Pattern of critical literacy learning planning in boarding schools based

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Abstract: Planning learning is stages important in learning . Planning good learning is one guaranteed aspect quality learning. Literacy critical teach importance see A text as representation of the world that is not neutral. this article discuss about pattern planning learning literacy critical especially in writing critical at school medium the first to take shelter below foundation owned by boarding school Islamic boarding schools are very thick with Islamic religious rules and observance against clerics as leader whereas literacy critical teach freedom For think and question text as something that is tendentious. With thereby topic literacy critical at school based boarding school is unique phenomenon. this article based approach _ study qualitative phenomenology with object and subject study learning research conducted by teachers in grade 8. From the results study can concluded that planning learning literacy critical at school based boarding school adhere backward design pattern where results end learning determined especially formerly Then new done analysis need as well as step learning For reach objective end. Learning literacy critical at school based boarding school teach students to think critically and objectively by taking into account social, cultural and character values that are not contrary to the Islamic religion.

Keywords: Planning Learning , Critical Literacy, Critical Writing, Balanced Literacy.

INTRODUCTION

Literacy is ability for identify , understand , interpret , create , communicate , and calculate , use material print and related writing _ with various context . In learning literacy , individual will reach goal , develop potential and knowledge through captured information , processed in a manner critical Then communicated . Literacy skills important for mastered student. Skills good literacy help student For understand information Good oral nor write For support development competence student in various matter (Lifia Yola Putri Febrianti and Oviolanda Irianto, 2017) . UNESCO formulate three draft main in literacy , where literacy is means communication and expression through various media; characteristic plural in context certain, have objective particular and use Language certain ; involve Suite learning with level tiered (Montoya, 2018) . From the third formula draft such , concept first and second show that literacy integrated with environment social as context and language is the ingredients .

Text as material study literacy during This considered neutral or not tendentious, so development ability literacy at school geared toward understanding content text in a manner textual . Power, ideological, and social context seem unrelated to the text (Célèste Kee & Carr-Chellman, 2019; Janks, 2018) . In fact, texts can be used to shape and influence individual views on social issues.

Starting from the explanation above, the need for literacy skills in students is not limited to how to understand the information in the text but must arrive at using and responding to the information obtained wisely. The field of literacy that focuses discussion on critical responses to a text is critical literacy. Critical literacy encourages students to question various issues related to issues that arise in social inequality based on socioeconomic status, race, class, gender, social orientation, and so on. Being "literate" critically means mastering the ability to read and criticize messages in texts related to social contexts (Luke, 2012; Roza, 2015; Sultan, 2017) .

The focus of developing critical literacy skills is centered on reading and writing skills that are oriented towards in-depth discussions about texts and challenging writing assignments (Åberg & Olin-Scheller, 2018) . The development of language skills has a close relationship with students' mental formation and learning achievement in various fields (Dawe & We, 2016; Kusunarningsih1, 2018; Ratna Khaerati Armas et al., 2019) . The reader's task in critical literacy is to understand the author's position and decide whether to agree or disagree with the contents of the writing (Janks, 2018) .

Islamic boarding schools in Indonesia is schools that are under the auspices of the Islamic Boarding School Foundation. Boarding school is one institution education based on Islam in Indonesia. Cottage boarding school as institution education that has root strong (indigenous) in society Indonesian Muslims, in his journey capable maintain and maintain continuity himself as well as has a multi- aspect educational model. Boarding school teach various type lesson religious about Islam at a time participating institutions lots in noble moral and ethical education for students _ inside . In order running a model of moral and moral education in Islamic boarding schools , kyai as leader hold policy highest level and learning base For Students is obedience (Maharani et al., 2016) .

SMPIT Misykat Al'Anwar, located in the city of Jombang, Indonesia, is a pesantren-based school that carries research as a compulsory subject for students. The end result of research learning is that students are able to write scientific research results in one semester related to certain subjects in accordance with the field of supervising teachers. This is an interesting phenomenon because in junior high schools in Indonesia, scientific activities at the research level are extracurricular activities outside of compulsory subjects, while SMPIT Misykat Al'Anwar includes research on compulsory curricular activities in the context of superior local content. The results of interviews with the school principal show that this research learning policy was taken to develop students' sensitivity

in thinking and responding to problems critically through writing in the context of various scientific fields by adhering to cultural values and Muslim characters which represent that Islam is a religion of rahmatan lil alamin. Mata research lessons, given in grade 7 with a different tutor in each class. With this mechanism , each class will produce critical writing in different fields.

