy movement in MTsN 3 Kota Tangerang include human resources that still have to be improved, diverse understanding of literacy movement programs, curriculum structures that are so dense have implications for the lack of maximum literacy movement and funding that is still minimal. Meanwhile, the solution is that workshops and socialization related to literacy must be maximized, the need for integration between literacy programs with all subjects contained in the curriculum, as well as optimizing funding sources and collaborating with third parties in order to maximize funding.

4. CONCLUSION

Literacy programs have become a policy in order to problems that arise in the world of education both at the local and global levels, especially related to the results of student assessments in several countries. Our literacy culture is still very minimal, this we can study based on several assessment results that compare Indonesian students with other countries. This condition is certainly a serious problem that must be solved immediately, especially regarding the future of the nation's generation.

Based on observations, the implementation of the literacy movement in MTsN 3 Kota Tangerang, in general, has followed regulations and there is even a program development, including the tradition of writing books from some teachers and even students whose books are published and ISBN. In addition, the habit of reading is also more pronounced, this is the embodiment of the presence of learning society. All literacy programs are expected to contribute to the increase in literacy value at the local and global levels including international assessments such as PISA and TEAMS.

5. SUGESSTIONS

Finally, researchers hope this writing can be a motivation for MTsN 3 Kota Tangerang to improve their literacy program to be more qualified. And hopefully, also the success of literacy programs such as the birth of writers both students and teachers of MTsN 3 Kota Tangerang can inspire other *madrassas*, as well as be a positive contribution to the development of the world of education at the global level.

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