

# **TEACHERS' PERCEPTION OF THE CONCEPT OF BASED CRITICAL LITERACY CRITICAL pedagogy in SORONG DISTRICT**

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**Nouval Rumaf,**

**Indonesian Language Education Study Program**

**Faculty of Language and Literature Education**

**Indonesian education university**

## Basic Assumptions

This research is motivated by the teacher's understanding which is only limited to traditional literacy concepts, namely reading and writing, then there is still a lack of discussion of literacy as a transforming power of social structure, on the other hand research on critical literacy is rarely conducted on teachers and is more likely to be carried out on students, so teachers are still confused about what the concept of critical literacy is.

# Several Phenomena of Teacher Understanding of the Concept of Critical Literacy

- Aulia Utami et al, (2021) Most teachers have limited knowledge and understanding of critical literacy, what critical literacy is and why it is important.
- Gustine (2018) and Hidayat (2020) found that most teachers are still confused about what critical literacy is and how to create it in the classroom.
- Ani Hendriani et al, (2018) it is still rare to discuss literacy as a transforming power of social structure
- in a report on the 2016 Human Development Report issued by the Development Program Agency under the United Nations (*United Nations Development Programme* (UNDP), revealed the fact that Indonesia's Human Development Index (IPM) in 2017 was only 70.81% so it was at level 113 out of a total of 188 countries in the world, down from rank 110 in 2014.
- a study *Education For All (EFA) Global Monitoring Report 2011*: conducted by UNESCO revealed that the Indonesian Education Development Index (IPPI) in 2011 decreased from rank 65 to rank 69 out of 127 countries, (Majid, 2014).
- The decline in HDI and IPPI shows that the way of thinking, the way of behaving, and the literacy skills of the Indonesian people are still low, both basic literacy and critical literacy.

# METHODS

This study uses a qualitative approach. Data collection techniques through structured interviews using *google forms* consisting of 13 types of closed questions and 3 types of open questions. Respondents participating in this study were sixty-three teachers in Sorong district who were not only focused on 1 school level, but all school levels, starting from early childhood/kindergarten teachers, SD/MI, SMP/MTs, and SMA/MA/SMK.

# FINDINGS AND DISCUSSION

This section discusses the findings from the results *google form*. The findings consist of closed questions and open questions. Where closed questions consist of 13 questions and 11 questions are asked, because 2 questions are related to the identity of the respondent. Next, open-ended questions consist of 3 questions. The following is the questionnaire table below:

NO	QUESTION	ANSWER	
1.	Do you enjoy reading information through social media, mass media, print and electronic media?	Yes	No
2.	Do you pay close attention to information as you read?	Yes	No
3.	Do you often pass on information you have read to others?	Yes	No
4.	Are you forwarding only important information?	Yes	No
5.	Are you passing on unimportant information just to be known?	Yes	No
6.	Do you know about the critical literacy approach?	Yes	No
7.	Do you use a critical literacy approach to reading information?	Yes	No
8.	Do you think critical literacy is important in understanding information?	Yes	No
9.	Do you need critical literacy competencies to understand information?	Yes	No
10.	Do you know the meaning of the concept of literacy?	Yes	No
11.	Do you know the meaning of the concept of critical literacy?	Yes	No

NO	QUESTION	ANSWER
1.	In your opinion, what is the meaning of the concept of critical literacy?	
2.	In your opinion, Why should information be read critically?	
3.	According to you, how <small>method</small> understand information critically?  Explain	

# Conclusion

Based on the closed and open questions mentioned above, the researcher took open question number one as a result of this study and the results showed that from the participation of 63 respondents, 77.8% knew the concept of critical literacy, while 22.2% did not know the concept of critical literacy. However, when asked to explain the meaning of the concept of critical literacy, it was found that many respondents had the same answer, this shows that the teacher's lack of knowledge and understanding of the concept of critical literacy. On the other hand, it is found that the same answer is obtained or *copy paste* from the Internet.

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# THANK YOU!