Interview results with the class teacher 7 a guide research find that , in general the teacher implements mentoring with expose students on activities read and write in a manner systematic and group during one semester. At the end of the semester, the teacher carries out an assessment by asking groups of students to present their work in class For criticized by colleagues colleagues and tutors . Activity learning the appropriate with principle learning literacy critical and balanced . Phenomenon This become unique because boarding school on the basis of obedience precisely choose research as representation literacy critical For question various matter in text with characteristic tendentious .

Learning is Suite designed activities for possible the learning process in students. Learning is composed combinations, include elements people, materials, facilities, equipment, and interrelated procedures influence For reach objective learning (Siregar & Widyaningrum, 2015) . From description that , can pulled conclusion that learning is cycle planning , implementation , and assessment for reach objective certain . From the third component that , planning learning is one holding factor role important in ensure quality learning (Nasution, 2017; Nurlaila, 2018) .

Paula Wolfe in 2010 found that prospective teachers generally start the unit planning process with use criteria For arrange teaching based on principles adapted learning from Enright and Mc Closkey. Formula intended learning in matter This includes 1) Identification of Purpose and Meaning in which purpose First planning teaching literacy critical is For determine How use presented text with relevant way with life contemporary student with identify " critical " goals . 2) identification characteristic text with read in a manner carefully and answered related questions with text For do reading critical special text need understanding simple about How meaning , fine textual nor social , poured in the text. 3) plan disorientation dilemma For frame repeat understanding against the world. 4) Identify Focus Features Textual and Conceptual . 5) Create option For respond text . 6) Identify opportunity For action social committed . 7) Make an outline appraisal . 8) Negotiation for implementation of critical units. The research study above focuses on how teachers teach critical literacy without linking it to a particular cultural context. This research relates critical literacy learning to the background of Islamic boarding schools and Indonesian culture. Thus the results of this study can be used as an alternative model of learning critical literacy in junior high schools.

METHODS

Research approach and subject

The research is study phenomenology with use qualitative descriptive approach, ones aim for dig pattern planning learning literacy critical in learning research at school based boarding school. The subject are two VIII class teachers who teach research as payload local. Subject chosen with purposive sample , namely the teacher who teaches research with field knowledge different in class VIII.

Material

Data collection using interview deep and check document planning produced by the teacher in learning research. Researcher role as instrument main in complete data

collection with supporting data other . Making guidelines instrument need focused on the components learning literacy critical consisting from 4 aspects main covers materials , strategies, learning media and forms tasks to be used in learning (Bomer et al., 2019; Hunkins, 1991; Jewitt, 2008; Lesley, 2014; Mendelman, 2007; Norris et al., 2012). The four aspects are then detailed become indicator on the material learning includes : 1) use text from various source : 2) problems and texts that must be responded to objectively : 3) text according to students' interests (Hall & Piazza, 2008) . Indicators for aspects of the learning strategy used include: 1) Before learning to read and write: 2) during learning to read and write: 3) After learning to read and write (Kim et al., 2021; Literacy, 2002) . Indicators on aspects of learning media include: 1) using a variety of learning media: 2) using media that is relevant to the topic: 3) facilitating understanding of learning activities (*Center for Literacy Studies Institute for Research and Community Service at State University Surabaya 2018* , 2018) . Indicators on the task aspect include: 1) listening to various phenomena that occur in context: 2) reading various reading sources: 3) grouping readings based on the similarity of the author's opinion: 4) finding relationships between readings: 5) determining relevant texts as a source of theoretical study: 6)make proposal outline: 7) develop proposal outline: 8)revise based on evaluation results: 9)present development results (Alshamsi & Ogdol, 2022)

Procedure

The research procedures carried out in this study follow the steps of qualitative research as follows: 1) determining the problem based on basic assumptions; 2) selecting research subjects with purposive sampling; 3) determining the data collection instrument; 4) carrying out data collection according to the selected technique; 5) presenting data in the form of descriptions according to the criteria in the research instrument; 6) analyzing data; 7) reporting research results

Data Analysis

Data analysis in this research was carried out as follows: 1) Data reduction carried out to map data that is relevant and irrelevant to the research focus. This is done because in interviews and observations it is possible for bias to occur in recording data by researchers. Categories of irrelevant data in this study include The informant's answer is outside the question which accompanies the main answer but is not relevant, example, teacher A's answer during an interview regarding research learning, "Is it still going on as in the previous semester?" When students were interviewed about what happened when the teacher asked for a discussion, the student stated "I'm annoyed with my group, miss". Less relevant supporting documents in each categorystudent learning style map document which is not taken into consideration when dividing groups; 2)data presentation is used to provide the possibility of taking action, drawing conclusions, and discovering meaningful patterns. The data in this research is presented by systematically describing each data related to the research focus; 3) Drawing Conclusion is the final stage in the research to conclude planning patterns, implementation patterns, assessment patterns and patterns of critical literacy results in class VIII SMPIT Misykat Al-Anwar. The research data obtained is complemented by the results of document analysis, interviews, and field observation results per research focus. After that, conclusions are drawn as a result of the research.

Data analysis in this research is qualitative descriptive data analysis as follows; 1) Collect data according to the research focus; 2)Transcribe verbal data from research subjects then group them according to the focus of the problem; 3) Examining data from

various sources including interview results, document checks, and observation results per research focus; 4) Reducing data to select, simplify and organize data; 5)Analyzing data by presenting data obtained from research, namely learning planning patterns, learning implementation, assessment and critical literacy learning outcomes; 6) Make conclusions systematically.

RESULT

The results of research on critical literacy learning planning at SMPIT Misykat Al-Anwar include aspects of the planned material, planned strategy, the media to be used, assignment form planned by the teacher. This is explained in detail as follows.

Planned material

The results of interviews and checks on research teacher planning documents in grade 7 show that at the material level there are two main materials provided by the teacher in research learning, namely material related to research theory and material related to themes to be raised in research. At the planning level, the research teacher agreed to first familiarize students with the concept of research through exposing students to examples of research that had been carried out by older seniors in the previous year. As for the research theme raised related to the content of the subjects taught by the supervising teacher. The difference between teacher A and B is that, in teacher A class, students are given the freedom to choose a theme according to students' interests. Unit themes on subjects are presented at the beginning of the semester and then groups of students discuss with colleagues the themes they want to examine further. In teacher B the theme to be researched by students was determined from the start, namely "studying the educational value contained in literature", but the teacher freed the student group to choose literary texts to be studied in depth. The two teachers agreed to limit the scope of the study material with the principle of subject affordability and not breaking the law. This agreement was taken by considering that research in grade 7 is an initial introduction so that with clear limitations on the material, it is hoped that students will be able to learn to analyze simple problems related to themes adapted to students' cognitive development. Teachers A and B give freedom to students to use texts from various sources but still have to go through a consultative process on the grounds of maintaining the relevance of the text used to the topic. Every text used by students is considered by the teacher in order to be able to provide objective new insights about the problem under study.

From the description above, there are several points of information found related to planning critical literacy learning in grade 7 on the following material aspects: 1) Grade 7 teachers at SMPIT Misykat Al'anwar plan to use various texts in research lessons but limit the texts used by consider the relevance of the material and themes; 2) In Teacher A, the problem is obtained by choosing the theme students want to explore, while in Teacher B the selection of texts to be studied is limited to literary texts with educational value content; 3) Students choose the text to be used by discussing with colleagues and consulting the teacher; 4) the issues raised in the research are limited by the principle of affordability and do not violate the law.

related with main points information the possible discussion be delivered is as following 1).Misykat Middle School 7th grade teacher Al'anwar plan use various texts learning research but limit text used with consider relevance to the material and themes .Findings This show that the teacher is trying For fulfil condition learning literacy critical in which text is used in learning must varied . Restrictions text based on relevance to the problem is something that is mandatory held because without There is relevance between text with material and themes raised , text No Can become base strong For analysis written problem (Paul & Elder, 2014); 2)Student choose text to be used with discuss

together colleague peer and consul process to the teacher. In case this the teacher applies principle freedom responsible for students where in election text student Can do exploration wide However still in teacher guidance for anticipate happening subjectivity in choose text . In case This principle learning literacy critical juxtaposed with component learning literacy balanced; 3) Issues raised in research restricted with principle affordability and not violate law . Literacy idea The critical issue raised by Freire is question text and tendencies as well as react . If seen aspect restrictions law Of course not enough relevant with basic ideas literacy critical However with context diversity in Indonesia of course matter This function For learn student critical without go out from corridor applicable rules .

Planned strategy

In relation to the strategies that will be used by the teacher in classroom learning, it is known that before carrying out learning, at the beginning of the semester the teacher conducts group mapping by considering students' initial abilities. Because the ultimate goal of research learning is that groups of students are able to write research reports and present the results in a work title forum, the teacher uses a weekly target system in the semester program. The program is divided into early semester programs covering initial potential and ability mapping, understanding research theory, finding problems and solutions through exploration. The mid-semester program includes formulating titles, developing an outline per chapter and developing a framework into a report. For the end of semester program, the teacher schedules to revise reports according to input and present results. Mapping of student potential is done by using information on student learning types from MIR results at entry, while the cognitive and psychomotor potential of students is mapped by the teacher through observations at the beginning of learning. The teacher divides each group equally so that in one group there are students who have advantages in speaking, writing, leadership and organization skills, and are skilled in operating a laptop. Thus it is hoped that effective cooperation will be established in groups with a clear division of tasks. For the independent reading process, the teacher makes use of routine literacy activities outside of class hours which are programmed by the school in rotation for several study groups.

From the description above, some of the main ideas that can be raised at the level of literacy learning strategy planning in grade 7 are as follows: 1)The teacher maps group student based on ability initial and equal potential . this _ in accordance with principle collaborative learning _ with peer teaching concept . Where are colleagues colleague Can used by teachers for empower other students to happen even distribution competency in each group . 2) Activity write in divided semester _ become activity preparation , draft development , draft revision and presentation report research . this program appropriate with learning strategies write with process; 3) Teachers take advantage of routine literacy activities at school to provide opportunities for students to explore problems and sources that will be used in research that will be carried out. This allows students to explore directly the text related to the research topic raised

Medium to be used

To teach research, the teacher prepares a power point containing basic research material, besides that the teacher uses the previous year's research report to present to students as a model, of course the selected one is considered the best and representative. In the research class the teacher also uses a laptop connected to the network to guide students in finding reading sources or articles from previous research. The two teachers agreed to introduce Google Scholar to students, accompany students when searching for material, and teach relevant keywords as keys to make searching easier.

Discussions that can be put forward regarding the learning media used in critical

literacy learning are as follows: 1)Teachers use various types of media to facilitate learning. In critical literacy learning, it is recommended to use multi-media and multi-modal to give students a comprehensive experience; 2) The use of learning media is carried out in the learning process to facilitate student understanding. this is consistent with the principle of selecting media in learning in general.

Form task

In the assignment aspect, the two teachers agreed to expose students to independent and guided reading of relevant texts as material to be used to write research reports. The results of independent reading are combined with listening to the surrounding environment to find problems related to the theme. Furthermore, students are asked to group similar and conflicting opinions in the reading material so that a relationship between the readings is found whether they are mutually supportive or contradictory. Furthermore, the teacher assigns students according to activities at the beginning, middle and end of the semester. The teacher carries out intensive guidance in each phase and records the progress of each group to determine the next steps in this task.

Discussions that can be proposed in this aspect are as follows: 1)The tasks that must be done by students support the completion of the main task, namely writing scientific reports as a form of critical literacy; 2)Assignments are given in stages according to activities at the beginning, middle, and end of the semester on learning strategies.

CONCLUSION

From the description of the material and discussion put forward, several main ideas can be put forward about planning critical literacy learning in Islamic boarding schools as follows: 1) The planning process is started by the teacher by setting the ultimate goal of learning, namely that students are able to produce research reports as a form of critical literacy; 2)The teacher plans learning on the material aspects, strategy, media used and the form of assignments chosen based on students' needs for critical writing by following the principles of freedom and objectivity with restrictions on cultural context, level, and level of student development. 3) The teacher divides the planning program at the beginning, middle and end of the semester as a continuous activity by following the principles of a process approach in writing

The general conclusion that can be put forward from this description is that in planning critical literacy learning, the teacher adheres to the *backward design principle* and applies a pattern of critical literacy learning, balanced, with process skills. students are taught to think critically and objectively by considering social, cultural, and character values that are not against the Islamic religion.

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